The Single Plan for Student Achievement

School: Stephens Elementary

District: Chowchilla Elementary School District

County-District School (CDS) Code: 60-23899

Principal: Kristi Ariaz

Date of this revision: May 2016

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

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

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The District Governing Board approved this revision of the SPSA on May 2016.

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Single Plan for Student Achievement

Mission Statement

The mission of the Chowchilla Elementary School District is to provide each student a superior education in a safe and positive climate that promotes high academic performance, personal responsibility and respect for self and others.

School Profile

Stephens School is a Kindergarten only campus which serves 12 kindergarten classrooms in the Chowchilla Elementary School District. All classrooms consist of English Only Students and English Learner Students. The ethnic make-up of Stephens School represents a diverse community comprised of Hispanic, white, African American, Asian, Punjabi, and Arabic students. Stephens School has 8 instructional aides that assist in the classrooms for 3 hours each day. A part-time speech/language therapist, resource specialist and school counselor/psychologist provide additional support services to help meet the needs of our qualified students on a regular basis.

The goal of Stephens School is to provide students on a daily basis, highly motivational lessons in each of the core curricular areas: reading, writing, math and oral language. Academic goals are developmentally appropriate and aligned with the state standards. Curriculum is enriched with social awareness activities and character development. We strive to bridge school, home, and community to ensure our students will become life-long learners.

School Accountability Report Card

The School Accountability Report Card (SARC) is available from the school or district office. The School Accountability Report Card is also hosted on the district web site. (www.chowchillaelem.k12.ca.us). The SARC includes details on:

* School & District Information
* School Description & Mission Statement
* Parent Involvement Opportunities
* Demographic Information
* School Facilities Information
* School Safety
* Class Size Information
* Teacher/Staff Information
* Curriculum & Instructional Materials
* Types of Services Funded
* Williams Settlement Requirements

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
   - Curriculum Guide
   - State adopted core curriculum
   - The Board of Trustees has formally adopted the state standards in the core subject groups. The district has adopted and currently uses materials from the state approved adoption lists in addition to teacher and student generated materials in these core subjects. The materials are aligned with the standards at each grade level and in each subject.
   - Stephens Elementary School has aligned the curriculum, instruction and materials to content and performance standards by implementing state adopted core materials and board approved programs. Teachers have been provided staff development opportunities and grade level articulation time weekly to focus on the California State Content and Performance Standards, adopted core materials, and the opportunity to share and discuss best teaching practices and strategies. Weekly, dedicated staff development time and 4 days of embedded training has equipped the staff with skills to effectively integrate the standards and adopted text materials throughout the lesson planning and delivery process. Student performance and progress is assessed and recorded on a trimester basis. Assessment is ongoing, with the results reported each trimester on an assessment composite. Teachers have created and implemented pacing guides for use in language arts and mathematics. The benchmark assessments are another measurement to help ensure the alignment of curriculum, instruction and materials to the content and performance standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   - Chowchilla Elementary School District supports a rigorous plan for English Language Learners. The program is based on the state grade level English Development Standards. The program offerings include structured English immersion, transitional programs, mainstreaming and alternative programs.
   - Good-first teaching has become a focus within the District. Ongoing staff trainings in the areas of writing, Cognitively Guided Instruction and Cooperative Structures are in place to support staff in developing a wider repertoire of instructional strategies. Implementing strategies that best meet the needs of every student is our goal.
   - Adopted state material and supplemental materials in all classrooms
   - Additional materials available
   - All students have access to sufficient and appropriate textbooks and instructional materials in the core subjects of Reading Language Arts (Houghton Mifflin), Mathematics (Harcourt), Science (Harcourt), and Social Studies (McMillan Mc Graw-Hill) consistent with the content and cycles of the curriculum frameworks adopted by the state board of education.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   - Student data analysis
   - Grade level collaboration meetings
   - Professional Learning Communities (PLCs)
   - Trainings on Cooperative Structures began in 2012-2013, with the entire district receiving trainings at the start of the 2013-2014 school year. All new staff attend Cooperative trainings and cooperative structure support is available through our coaches
   - Cognitively Guided Instruction (CGI) began in 2007-2008 and is in the process of moving up through the 8th grade as a result of the effectiveness seen in the K-2 arena. It is this year's focus for PD on campus.
   - Writing Trainings came about as a result of members of the District Assessment Team (two teachers representing each grade level and site admin make up the team) expressing a desire to access trainings to improve their instructional strategies in the teaching of writing. Units of Study by Lucy Calkins. The initial trainings ranged from 30-45 hours of class time and reflections. Ongoing review of focus student writing samples during Monday PD is used to monitor the effectiveness of the classroom application of the instructional strategies used.
   - CKA Annual Kinder Conference – Instructional Strategies for Engaging Students

   Staff development is central to our efforts to increase academic achievement for all students. Regularly scheduled minimum days allow for staff development to take place and also promote opportunities for teachers to work collaboratively on ensuring all students meet the grade level standards.

