

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Plainfield Elementary School	57727100000000	April 17, 2019	June 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

Two focus groups conducted a comprehensive needs assessment using data from the California Dashboard. The first focus group took place on February 12, 2019 and included the Director of Secondary Education, State and Federal Programs Coordinator, Site Principal, Response to Intervention Specialist, English Language Specialist and Third Grade General Education Teacher; the second focus group took place on February 27, 2019 and included the Plainfield teaching staff. Both groups reviewed the 5 x 5 colored table for each of the state indicators, then identified areas of greatest progress and greatest need. Students with Disabilities, in general, performed at a low level and declined from the past year. The groups then explored potential barriers and root causes, before compiling high impact change ideas. The groups discussed the merits of each change idea then selected three to five that would have the greatest impact on academic achievement and school connectedness. While these change ideas target Students with Disabilities, they ultimately support and serve all students. The comprehensive needs process and outcomes were shared and consulted with ELAC on March 14, 2019 and with School Site Council on February 20, 2019 as well as March 20, 2019.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including: a school and family engagement policy a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our SPSA relies on many sources of data to plan and evaluate our school's areas of strength and growth from year to year. Our school utilizes annual surveys, School Site Council and ELAC input, assessment data, and staff input. Surveys have been created for our stakeholder groups (students, families and communities, and staff) in order to help identify qualitative measures of success and growth as well as areas of concern and need. The surveys were given the following spring and reviewed by the School Site Council, ELAC, and Plainfield Elementary Leadership teams in the fall. CAASSP and local interim assessment data is analyzed by the teachers at the beginning, middle and end of the year. The surveys are as follows:

Student

1. I am new to this school.
2. I feel like I am part of this school.
3. I think my school is a good school.
4. I feel safe on my campus.
5. Our school has good spirit.
6. Our school is kept clean.
7. At my school, no one cares about students who are considered the "outsiders".
8. I feel like my voice matters to teachers and administration on campus.
9. I think the students on my campus are helpful and kind.
10. Students are frequently recognizes for good behavior
11. At my school, there is a teachers or other adult who really cares about me.
12. At home, there is a parent or some other adult who is interested in my school work.
13. The behaviors in my class allow the teachers to teach.
14. I feel my school has high standards for achievement.
15. I plan to graduate high school.

Families and Communities

1. I am new to this school.
2. I am happy to be at this school.

3. Our school has good school spirit.
4. Our school is kept clean.
5. I feel like my voice matters to teachers and administration on campus.
6. In the last 30 days, my child has come to me to discuss a problem they have.
7. My child's school promotes parent involvement.
8. In the last 30 days, I have volunteered at my child's school either in the classroom or on campus.
9. Students are frequently recognized for good behavior.
10. I think my school is a good school.

Staff

1. How easy is it to get the resources you need to teach at this school?
2. How useful is the feedback the principal at this school give you?
3. How much support does the administration at this school give to the teaching staff?
4. How much support do you feel the parents of your students give you?
5. How reasonable are the expectations for student achievement at this school?
6. Does this school give too much attention to standardized tests, too little attention to them, or about the right amount of attention to them?
7. How well do teachers at this school collaborate with each other?
8. How much attention does this school give to your professional growth?
9. Overall, are you satisfied with the teaching experience at this school, neither satisfied nor dissatisfied with it, or dissatisfied with it?
10. What are the strengths and weaknesses of this school? What is a positive thing from this year and what is one thing you would like to see changed for next year?

The School Plan is reviewed at the beginning of the year with ELAC and the School Site Council and as needed throughout the year when interim data is available. This process begins with an analysis of state and local achievement data, followed by a discussion as to how the the goals and actions will support growth. In the fall, our site holds a Title I Parent Meeting to provide parents a platform to understand achievement measures, what it means to be a Title I school and to ask questions and provide input. In January, our School Site Council reviews interim achievement data and begins to make plans for the upcoming year. In February, our site underwent a comprehensive needs assessment identifying performance gaps among student groups, potential barriers or root causes, followed by a series of change ideas that will be emphasized in the upcoming School Plan. In March, both the ELAC and School Council will be presented with the comprehensive needs assessment process. Input from these groups will be considered for inclusion in the plan. In April, the School Plan was revised and sent to ELAC and School Council for approval. Once officially approved by the local governing board, the School Plan will be made available to all stakeholders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.8%	0.28%	1	3	1
African American	1.2%	0.8%	1.11%	4	3	4
Asian	2.9%	2.8%	3.33%	10	10	12
Filipino	0.6%	1.1%	0.28%	2	4	1
Hispanic/Latino	43.8%	40.1%	41.11%	149	144	148
Pacific Islander	%	%	%			
White	49.4%	52.7%	52.78%	168	189	190
Multiple/No Response	0.9%	0.6%	0.56%	3	2	2
	Total Enrollment			340	359	360

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	45	46	47
Grade 1	47	46	49
Grade 2	46	50	49
Grade3	45	53	54
Grade 4	51	56	56
Grade 5	48	58	55
Grade 6	58	50	50
Total Enrollment	340	359	360

Conclusions based on this data:

1. Our school enrollment has slowly increased over the past two years starting at 340 students in 2015-16, with 360 students in 2017-18. Our demographic composition primarily consists of White (51.7%), Hispanic (41.11%), Asian (3.33%), African American (1.11%), American Indian and Filipino (2.8%); with multiple/no responses at 5.56%. This data highlights the need for our school to continue to ensure that all students feel connected socially and a part of our school.
2. 2017-18 Grade Level enrollment ranged from 47 - 56 students. The Primary Grade Enrollment average was 24.875 students per class, putting us within GSA requirements of 26:1 (student to teacher ratio). The Intermediate Grade Enrollment average was 26.83 students per class which is lower than the 32:1 average. These small numbers provide teachers additional opportunities for student contact time and individual attention.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	64	49	52	18.8%	13.6%	14.4%
Fluent English Proficient (FEP)	24	25	28	7.1%	7.0%	7.8%
Reclassified Fluent English Proficient (RFEP)	13	9	11	21.0%	14.1%	22.4%

Conclusions based on this data:

1. The 2017-18 enrollment of English Learners increased by three students from 2016-17. Despite this increase, 2017-18 enrollment is 12 students less than 2015-16 enrollment numbers. With low enrollment of ELs, as a school percentage, we utilize the homeroom model during designated ELD. Teachers, by grade level, provide designated ELD to their students in small group settings or combine ELD students by grade level to provide instruction on a rotational basis (i.e. semester). Our EL Specialist provides pullout or push-in designated ELD to each grade level on a rotational basis with the exception of Kindergarten, which receives this service throughout the year during non-core instruction.
2. The percentage of RFEP students has increased from 14.1 percent in 2015-16 to 22.4 percent in 2017-18. This data suggests that both designated and integrated ELD strategies/supports have become more consistent schoolwide. Nonetheless, we need to continue to refine our instructional practices and monitoring of both English Learners and RFEP students.
3. There is a small increase in the number of enrolled students that are designated as Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	52	53	43	52	52	43	52	52	95.6	100	98.1
Grade 4	50	57	57	48	56	57	48	56	57	96	98.2	100
Grade 5	46	63	58	45	59	58	45	59	58	97.8	93.7	100
Grade 6	56	53	49	54	51	49	54	51	49	96.4	96.2	100
All Grades	197	225	217	190	218	216	190	218	216	96.4	96.9	99.5

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	2392.	2385.	2435.	14	15.38	21.15	21	13.46	36.54	21	21.15	25.00	44	50.00	17.31
Grade 4	2473.	2412.	2419.	21	14.29	14.04	35	19.64	17.54	17	10.71	15.79	27	55.36	52.63
Grade 5	2487.	2474.	2443.	7	10.17	10.34	44	33.90	18.97	22	11.86	15.52	27	44.07	55.17
Grade 6	2540.	2535.	2566.	22	19.61	34.69	37	35.29	32.65	20	21.57	20.41	20	23.53	12.24
All Grades	N/A	N/A	N/A	16	14.68	19.44	35	25.69	25.93	20	16.06	18.98	29	43.58	35.65

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	16	19.23	23.08	42	26.92	59.62	42	53.85	17.31	
Grade 4	25	21.43	14.04	48	26.79	38.60	27	51.79	47.37	
Grade 5	13	18.64	13.79	51	45.76	32.76	36	35.59	53.45	
Grade 6	17	19.61	30.61	48	62.75	46.94	35	17.65	22.45	
All Grades	18	19.72	19.91	47	40.37	43.98	35	39.91	36.11	

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	9.62	17.31	35	46.15	53.85	56	44.23	28.85
Grade 4	27	14.29	12.28	54	28.57	43.86	19	57.14	43.86
Grade 5	24	20.34	10.34	51	52.54	39.66	24	27.12	50.00
Grade 6	26	25.49	42.86	50	50.98	40.82	24	23.53	16.33
All Grades	22	17.43	19.91	48	44.50	44.44	30	38.07	35.65

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	12	9.62	21.15	67	61.54	69.23	21	28.85	9.62
Grade 4	17	19.64	12.28	73	44.64	59.65	10	35.71	28.07
Grade 5	13	11.86	12.07	64	59.32	55.17	22	28.81	32.76
Grade 6	22	19.61	42.86	69	64.71	46.94	9	15.69	10.20
All Grades	16	15.14	21.30	68	57.34	57.87	15	27.52	20.83

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	21	15.38	26.92	44	42.31	57.69	35	42.31	15.38
Grade 4	19	14.29	15.79	60	37.50	43.86	21	48.21	40.35
Grade 5	18	23.73	10.34	67	37.29	37.93	16	38.98	51.72
Grade 6	44	37.25	44.90	41	37.25	42.86	15	25.49	12.24
All Grades	26	22.48	23.61	53	38.53	45.37	21	38.99	31.02

Conclusions based on this data:

1. In 2017-18, 45.37 percent of students Met or Exceeded Standard. This represents a five percentage point increase from the previous year (40.37 percent). While this is significant growth, more than half the students tested were below standard. Grades 3 and 6 had the highest percentage of students meeting or exceeding standard at 57.69 percent and 67.34 percent respectively. Grades 4 and 5 had the lowest scores at 31.58 percent and 29.31 percent respectively, however the majority of these students improved scores from the previous year.

Achievement Level Descriptors reveal the following percent of students scored at above or near standard:
 In Reading, 63.89 percent (students can comprehend stories and information they read)
 In Writing, 64.35 percent (students can communicate effectively in writing)
 In Listening, 79.17 percent (students can understand spoken information)
 In Research/Inquiry, 68.98 percent (students can find and present information about a given topic)

Teacher familiarity and experience with the newly adopted ELA curriculum; additional student exposure to informational text (NewsELA and Scholastic News); small group reading instruction; continued use of computer programs such as Accelerated Reader and iReady have been contributing factors to these scores.