4. **Services provided by the regular program to enable underperforming students to meet standards:**
   - Comprehensive Student Reviews 2 times per year
   - Universal Access/ELD Instruction
   - Small group instruction in classroom setting
   - Language Arts intervention
   - Imagine Learning!
   - Stephens After School Program
   - CAST (Site based Review team for struggling students)
   - SST (Student Study Team - Special Education Review of Students progress)

   All students at Stephens Elementary School participate in core instruction and take part in supplemental activities to support the core program. All teachers implement the standards-based instructional materials described above in coordination with good-first teaching. The district adopted materials and instructional strategies address the needs of all students, including underperforming students. During initial instruction, teachers use explicit instructional strategies and techniques to address the needs of the underperforming students.

Stephens School has a Student Study Team process for students who are showing either academic or social difficulties. Two times each year a Comprehensive Student Review is conducted to pinpoint the student needs of every student. At this time students are provided an intervention matching the concern. Timely monitoring of student progress is used to determine if the intervention remains in place, or if the child requires a different level of service. Services may be discontinued at this time, or bumped up to a more supportive service. Students can be referred for an SST where a team, which includes the School Psychologist, Resource Program Specialist, Speech Therapist (if necessary), the classroom teacher, parents, and principal, meets and discusses the needs of the student.   This team works together to create accommodations, modifications, goals and a plan for the student. Follow-up meetings and conferences are conducted to ensure the student is making adequate progress and/or to rewrite the goals if necessary.

Stephens School students have the opportunity to attend Stephens After School Program. Stephens After School Program. provides instructional learning activities as well as some enrichment activities. Stephens After School Program is offered to the students 5 days a week for 3 hours each day. The students that attend Stephens After School Program are instructed and supported by specially trained paraprofessionals and high school students.

5. **Services provided by categorical funds to enable underperforming students to meet standards:**
   - Supplemental support services
   - Writing Instruction
   - English Learner Language Development Strategies
   - Instructional Aides
   - Summer Academy

   Categorical funds are used to strengthen and support the core curriculum program.
   - Title I funds are used to provide programs and materials for at-risk students in the District such as Rigby Readers which are used in small group instruction within the classroom.
   - Title II Part A funds are used to provide quality staff development for all teachers such as peer coaching to enhance the Writing and EDI trainings.
   - Title III funds are used to provide programs and materials for the EL students in the District such as writing training materials, Imagine Learning! and tutoring
   - There are instructional materials provided for these ELL classrooms which are funded throughout EIA/LEP monies. These monies also help fund the Instructional Assistants that are assigned to these classrooms.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   - Computer data system (Data Driven Classroom)
   Analysis of student data (benchmarks, reading levels, and other classroom assessments) is used to judge the overall achievement of the school and the

subgroups. All test results and achievement data is disaggregated to identify student needs.

A variety of standards-based assessments are administered and used throughout the year to modify instruction and improve student achievement. Local assessments consist of pre/post benchmark assessments for English Language Arts and mathematics.

The California English Language Development Test (CELDT) is administered to English Learners in the beginning of the school year. This assessment is analyzed by the curriculum office and utilized to instruct students.

Stephens Elementary School is in Year 3 of Program Improvement. To address the needs of those student groups who have not achieved the established Annual Measureable Objectives (AMO), the School Site Council has adopted a curriculum restructuring which will be monitored by an Alternative Governance Board.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
   - Student Study Team
   - As noted by teacher trimester data to Principal

   All teachers at Stephens School have some students with low student performance as well as students with superior performance. Efforts to meet the needs of the students not meeting standards are continual throughout the year. Information for students in need to promotion with Intervention will be passed on to Fuller Site administration. Retained students will be processed using district protocols.

8. **Family, school, district and community resources available to assist these students:**
   - ELAC
   - Family Club
   - ELA and Math Family Nights
   - School Site Council
   - DELAC
   - District Advisory Council
   - Stephens After School Program
   - Nonprofit organizations that provide rich educational experiences

   There are a variety of resources available to assist students in reaching their potential. There are frequent teacher-home communication, parent conferences twice a year, and referrals to outside agencies (counseling, medical needs). The district also has a variety of educational placements available to assist these students (on site intervention, Independent Studies, Home Hospital, RSP and SDC options).

9. **School, district and community barriers to improvements in student achievement:**
   - Family awareness of nonprofit organizations
   - Transportation
   - Parent Trainings

10. **Limitations of the current program to enable underperforming students to meet standards:**
    - Transportation

- Aligning strategies used at feeder schools

The current SPSA is designed to assist all students.

Chowchilla Elementary School District
2014-2017 LCAP Goals

1. **SAFE AND CLEAN ENVIRONMENT** - Through the 2016-2017 school year, all sites be safe and clean as measured through Williams compliance forms. **Additionally, >90 % of our parents and students surveyed will rate the sites as "clean" and "safe".**

2. **STUDENT ENGAGEMENT** - By the 2016-2017 school year, all staff will participate in content rich instructional strategy trainings to increase student engagement as measured by classroom observations, student survey results, an increase in student grades, lower suspension/expulsion rates and increased attendance.