2. **Achievement Level Distribution Over Time**
 The 2017-18 4th Grade had a 2.74 percentage point increase from the previous year.
 In 2017, 28.84 percent of students in 3rd Grade Met or Exceeded Standard. In 2018, 31.58 percent of these students as 4th graders Met or Exceeded Standard.

 The 2017-18 5th Grade had a 5.69 percentage point decrease over a three year period.
 In 2016, 35 percent of students in 3rd Grade Met or Exceeded Standard. In 2017, 33.93 percent of these students as 4th graders Met or Exceeded Standard. In 2018, 29.31 percent of these students as 5th graders Met or Exceeded Standard.

 In 2017-18 6th Grade had an 11.34 percentage point increase over a three year period.
 In 2016, 56 percent of the students in 4th Grade Met or Exceed Standard. In 2017, 44.07 percent of these students as 5th graders Met or Exceeded Standard. In 2018, 67.34 percent of these students as 6th graders Met or Exceeded Standard.

This data indicates that students in 5th grade have experienced decreases in the percent that Met or Exceed Standard from the previous year as fourth graders. Additional information and analysis is needed to help pinpoint underlying causes.

3. The percentage of students tested in third through sixth grade was nearly 100 percent; one third grader did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	52	53	44	52	52	44	52	52	97.8	100	98.1
Grade 4	50	57	57	49	56	57	49	56	57	98	98.2	100
Grade 5	46	63	58	45	62	58	45	62	58	97.8	98.4	100
Grade 6	56	53	49	55	52	49	55	52	49	98.2	98.1	100
All Grades	197	225	217	193	222	216	193	222	216	98	98.7	99.5

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	2399.	2407.	2429.	14	19.23	9.62	18	17.31	40.38	34	25.00	32.69	34	38.46	17.31
Grade 4	2487.	2425.	2448.	16	7.14	12.28	37	8.93	17.54	37	44.64	43.86	10	39.29	26.32
Grade 5	2495.	2500.	2454.	11	24.19	8.62	29	16.13	12.07	24	25.81	27.59	36	33.87	51.72
Grade 6	2517.	2504.	2558.	18	11.54	26.53	20	25.00	28.57	35	28.85	26.53	27	34.62	18.37
All Grades	N/A	N/A	N/A	15	15.77	13.89	26	16.67	24.07	33	31.08	32.87	26	36.49	29.17

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	20	25.00	19.23	32	28.85	61.54	48	46.15	19.23	
Grade 4	33	8.93	17.54	41	19.64	47.37	27	71.43	35.09	
Grade 5	29	32.26	10.34	27	32.26	29.31	44	35.48	60.34	
Grade 6	22	23.08	44.90	44	36.54	26.53	35	40.38	28.57	
All Grades	26	22.52	22.22	36	29.28	41.20	38	48.20	36.57	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	19.23	25.00	50	44.23	48.08	34	36.54	26.92
Grade 4	31	8.93	12.28	47	42.86	56.14	22	48.21	31.58
Grade 5	16	19.35	10.34	47	38.71	37.93	38	41.94	51.72
Grade 6	16	15.38	32.65	51	44.23	46.94	33	40.38	20.41
All Grades	20	15.77	19.44	49	42.34	47.22	32	41.89	33.33

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	18	23.08	21.15	45	42.31	50.00	36	34.62	28.85
Grade 4	29	10.71	17.54	55	30.36	45.61	16	58.93	36.84
Grade 5	13	19.35	6.90	56	38.71	43.10	31	41.94	50.00
Grade 6	18	13.46	32.65	55	42.31	36.73	27	44.23	30.61
All Grades	20	16.67	18.98	53	38.29	43.98	27	45.05	37.04

Conclusions based on this data:

- In 2017-18, 37.96 percent of students Met or Exceeded Standard in Mathematics. This represents a 5.52 percentage point increase from the previous year (32.44 percent). While this is significant growth, more than half the students tested were below standard. Grades 3 and 6 had the highest percentage of students meeting or exceeding standard at 50 percent and 55.1 percent respectively. Grades 4 and 5 had the lowest scores at 29.82 percent and 20.69 percent respectively.

2017-18 Achievement Level Descriptors
 Concepts and Procedures:
 63.42 percent of students were above or near standard (students apply mathematical concepts and procedures)
 Problem Solving and Modeling/Data Analysis:
 66.66 percent of students were above or near standard (students use appropriate tools and strategies to solve real world and mathematical problems)
 Communicating Reasoning:
 62.96 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions)

This information suggests that our students are improving their ability to identify relevant information embedded in mathematical word problems, apply strategies to solve, as well as to communicate the process and answers effectively.
- Achievement Level Distribution Over Time (caaspp.cde.ca.gov)
 The 2017-18 4th Grade had a 6.72 percentage point decrease from the previous year.
 In 2017, 36.54 percent of these students in 3rd Grade Met or Exceeded Standard. In 2018, 29.82 percent of these students as 4th graders Met or Exceeded Standard.

The 2017-18 5th Grade had a 11.31 percentage point decrease over a three year period.
 In 2016, 32 percent of these students in 3rd Grade Met or Exceeded Standard. In 2017, 16.07 percent of these students as 4th graders Met or Exceeded Standard. In 2018, 20.69 percent of these students as 5th graders Met or Exceeded Standard.

In 2017-18 6th Grade had an 2.1 percentage point increase over a three year period.
 In 2016, 53 percent of the students in 4th Grade Met or Exceed Standard. In 2017, 40.32 percent of these students as 5th graders Met or Exceeded Standard. In 2018, 55.1 percent of these students as 6th graders Met or Exceeded Standard.
- The percentage of students tested in third through sixth grade was nearly 100 percent; one third grader did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				36

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*			*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	*	*	19	52.78	*	*	*	*	36

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	17	47.22	12	33.33	*	*	*	*	36

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K			*	*	*	*			*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*			*
Grade 4					*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	18	50.00	*	*	36

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	18	50.00	15	41.67	*	*	36

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	21	58.33	12	33.33	*	*	36

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	*	*	25	69.44	*	*	36

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	11	30.56	24	66.67	*	*	36

Conclusions based on this data:

- 36 students participated in the 2018 ELPAC (Summative Assessment). Of those 36 English Learners or 52.78 percent scored an Overall Language score of 3 on the 2018 Summative ELPAC.
In Oral Language, 47.22 percent scored a Level 4 and 33.33 percent scored a Level 3
In Written Language, 50 percent scored a Level 2.

This data indicates that the majority of our English Learners are able to communicate in the English language better orally than in writing. Intentional writing supports and scaffolds in designated and integrated ELD will benefit our English Learners.

- Language Domains:
Listening - 50 percent scored in the Well Developed range while 41.67 scored Somewhat/Moderately Developed
Speaking - 58.33 percent scored in the Well Developed range while 33.33 scored Somewhat/Moderately Developed
Reading - 69.44 percent scored in the Somewhat/Moderately Developed range
Writing - 30.56 percent scored in the Well Developed range while 66.67 scored Somewhat/Moderately Developed

This data will serve as a baseline and will support ongoing efforts to be intentional with ELD instruction which will lead to increased achievement levels and reclassification rates of our English Learners.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
360	38.9%	14.4%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	14.4%
Foster Youth	2	0.6%
Homeless	3	0.8%
Socioeconomically Disadvantaged	140	38.9%
Students with Disabilities	25	6.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1%
American Indian	1	0.3%
Asian	12	3.3%
Filipino	1	0.3%
Hispanic	148	41.1%
Two or More Races	2	0.6%
White	190	52.8%

Conclusions based on this data:






- The largest student group is our Socioeconomically Disadvantaged students representing 38.9 percent of our student body. English Learners comprise 14.4 percent, followed by Students with Disabilities at 6.9 percent. While Homeless and Foster Youth combined are 1.4 percent, historically they represent a student group that has a high need of intensive social-emotional and academic supports.
- The majority of our Enrollment by Race/Ethnicity is White (52.8 percent), followed by Hispanic (41.1 percent), Asian (3.3 percent), African American (1.1 percent), Two or More Races (.6 percent), Filipino (.3 percent) and American Indian (.3 percent) student groups. Whenever there are significant numeric differences between Student Groups, it is very important that our school culture emphasizes universal acceptance/inclusion and celebrates cultural diversity in order to support home to school partnerships.

3. This aggregated data indicates a significant need to provide multi-tiered systems of support beyond quality first instruction to ensure all of our students become proficient in literacy, numeracy and 21st Century skills, and are able to graduate high school and be competitive college and career ready. To achieve this we need to continually refine our efforts to build relationships with students and provide targeted instructional and social emotional supports to those most in need.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Student academic performance was in the yellow for both ELA and Mathematics. Overall, students scored in the Low Indicator Cut Score levels with the average ELA score 17.1 points below standard and mathematics scores 26.1 points below standard. ELA increased by 14.1 points and Mathematics increased by 9 points from the previous years. Increased student engagement, continued use of iReady and supplemental curriculum such as Accelerated Reader, NewsELA and Scholastic News, in addition to increased familiarity with the new ELA adoption curriculum, were likely contributing factors. These, along with quality first instruction, will continue to be areas of our instructional focus.
2. Overall Chronic Absenteeism was in the green. 7.5 percent of all students were chronically absent, which was a decrease by .9 percent. Students with Disabilities and White student groups were rated Orange. English Learners were yellow, while the Hispanic student group rated green. This indicates that the vast majority of our students come to school each day and are thus able to engage in academics and retain learning.
3. Suspension Rates were also in the green with 2.1 percent suspended at least once which was a decline of 1.2 percent. Hispanic, Socioeconomically Disadvantaged and White student groups were in green. Students with Disabilities were in rated orange with 10.5 percent being suspended at least once, which was also a decline from the previous year. Overall, this indicates that our PBIS initiatives and alternate means of correction have played a role in reducing student infractions that require suspension. However, we need to develop preventative measures for all students especially, Students with Disabilities.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 17.1 points below standard Increased 14.1 points 203 students	<p>English Learners</p>  Yellow 52.5 points below standard Increased 25.2 points 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 67.9 points below standard Increased 9.5 points 78 students	<p>Students with Disabilities</p>  No Performance Color 110.4 points below standard Declined -41 points 26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 55.2 points below standard Increased 10.7 points 78 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Green 7.2 points above standard Increased 15 points 116 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.5 points below standard Increased 18 points 16 students	13.1 points below standard Increased 5 points 26 students	7 points below standard Increased 12.4 points 160 students

Conclusions based on this data:

- Overall, all students and statistically significant student groups were in the yellow (Hispanic, English Learners and Socioeconomically Disadvantaged) or green (White) for Language Arts. Upon further exploration, Students with Disabilities experienced a significant decrease (41 points) and are performing at a low level. This indicates that additional scaffolds and supports need to be refined so further academic gains can continue for all students.
- Reclassified English Learners (RFEP) performed closely to the English Only (EO) student group, and both demonstrated increases in achievement. Academic achievement parity between RFEP and EO suggests that criteria for English Learners to be Reclassified as Fluent English Proficient are accurate indicators and that ongoing supports are generally successful. Current English Learners did make increases (18 points) from the past year but are still over 100 points behind both RFEP and EO student groups. As a result we need to continue to monitor EL progress and provide small group instruction whenever possible.