3. **WRITING** - By the 2016-2017 school year, all students will make measurable growth in writing as measured obtaining an average 3.2 on the District Benchmark Writing Rubric and demonstrating proficiency on the State's standardized testing and in meeting API targets. The percentage of ELs meeting the reclassification criteria, as a result of the instructional changes in ELA and Math, will remain consistent while the percentage of long term ELs will diminish by 5% yearly. **The student grade level overall average scores on the district writing benchmark assessments are expected to rise by .3 out of a total score of 4 points each year until proficiency is reached. Students will retain level of proficient once it is reached.**

4. **READING** - By the 2016-2017 school year, all students will make measurable growth in reading as measured by the site's increase in average running record level and meeting API targets. **There will be an increase the number of intervention students reading within 6 months of grade level by 20% each year until the target of 100% of students have met this goal.**

5. **MATH** - By the 2016-2017 school year, all students will make measurable growth in math as measured by obtaining an average 2.8 on the District Benchmark Math Rubric and demonstration proficiency on the state's standardized test and meeting API targets. Cognitively guided Instruction (CGI) and Intervention: EL, Migrant, Foster Youth, SpEd. **In Mathematics, students are expected to raise their overall rubric score by 10% each year until proficiency is reached. Students will retain level of proficient once it is reached.**

6. **PARENT PARTICIPATION** - By the end of the 2016-2017 school year parents will participate more fully and in larger numbers on site committees, will attend parent conferences 2 times each year and participate in parent trainings targeted on areas of parent interest. **Increased parent participation will be measured through a parent survey and sign-in sheets from district and site events.**

Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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 1: All students in the Chowchilla Elementary School District will be educated in a safe and healthy learning environment. Through the 2016-2017 school year, all sites will be safe and clean as measured through Williams compliance forms.
SCHOOL GOAL 1: By June 2017, the percentage of students, staff and students that report feeling "safe" or "very safe" on the CESD Stakeholder Survey will remain in excess of 90%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• CESD Stakeholder Survey of students, staff, parents, and community • Comments and testimonials of CESD students and staff • Williams Compliance forms	• In 2015-2016 Stakeholder Survey, <10% of CESD students, staff and parents felt school is safe and clean • Williams Compliance forms – Minor repairs needed	• This school goal will be evaluated on an annual basis as part of the SPSA and LCAP evaluation process • Williams Compliance forms

STRATEGIES: Stephens will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety. Issues noted on Williams Compliance forms will be addressed.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Each site will have a school safety planning committee The site leadership team will review SSC recommendations, develop implementation plans, and present ideas to stakeholders Privacy slats in fencing added.	Chairperson (SSC Chair) Kristi Ariaz, Principal and site leadership team	• August of each year – Williams Compliance walk-through • September–December : SSC meets to identify major safety issues and review current practices • January : SSC meets to identify potential strategies and make recommendations to site leadership • February : leadership team meets to review SSC recommendations and develop implementation plans • March : leadership team presents to stakeholders and makes revisions, if necessary	None None

LEA GOAL 2: By the 2016-2017 school year, all staff will participate in content rich instructional strategy trainings to increase student engagement as measured by classroom observations, an increase in student grades, lower suspension/expulsion rates and increased attendance.

SCHOOL GOAL 2: By the 2016-2017 school year, all staff will participate in content rich instructional strategy trainings to increase student engagement as measured by classroom observations, an increase in student grades, lower suspension/expulsion rates and increased attendance.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
- Stephens staff observations/academic progress - Suspension/expulsion data - Attendance rates - Stakeholder survey data	- Staff noted an increase in student engagement through the use of CGI, Cooperative structures, and technology - In 2013-2014 Stakeholder Survey, parent shared that teachers need to better understand the child - Suspensions/expulsions rate reduced	This school goal will be evaluated on an annual basis as part of the SPSA evaluation process

STRATEGIES: CESD will use Cooperative Structures, Cognitively Guided instruction and technology to increase student engagement and attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use of Cooperative Structures	Leo Carpenter, Erin Henley Cooperative/Tech Lead/Coach Kristi Ariaz, Principal	• August - June: Utilize Cooperative Structures through PD offerings. Use classroom to model Cooperative Strategies for others	Compensation for work done outside school day - $1000
Expand Technology usage	Mrs. Ariaz, Principal, coaches and site leadership team	• February: leadership team meets to review technology uses on campus.	None
Cognitively Guided Instruction (CGI)	Site Leadership, Teachers, Klytia Burcham	• August through June: Staff train on the effective use of CGI (math instruction)	Paid for with District Funds Already noted in goal #4
CKA – Kinder Conference	All Teachers	• Attend Conference- Engagement Strategies	8K Supp/Con Fund

LEA GOAL #3: The student grade level overall average scores on the district writing benchmark assessments are expected to rise by .3 out of a total score of 4 points each year until proficiency is reached. Students will retain level of proficient once it is reached.