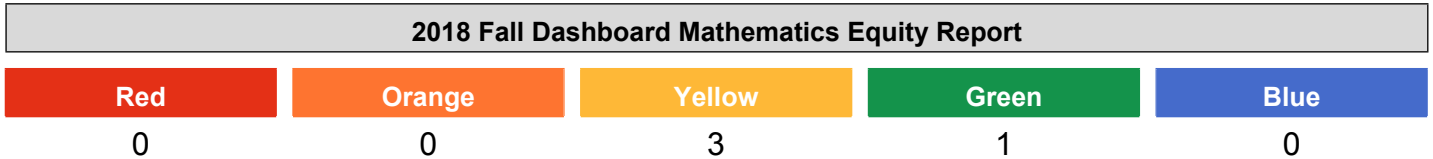
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 26.1 points below standard Increased 9 points 203 students	<p>English Learners</p>  Yellow 60.9 points below standard Increased 21 points 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 69.2 points below standard Increased 8.6 points 78 students	<p>Students with Disabilities</p>  No Performance Color 102.1 points below standard Declined -15.4 points 26 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.8 points below standard Increased 14.2 points 78 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Green 9.9 points below standard Increased 3.2 points 116 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.4 points below standard Maintained 0 points 16 students	21.2 points below standard Increased 15.1 points 26 students	16.5 points below standard Increased 5.9 points 160 students

Conclusions based on this data:

- All students and statistically significant student groups were in the yellow (Hispanic, English Learners and Socioeconomically Disadvantaged) or green (White) for Mathematics. Upon further exploration, Students with Disabilities experienced a significant decrease (15.4 points) and are performing at a low level (102 points below standard). This indicates that instructional coherence with the RSP and Gen. Ed. classrooms, along with refined instructional supports, need to be in place so further academic gains can continue for all students.
- Reclassified English Learners (RFEP) performed closely to the English Only (EO) student group and both demonstrated increases in achievement. While on average both student groups were 16.5 to 21 points below standard, the similarity suggests that Reclassification as Fluent English Proficient standards of English Learners are accurate indicators and that ongoing supports are generally successful. Current English Learners maintained achievement from the past year but are still over 100 points behind both RFEP and EO student groups. This reveals that additional language supports and word problem strategies are needed to help close the gap.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
36	22.2%	52.8%	13.9%	11.1%

Conclusions based on this data:

1. The majority (53 percent) of our English Learners (EL) are in the Moderately Developed (Level 3) designation and are on the cusp of being Reclassified. To help ensure this outcome, consistent alignment of the ELD and ELA programs need to be continued as well as classroom interventions need to occur on a regular basis.
2. Most of our Well Developed (Level 4) ELs will be Reclassified this year and will receive on-going monitoring to help ensure achievement parity with English Only students.
3. Approximately one-fourth of our ELs are in the Somewhat Developed (Level 2) and Beginning Stage (Level 1). This highlights the need to continue to differentiate instruction during ELD and ELA in order to ensure adequate language development for students most in need.

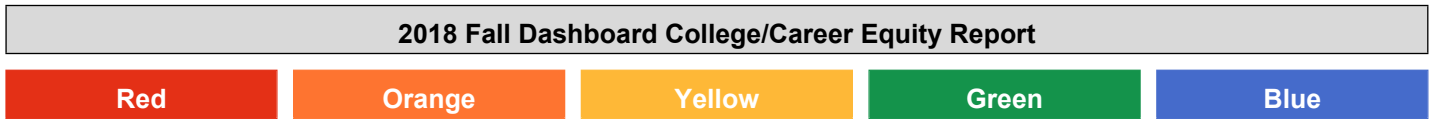
School and Student Performance Data

Academic Performance College/Career

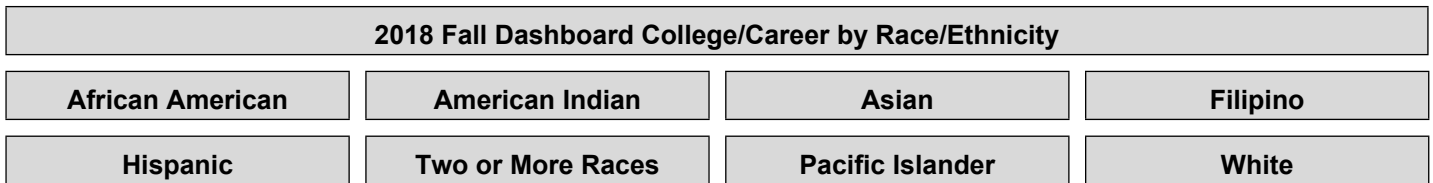
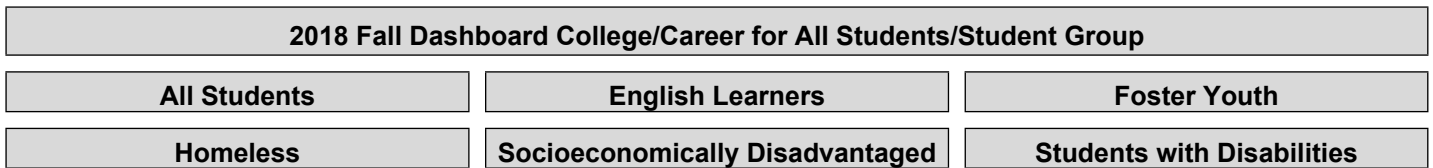
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. While there is no data for this section, the strength of our school's academic programs, student's connectedness to school, and our multi-tiered system of supports will impact the trajectory of our students educational and career path.