SCHOOL GOAL #3: The student grade level overall average scores on the district writing benchmark assessments are expected to rise by .3 out of a total score of 4 points each year until proficiency is reached. Students will retain level of proficient once it is reached.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District ELA Benchmark Writing Assessments 2014-2017 CELDT results (reading and writing scores) Re-designation rates	School-wide achievement in writing has improved greatly over the past three years; however, we have not reached proficiency. Consistent growth in achievement for the English learner subgroup in writing has begun to rival other high scoring CELDT domains. We are working to further strengthen the student's writing as writing is the reciprocal process to reading, where we are seeing the same growth. It is working, so we will continue on.	Monthly, trimester, and annual program monitoring and evaluation—see action item #1 -4 below. **Where can a budget plan of the proposed expenditures for this goal be found?** District Funded -Data Driven Classroom

STRATEGY: During 2014-2017, the school will implement a school-wide writing intervention program to address the written communication needs of struggling writers and English learners as measured by student work samples and district benchmark assessments (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. (by June 30, 2015 and each year through 2017) Identify student writers who did not meet the established rise in writing by the end of year. Determine site level intervention for the upcoming year and throughout the year. Review student writing data by the end of each trimester to monitor	Linda Russell-Scheet Assistant Superintendent Site Administration Grade Level Literacy Leads Administration School Site Council Members	**End of Year:** Collect and analyze District Writing Benchmark work, of low scoring students and CELDT Data; identify students from each grade level for writing intervention. **End of Year, End Of Trimester and Monthly:** Determine struggling students and determine appropriate intervention. Determine area of instructional practice in need of additional staff training. Schedule students into intervention schedule. Consider possible intervention needs of students which enroll or arise mid-year. **Findings will be reflected in the SSC minutes.**	Occurs during Monday PD – early release Discussions during staff meeting, and SSC

student progress. Monthly monitoring and discussions of students found not to be making sufficient progress will take place as needed.	Literacy Coach	**Monthly**: A Writer's Workshop model (Units of Study, by Lucy Calkins) has proven to be effective. Continue to provide coaching and training to best support the refinement instructional writing and collaboration strategies of staff. Teachers will discuss students struggling to improve writing practices monthly with Literacy Coach as needed. Instructional remedies will be discuss and utilized to raise student writing proficiency	Coaches, funding accounted for in District Budget
2. (Professional Development Mondays Through 2017) Monday Staff Development – Analyze and discuss benchmark writing prompts, student work samples created in response to writing prompts and data collected in each of the strands of the writing rubric. Continue to calibrate scoring and instruction though conversations, and use of District Literacy Coach for modeling, demonstrations and team teaching.	Literacy Coach Grade Level Literacy Leads Erin Henley Cooperative Learning/Tech Coach	**Monthly:** Collect and analyze District Writing Benchmark data to determine areas of student writing needs. Determine methods for best supported the increase in those areas of need. Continue to calibrate teacher scoring of writing rubrics. **Weekly:** Continue to provide coaching and training to best support the refinement instructional writing and collaboration strategies of staff in order to calibrate writing instruction. **As Needed:** Cooperative Learning/ Tech Coach supports use of collaborative structures and Technology in support of meeting common core standards interwoven through specific content.	
3. (Professional Development – Supersub Trainings through 2017) Hold 5 Supersub (provide subs for grade level leads to train during the workday) days to provide leads with training skills and content knowledge to share back with their site staff to improve writing instruction.	Literacy Coach Grade Level Literacy Leads	**5 Half Days Yearly:** Having defined areas of student writing needs, create a plan to refine the instructional writing practices which in turn will raise student writing proficiency.	
4. Professional Development 2016 Summer Session	Literacy Coach Grade Level Literacy Leads	**5 Half Day Trainings:** CARE (Content Accessed through Repeated Exposure) training in a lab type setting. Staff train on components of effective lesson design using research based strategies for EL instruction. Accessing core content at a high level of rigor in order to write effectively using elaboration and powerful word choice.	$ Consultant – District expense $ Blue sheet – District expense

LEA GOAL #4: To increase the number of intervention students reading within 6 months of grade level by 20% each year until the target of 100% of students have met this goal.

SCHOOL GOAL #4: To increase the number of intervention students reading within 6 months of grade level by 20% each year until the target of 100% of students have met this goal.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student Guided Reading Levels 2016 CELDT results (reading and writing scores) Re-designation rates	School-wide achievement in reading has improved over the past three years; however, we have not reached proficiency. Consistent growth in achievement for the English learner subgroup in reading has begun to rival other high scoring CELDT domains. We are working to further strengthen the student's reading as reading and writing reciprocal processes. It is working, so we will continue to monitor progress and refine instructional reading practices.	Weekly, monthly, quarterly, and annual program monitoring and evaluation—see action item #1 -4 below. **Where can a budget plan of the proposed expenditures for this goal be found?** Action 1-4 below

STRATEGY: During 2012–13, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by running records and student work samples (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. (by June 30, 2015 and each year through 2017) Identify student readers who did not meet the established rise in	Linda Russell-Scheet Assistant Superintendent Site Administration	**End of Year:** Collect and analyze Guided Reading Levels, Running Records of low scoring students and CELDT Data; identify students from each grade level for reading interventions.	$ Literacy Coach - District

guided reading by the end of year. Determine site level intervention for the upcoming year. Review reading data at the end of each month, trimester and year to monitor student progress and suggest instructional refinements and/or movement for struggling students into intervention.	Grade Level Literacy Leads Administration School Site Council Members	**End of Year, End Of Trimester and Monthly:** Determine struggling students and determine appropriate intervention. Determine areas of instructional practice in need of additional staff training. Schedule students into intervention schedule. Consider possible intervention needs of students which enroll or arise mid-year. **Findings will be reflected in the SSC minutes.**	
	Literacy Coach	**Monthly**: Guided Reading has proven to be effective. Continue to provide coaching and training to best support the refinement instructional reading and collaboration strategies of staff	$ Literacy Coach - District
2. (Professional Development Mondays Through 2017) Monday Staff Development – Analyze and discuss guided reading levels, running records and reading related student work samples. Continue to calibrate scoring and instruction though conversations, use of District Literacy Coach for modeling, demonstrations and team teaching. Purchase additional reading materials as needed.	Literacy Coach Grade Level Literacy Leads Erin Henley Cooperative Learning/Tech Coach	**Monthly:** Collect and analyze student guided reading level data and student reading related work samples to determine areas of student reading needs. Determine methods for best supporting the increase in those areas of need. Purchase additional reading materials as needed. **Weekly:** Continue to provide coaching and training to best support the refinement instructional reading and collaboration strategies of staff. Cooperative Learning/ Tech Coach supports use of collaborative structures and Technology in support of meeting common core standards interwoven through specific content.	Monday PD – No Cost
3. (Professional Development – Supersub Trainings through 2017) Hold 5 Supersub (provide subs for grade level leads to train during the workday) days to provide leads with training skills and content knowledge to share back with their site staff to improve reading instruction.	Literacy Coach Grade Level Literacy Leads	**5 Times Throughout Year:** Having defined areas of student reading needs, create a plan to refine the instructional reading practices which in turn will raise student reading proficiency.	$ Literacy Coach - District $ Blue Sheet - District
4. Professional Development Summer Session – 2016 Summer Training	Literacy Coach Dayna Valadao Consultant Grade Level Literacy Leads	**2 full Day Trainings:** Guided Reading and CARE planning time. Staff work on developing appropriate centers and components of Guided reading lesson design and delivery, centers and CARE materials.	$ Consultant - District $ Blue sheet time - District
5. Guided Reading instructional shift for intervention	Spec Ed and Intervention Staff	Set up Intervention support staff with books, printer and supplies to create student centered books o support engagement in the reading process.	$7500.00 Sup/Con

LEA GOAL #5: In Mathematics, students are expected to raise their overall rubric score by 10% each year until proficiency is reached. Students will retain level of proficient once it is reached.

SCHOOL GOAL #5: In Mathematics, students are expected to raise their overall rubric score by 10% each year until proficiency is reached. Students will retain level of proficient once it is reached.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student District Math Benchmark Rubric Scores 2012-2014	School-wide achievement in mathematics was an area of concern noted through previous years of CST data in grades 3-8. Grades K-2 had made a shift to incorporate Cognitively Guided Instruction (CGI) with the help of CSU Fresno. Second grade showed that our 2nd grade students outscored their counterparts throughout the county in every subgroup. We did not find these same results at grade levels which had not trained in CGI. A districtwide effort to move this approach of instruction up through grade 8 is in the process of implementation. Stephens and Fuller began implementation 8 years ago, Reagan began 3 years ago, Fairmead is in the 2nd year of implementation and Wilson Middle school began this year.	Weekly, monthly, quarterly, and annual program monitoring and evaluation—see action items #1-5 below. **Where can a budget plan of the proposed expenditures for this goal be found?** Action Items 1-5

STRATEGY: During 2014-2017, the school will implement a CGI instruction school-wide to address the math problem solving needs of all students inclusive of English learners as measured by student work performed daily and district benchmark assessments (trimesterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