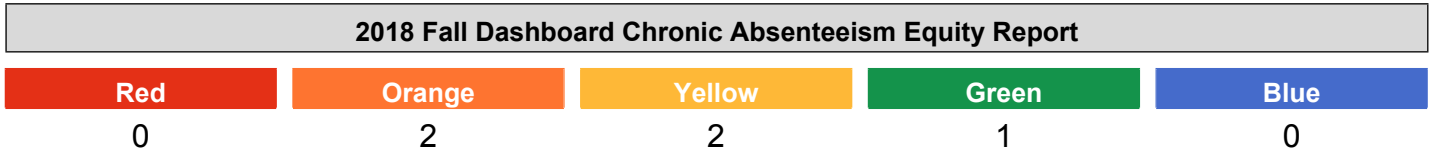
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.5% chronically absent</p> <p>Declined 0.9%</p> <p>372 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>9.6% chronically absent</p> <p>Maintained 0.4%</p> <p>52 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>11% chronically absent</p> <p>Declined 1.8%</p> <p>154 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>15.8% chronically absent</p> <p>Increased 5%</p> <p>38 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 8.3% chronically absent Increased 8.3% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.6% chronically absent Declined 3.6% 152 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 7.1% chronically absent Increased 1.9% 197 students

Conclusions based on this data:

- Overall our school rated green for this indicator with 7.5 percent of students delineated as chronically absent, a .9 percent decline over the prior year. English Learners and Socioeconomically Disadvantaged students maintained and improved in percentages of being labeled chronically absent. The Hispanic race/ethnic group rated green with a 3.6 percent decline from the previous year with 8.6 percent categorized as chronically absent. Students with Disabilities and the White race/ethnic group rated orange due to an increased amount of students determined chronically absent; 5 and 1.9 percent increase respectively.
- This data indicates that while we are making progress, we still have work to do, especially for specific student and race/ethnicity groups. We plan to encourage positive student attendance through recognition programs and continued outreach to parents about the impact attendance has on academic achievement.

School and Student Performance Data

Academic Engagement Graduation Rate

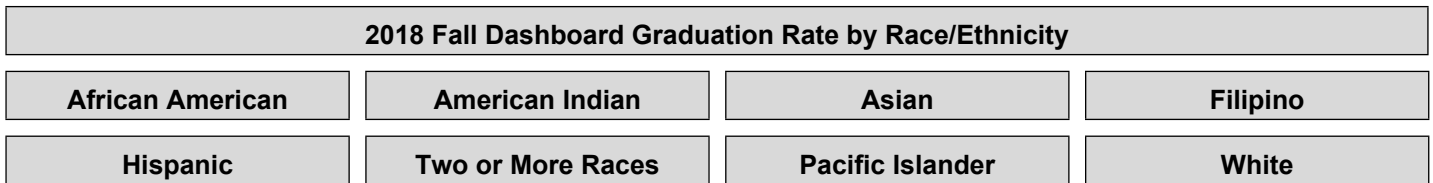
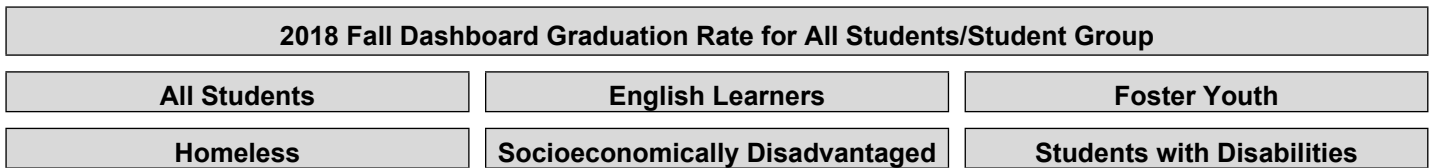
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

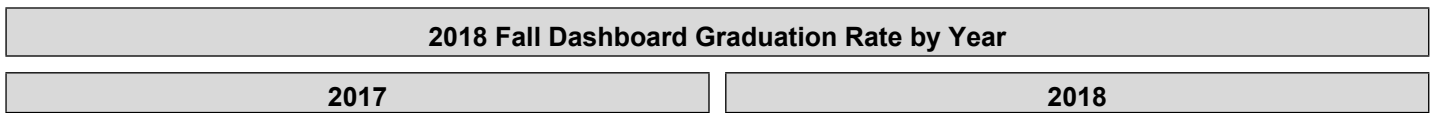
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

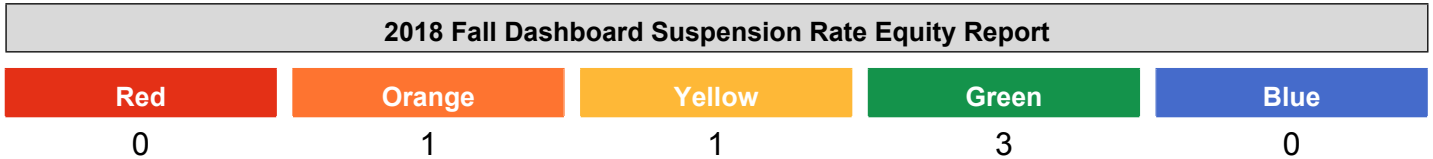
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 2.1% suspended at least once Declined -1.2% 381 students	<p>English Learners</p>  Yellow 3.8% suspended at least once Declined -0.9% 53 students	<p>Foster Youth</p>  No Performance Color Data not displayed for privacy
<p>Homeless</p>  No Performance Color Data not displayed for privacy	<p>Socioeconomically Disadvantaged</p>  Green 2.5% suspended at least once Declined -1.4% 160 students	<p>Students with Disabilities</p>  Orange 10.5% suspended at least once Declined -0.3% 38 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 8.3% suspended at least once Increased 8.3% 12 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3% suspended at least once Declined -1.1% 156 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 Green 2.5% suspended at least once Declined -2.2% 201 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.6% suspended at least once	3.3% suspended at least once	2.1% suspended at least once