1. (by June 30, 2015 and each year through 2017) Identify students struggling in mathematics who did not meet the established rise in their math rubric score by the end of year. Determine site level intervention for the upcoming year.	Linda Russell-Scheet Assistant Superintendent Site Administration	**End of Year:** Collect and analyze student math rubric scores and correlating student work samples. Identify students from each grade level for math interventions.	$ Math Coach - District $ Blue Sheet time for grade level leads to meet outside of contracted hours - District
Review math data at the end of each trimester to monitor student progress and suggest refinements for instructional practices and/or movement for struggling students into intervention.	Grade Level Math Leads Administration School Site Council Members	**End of Year, End Of Trimester and Monthly:** Determine struggling students and determine appropriate intervention. Determine area of instructional practice in need of additional staff training. Schedule students into intervention schedule. Consider possible intervention needs of students which enroll or arise mid-year. **Findings will be reflected in the SSC minutes.**	
	Stacy Anderson Math Coach	**Monthly**: CGI has proven to be effective. Continue to provide coaching and training to best support the refinement instructional math and collaboration strategies of staff.	
2. (Professional Development Mondays Through 2017) Monday Staff Development – Analyze and discuss math rubric scores, and related student math work samples. Continue to calibrate scoring and instruction though conversations, use of District Math Coach for modeling, demonstrations and team teaching. Purchase additional math manipulatives as needed.	Stacy Anderson Math Coach Grade Level Math Leads Erin Henley Cooperative Learning/Tech Coach	**Monthly:** Collect and analyze student math rubric scores and student related math work samples to determine areas of student math needs. Determine methods for best supporting the increase in those areas of need. Purchase additional math materials as needed. **Weekly:** Continue to provide coaching and training to best support the refinement instructional math and collaboration strategies of staff. Cooperative Learning/ Tech Coach supports use of collaborative structures and Technology in support of meeting common core standards interwoven through specific content.	Monday PD – No Cost
3. (Professional Development – Supersub Trainings through 2017) Hold 5 Supersub (provide subs for grade level leads to train during the workday) days to provide leads with training skills and content knowledge to share back with their site staff to improve math instruction.	Stacy Anderson Math Coach Grade Level Math Leads	**5 Times Throughout Year:** Having defined areas of student math needs, create a plan to refine the instructional CGI practices which in turn will raise student math proficiency.	District

4. 2015-2016 (Professional Development through Embedded Days through 2017) Hold 4 half day embedded CGI trainings within the workday aimed at improving the math proficiency of students through the implementation of CGI	Stacy Anderson Math Coach Grade Level Math Leads Stephens Teachers and Administration Fresno State staff	**4 Half Days Yearly:** Using data from student math rubrics and daily student work, train staff to refine Instructional CGI practices. CGI, CSU Fresno	Contract – District Funded
4. Professional Development 2016 Summer Session	Stacy Anderson Math Coach CSU Fresno Staff Consultant Grade Level Math Leads	**2 Half Day Trainings:** CGI planning time. Staff work on incorporating CGI instructional strategies into lesson design.	$ Consultant - District $ Blue sheet time - District

LEA GOAL #6: By the end of the 2016-2017 school year parents will participate more fully and in larger numbers on site committees, will attend parent conferences 2 times each year and participate in parent trainings targeted on areas of parent interest. Increased parent participation will be measured through a parent survey and sign-in sheets from district and site events.

SCHOOL GOAL #6: By the end of the 2016-2017 school year parents will participate more fully and in larger numbers on site committees, will attend parent conferences 2 times each year and participate in parent trainings targeted on areas of parent interest. Increased parent participation will be measured through a parent survey and sign-in sheets from district and site events.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
▪ Parent and Staff Survey ▪ Comments and testimonials of CESD students and staff	▪ In 2016 CESD Stakeholder Survey, >90% of parents felt that CESD provides opportunities for participation, but singular comments were made about wanting more information about Common Core and how to help their children with homework. ▪ DELAC survey indicated that parents would like support in knowing better how to help their children and support for learning English	▪ This school goal will be evaluated on an annual basis through the CESD Stakeholder Survey and parent sign in sheets.

STRATEGIES: CESD will offer 10 Parent Nights during the 2014-2015 school year aimed at addressing the student literacy and math needs to increase student parent participation. Cooperative structures will be employed to insure engagement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
District Coaches will present two parent night trainings during the 2015-2016 school year. One in the area of literacy and the other focused on mathematics per site.	District Literacy, Math and Cooperative/Tech Coach Assistant Superintendent Principals Teachers	▪ 5 Parent Literacy Nights 2015 -2016: ▪ 5 Parent Math Nights 2015-2016 ▪ English Trainings ▪ Parenting Skills Training ▪ Kingdom of Reading	$ Blue sheet time – District Expense $ Childcare – District expense Materials $1500 Sup/Con

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 3, 4 and 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Goals 3,4,5 District supported coaches in the areas of math, literacy and cooperative learning/technology	July 1, 2014 June 30, 2017 (end of this SPSA, not the coaches)	Salaries Materials	$266K $7.5K	00150
Goal 3,4,5, Summer Session Trainings	Summer 2014	Blue Sheet, Materials, Contracted Service	$64.8K	Supplemental and Concentration
Goal 3,4,5, Sub Costs for Embedded & Supersub Trainings	2014-2017	Sub Costs	$ 32.2K	Title I
Goals 3,4,5, Leadership Trainings	2014-2017	Extra Time Staffing Costs	$5500	Title II
Goals 3,4 CARE trainings for content trainings to support reading and writing proficiency of EL students	2014-2017	Extra Time Staffing Costs	$115.5K	PD Block Grant Supplemental and Concentration
Goal 4,5 Reading/Math After School Intervention	2014-2017	Staffing / Trans / Materials	$8.5k	Title II
Goal 3 Fuller Reading Intervention staffing Fairmead Reading Lab	2014-2017	Reading Lab Aides	$30k $15K	Title I

Note: Centralized services may include the following direct services:
- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After–School and Summer School programs funded by categorical program
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp.