Conclusions based on this data:

1. Overall, we are observing a trend in the reduction of suspensions, from 3.6 to 2.1 percent over the course of two years. Three groups are classified as green, while one group is rated yellow and orange. PBIS interventions such as positive incentives, teaching and re-teaching of expectations, consistent expectations and consequences, class meetings, Victor Service counseling groups and many other restorative practices have made a positive impact on the number and nature of suspending offenses.
2. Suspensions among Students with Disabilities and English Learners are rated as Orange and Yellow respectively and continue to be an area of concern. This highlights the need to be intentional with school connectedness, opportunities for leadership roles, and peer supports for both these student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	Plainfield is Yellow on ELA and Yellow on Math on the CA School Dashboard. The percentage of students meeting proficiency in ELA increased by 4% from 2017 to 2018 (41% to 45%); ELA status level was Low at 17.1 points below standard (increased 14.1 points from previous year). The percentage of students meeting proficiency in Math increased by 5% from 2017 to 2018 (33% to 38%); Math status level was Low at 26.1 points below standard (increased 9 points from previous year).	In 2019/2020 increase on ELA academic indicator in category of "Distance From Standard" by 3 points for all students from previous year. Increase the percentage of students meeting proficiency in ELA and Math from previous year by 1%.
Percentage of students who reach growth targets on iReady (elementary schools) in Reading and Math.	iReady Diagnostic Growth Report Mid-Year Reading- 43% of students are met Typical Growth targets 45% of students with improved placement (moved up at least one placement level)	Increase the percentage of students who reach growth targets on iReady in Reading and Math by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math- 25% of students are met Typical Growth targets 47% of students with improved placement (moved up at least one placement level)	
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	All grade level teams meet once a month to collaborate and analyze student work and data. There is no quantitative baseline data to determine percentage.	A baseline will be established this year.
Show growth on the ELA and Math Academic Indicator for Students with Disabilities	ELA status level was very low at -110.4 points from standard and declined significantly, -41 points Math status level was very low at - 102.1 points from standard and declined significantly, -15.4 points	Increase performance levels from previous year by 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 Schoolwide English Language Arts focus to support effective teaching strategies, student support in the writing process, in addition to increase reading comprehension, vocabulary and fluency.

- Provide students with focused grade level target time of instruction differentiated by needs. Students receiving interventions and instruction in a systematic way will increase academic achievement, social well-being and efficiency. In rotational blocks of 30-45 minutes, target time will be a concerted effort by grade level teachers, Rtl specialist, para-educators, RSP teacher and are scheduled throughout the day.
- Provide opportunities for teacher collaboration and planning to support all students
- Participate in academic conferences bi-annually
- Provide student use of online resources
- Provide supplemental intervention materials needed to support underperforming students
- Provide supplemental grade level complex text for all students such as NewsELA and Scholastic News with SPIN
- Provide staff with equipment and supplies needed to be more effective in their teaching

- Provide copies and paper for student instructional use and family communication
- Provide technology programs to support standardized instruction in ELA and cross curriculum subjects such as Renaissance Place, and Mystery Science
- Provide teachers release time to gather assessment data to determine the needs of underserved and underperforming students
- Provide professional development opportunities for teachers to increase their effectiveness in reading, writing and/or language acquisition instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3854	Site Discretionary
3392	Title I Part A: Basic Grants Low-Income and Neglected
16000	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Schoolwide Math focus to support effective teaching strategies; improve student comprehension and reasoning skills, as well as student's ability to demonstrate understanding using multiple strategies to model and explain their answers.

- Provide students small group intervention instruction
- Participate in bi-annual academic conferences
- Provide student use of online resources
- Provide intervention materials to support underperforming students
- Provide opportunities for teacher collaboration and planning to support all students
- Provide staff with equipment and supplies needed to be more effective in their teaching
- Provide copies and paper for student instructional use and family communication
- Provide technology programs to support standardized instruction in math and cross curriculum subjects such as Project Lead The Way
- Provide teachers release time to gather assessment data to determine the needs of underserved and underperforming students
- Provide professional development opportunities for teachers to increase the implementation of the standards for mathematical practice in daily instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3855	Site Discretionary
4000	Title I Part A: Basic Grants Low-Income and Neglected
6000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Student goal setting and enrichment opportunities .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	N/A	N/A
Number of pathways that result in certification in high demand, local industry sectors (high school only)	N/A	N/A
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	N/A	N/A
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	This coming year will serve as a baseline year using internal data.	A baseline will be established this year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Schoolwide focus on regular Student-Teacher Data Chats and Goal Setting Conferences to foster a culture of learning and academic achievement awareness.