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

X **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$ 1,484,627.00	
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$ 23,500 $ 64,967 $ 0 $ 14,614 $ 0 $ 18,991	00150 07090 07140 07156 07393 07395
LCFF – CARRYOVER from 2014-2015	$ 22,955 $ 4,574 $ 0 $ 16,379 $ 0 $ 5,214	00150 07090 07140 07156 07393 07395
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	$ 0	

	Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	$ 0	

Summary Detail for Base, Supplemental and Concentration Funds Carryover Only	

Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	$ 20,380	70900 carryover
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$ 0	☐
List and Describe Other State or Local Funds	$ 0	☐
Total amount of state categorical funds allocated to this school	$ 191,575	

	Federal Programs	**Allocation**	**Consolidated in the SWP**
X	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$ 45,155 (Allocation) 14,132 (C/O) $ 59,287 (Total)	☐
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$ See District $	☐
☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$	☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$ 0	
X	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$ 5,608 (Allocation) 2,844 (C/O) $ 8,452 (Total)	Title III funds may not be consolidated as part of a

		SWP[1]
☐ **For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$ 0	☐
☐ **Other federal funds** (list and describe)	$ 0	☐
Total amount of federal categorical funds allocated to this school	$ 67,739	
Total amount of state and federal categorical funds allocated to this school	$ 259,314	
Salaries Title I Salaries Title III	$ 43,797 $ 4,408	
Total Salaries	$ 48,205	
Discretionary Funds	$ 211,109	

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

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[1] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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.[2] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kristi Ariaz, Principal	X☐	☐	☐	☐	☐
Kimberly Whisenhunt, Classroom Teacher	☐	X☐	☐	☐	☐
Yesenia Campos, Other School Staff	☐	☐	X☐	☐	☐
Andrea Dunn, Parent	☐	☐	☐	X☐	☐
Brandi Douglas, Parent	☐	☐	☐	X☐	☐
Amanda Benefield, Parent	☐	☐	☐	X☐	☐
Carelly Duenas, Parent	☐	☐	☐	X☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1☐	1☐	1☐	4☐	☐

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[2] *EC* Section 52852

Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____Signature

   ☐ English Learner Advisory Committee _____Signature

   ☐ Special Education Advisory Committee _____Signature

   ☐ Gifted and Talented Education Advisory Committee _____Signature

   ☐ District/School Liaison Team for schools in Program Improvement _____Signature

   ☐ Compensatory Education Advisory Committee_____Signature

   ☐ Other committees established by the school or district (list)_____Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on May 6, 2015.

Attested:

_____Kristi M. Ariaz_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date
_____Kimberly Whisenhunt_____	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- o **Identify the top priorities of the current SPSA**
  - Safe and Clean Environment
  - Student Engagement
  - Writing
  - Reading Intervention
  - Math
  - Parent Participation

- o **Identify the major expenditures supporting these priorities.**
  - Compensation for work completed outside of the duty day (Blue Sheet Time)
  - Staff Training (Registration Fees) (Transportation Costs)
  - Instructional Coaches
  - Instructional Supplies
  - Super Sub Days

Plan Implementation

- o **Identify strategies in the current SPSA that were fully implemented as described in the plan.**
  - Teachers were trained to be instructional leaders in reading and mathematics on the campus. Blue Sheet time was given for additional planning time.
  - District Coaches were hired and worked at the various sites within the district
  - Instructional supplies were purchased (guided reading books and materials)
  - Sub days were utilized for District Coaches to meet with Site Leads

- o **Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines**.
  - Creation of a new Safety Survey to be administered to staff
  - Additional time should be spent analyzing student data and developing lessons to meet individual student needs - Intervention.

- o **What specific actions related to those strategies were eliminated or modified during the year?**
  - The staff safety survey will be modified to meet the current site needs.
  - Reading Intervention Strategies

- o **Identify barriers to full or timely implementation of the strategies identified above.**
  - Time for collaboration.
  - Parent participation

- o **What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?**
  - Time will be scheduled on a regular basis for collaboration during Monday professional development time.
  - SSC meetings will be scheduled at the start of the year.
  - Work with parents to build desire to be on SSC

- o **What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?**
  - Additional time would better allow for more targeted instruction, which would more fully meet student needs.
  - More parents would provide input into how we best meet student needs.