- Provide release time for teachers to review grade level specific agreed upon assessments, then hold data chats and goal setting conferences with students (sub costs)
- Provide release time for teachers to participate in Student Study Teams (sub costs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1100	Title I Part A: Basic Grants Low-Income and Neglected
1600	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- 2.2 Schoolwide focus for students to participate in academic and enrichment opportunities
- Provide opportunities for students to participate in Visual and Performing Arts via class productions, lunch clubs and/ or after school sessions
 - Provide the After School Education and Safety Program (state grant)
 - Provide after school STEM focused Lego Club utilizing PlayWell Teknologies (funded through PTA)
 - Provide art instruction for all students K-6 with June Wood (funded through PTA)
 - Provide field trip opportunities to all grades (funded through PTA)
 - Provide supplemental technology opportunities for student participation
 - Provide underperforming students with supplemental materials at their level

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Basic Grants Low-Income and Neglected
1704	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Increase school connectedness and recognition among all students, especially students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	In 2017-2018, 7.5 percent of students were chronically absent. This was the equivalent of 28 students.	Reduce the percentage of students that are chronically absent by .5 percent.
Increase student sense of safety and school connectedness.	This coming year will serve as a baseline year using data from the 2018-2019 California Healthy Kids Survey.	A baseline will be established this year.
Ensure access to extended learning opportunities.	This coming year will serve as a baseline year using internal data.	A baseline will be established this year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- 3.1 Schoolwide focus to support student safety, connectedness to school and adults on campus, academic success and social-emotional well being
- Provide a roving substitute to support the Teacher in Charge when the site administrator is off site at a district required training or academy
 - Provide PBIS implementation and monitoring, including BEST lessons and strategies
 - Provide student assemblies to recognize and promote attendance, academics, literacy, and character development

- Implement an "adopt a student program", teachers will seek out two to three students that have been identified as being at risk for absenteeism or in need of social-emotional support
- Provide interventions to under-performing students
- Provide a school garden program to extend learning opportunities (Garden Coordinator funded through PTA)
- Provide Kagan coaching opportunities to increase student engagement
- Establish conflict manager program so peer leaders can support problem solving
- Provide CPR and First Aid Training to all staff
- Maintain schoolwide communication (cost of radios)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Supplemental/Concentration
2000	Title I Part A: Basic Grants Low-Income and Neglected
1000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

Improve reading comprehension and writing scores among English Learners on the ELPAC and CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	In 2017-2018, 11 English Learners were reclassified out of 52. The Reclassification rate was 22.4%	Increase the Reclassification rate by 2 or more percent.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	This data will be reported when it is available on the CA School Dashboard (Fall 2019)	A baseline will be established this year.
Decrease the number of Long Term English Learners (middle and high school only).	N/A	
Increase the number of State Seals of Biliteracy awarded to students (high school only).	N/A	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

- 4.1 Schoolwide focus to utilize integrated ELD instructional strategies and supports across the curriculum, including sentence frames, small group reading groups and vocabulary development
- Provide targeted language instructional materials to supplement the core curriculum

- Provide teacher collaboration and planning time to develop common strategies and supports for English Learners
- Provide teacher professional development opportunities for GLAD or other EL instruction
- Provide EL Specialist instructional support K-6 during designated ELD and professional development during staff meetings
- Provide priority enrollment in the ASES program to increase academic support and enrichment exposure
- Provide ongoing monitoring of English Learner progress, implementation, achievement outcomes, and ELD curriculum between teachers and EL Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3539	Title I Part A: Basic Grants Low-Income and Neglected
5000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Increase parent participation in annual surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	This coming year will serve as a baseline using internal data.	A baseline will be established this year.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	This coming year will serve as a baseline using the results of the 2018-19 California Healthy Kids Survey.	A baseline will be established this year.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	46.63% of parents have Aeries Parent Portal accounts	Increase the number of parents that have an Aeries Parent Portal account by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.1 Schoolwide focus to increase opportunities for parent involvement

- Provide teacher release time or extra duty pay to update school website on monthly basis
- Provide a parent liaison to communicate with all parents about classroom and school news
- Provide interpreter funding for families at parent teacher meetings and conferences

- Provide childcare during parent meetings
- Provide student planners to all students in grades 3-6 as well as School to Home Communication Folders for all students
- Provide funding for a parent involvement program that focuses on increasing the number of parent volunteers in the classroom and during school events
- Provide funding for families to participate in CABE
- Provide funding for light snacks and refreshments for stakeholder functions (e.g. ELAC, parent education opportunities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Basic Grants Low-Income and Neglected
500	Supplemental/Concentration
200	Site Discretionary
461	Title I Part A: Parent Involvement

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$16,492
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$61,205.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$16,031.00
Title I Part A: Parent Involvement	\$461.00

Subtotal of additional federal funds included for this school: \$16,492.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site Discretionary	\$8,909.00
Supplemental/Concentration	\$35,804.00

Subtotal of state or local funds included for this school: \$44,713.00

Total of federal, state, and/or local funds for this school: \$61,205.00

School Site Council Membership

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

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

Name of Members	Role
Piper Sullivan	Classroom Teacher
Heather Allan	Classroom Teacher
Clara Skaug	Classroom Teacher
Phil Pinegar	Principal
Geoff Hulbert	Parent or Community Member
Brooke Santoni	Parent or Community Member
Barry Kersting	Parent or Community Member
Sebastian Torres	Other School Staff
Alex Fricke	Parent or Community Member
Allyson Bleile	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4-17-2019.

Attested:

Principal, Phillip Pinegar on 4-17-2019

SSC Chairperson, Brooke Santoni on 4-17-2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Melissa I. Salcido	English Learner Advisory Committee

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

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

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Attested:



Principal, Phillip Pinegar on 4-17-2019
SSC Chairperson, Brooke Santoni on 4-17-2019