Strategies and Activities

- o **Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?**
  - The implementation of a regular, school-wide writing block increased student's level of proficiency in writing as evidenced by regular writing assessments.
  - Reading intervention
  - Students were monitored by their classroom teacher, intervention teachers (if applicable), CSR, and the SST process (if applicable) to ensure students' needs were met.

- o **Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.**
  - Inconsistency in the intervention program. Math, intervention aide

- o **Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?**
  - There were changes in personnel and chunks of time where the position went unfilled. However, 90% of students came to read within 6 months of grade level.

- o **Based on the analysis of this practice, would you recommend:**
  - The intervention support has been recreated for next year to add Guided reading components for students not yet fully mastering letters and sounds. Site words and concepts About Print will become a focus. With the new direction, we will be able to provide much more appropriate content and provide services to a larger number of students in reading. We will problem solve a math Intervention for those students in need.

Involvement/Governance

- o **How was the SSC involved in development of the plan?**
  - Throughout the year the SSC met to discuss site needs, during this meeting the SSC learned about the various needs on the campus, members were given opportunities to make recommendations, the SSC approved the plan.

- o **How were advisory committees involved in providing advice to the SSC?**
  - Opportunities were given to provide advice at the SSC meetings.

- o **How was the plan monitored during the school year?**
  - Throughout the year the plan was reviewed, data was collected, and modifications were made.

- o **What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?**
  - Clearer procedures and processes for data collection, review of data, presentation of data at SSC, and recommendation process.
  - Early notification of meetings, with outreach for parent participation.

Outcomes

- **Identify any goals in the current SPSA that were met.**
  - Healthy Learning Environment (Williams)
  - Implementation of CGI implementation and instructional math growth
  - Increase in writing benchmark scores
  - Reading within 6 months of grade level
  - Parent involvement

- **Identify any goals in the current SPSA that were not met, or were only partially met.**
  - Student Engagement – Reduce absenteesim

- **List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.**
  - Need more time for collaboration
  - Incentives for attendance
  - Increased Parent involvement with SSC

- **Based on this information, what might be some recommendations for future steps to meet this goal?**
  - Set aside time specifically for analyzing student work and reviewing the data
  - Create incentive Program to increase attendance
  - Additional training for intervention staff
  - Increase parent outreach.

Chowchilla Elementary School District
2014-2017 LCAP / LEA Plan / SPSA Goals

LCAP/SPSA READING GOAL:

By the 2016-2017 school year, all students will make measurable growth in reading as measured by the site's increase in average running record level and meeting API targets.

GOAL: To increase the number of intervention students reading within 6 months of grade level by 20% each year until the target of 100% of students have met this goal.

Method: Guided reading instruction and intervention.

Reading Intervention Table 2013-2014 School Year

Grade	# Intervention Students Served	% of intervention Students within <6 months of grade level	# Exited Intervention Students	% of intervention Students within <6 months of grade level
Kinder	N/A	N/A	N/A	N/A
1-2	124	0 Level 10, 18	45	36%
3-4	118	0	57	48%
5-6	79	0	20	25%
7-8	N/A	N/A	N/A	N/A

Reading Intervention Table 2014-2015 School Year

Grade	# Intervention Students Served	% of intervention Students within 6 months of grade level	# Exited Intervention Students	% of intervention Students within 6 months of grade level
Kinder	23	100	0	0%
1-2	133	69	0	52%
3-4	151	9	62	41%
5-6	85	0	13	16%
7-8	46	0	8	17%

Reading Intervention Table 2015-2016 School Year (You will only have the first two columns filled out)

Grade	# Intervention Students Served	% of intervention Students within 6 months of grade level	# Exited Intervention Students	% of intervention Students within 6 months of grade level
Kinder	93	84	14	90%
1-2	118	68	1	58%
3-4	160	56%	23	70%
5-6				
7-8				

LCAP/SPSA Writing Goal:

GOAL: The student grade level overall average scores on the district writing benchmark assessments are expected to rise by **.3** out of a total score of 4 points each year until proficiency is reached. Students will retain level of proficient once it is reached.

METHOD: UNIT OF STUDY, Lucy Calkins (Writer's Workshop)

Kinder: Writing Rubric Table 2013-2014 School Year

Writing Rubric Domains	Kinder		Point Difference **2013-2014**
	Pre	Post	Kinder
Writing Test Narrative	1.1	3.4	2.3
Overall 2014	1.1	3.4	**2.3**

Kinder Writing Rubric Table 2014-2015 School Year

Writing Rubric Domains	Kinder		Point Difference **2014-2015**
	Pre	Post	Kinder
Writing Process	1.1	4.1	3.0
Spelling	1.1	4.0	2.9
Spacing	-	4.2	
Conventions	-	3.5	
Structure/Variety	2.2	4.0	1.8
Penmanship	-	3.9	
Overall 2015	4.4	12.1	**7.7**
Average per Domain	1.466	4.033	**2.566**

Kinder Writing Rubric Table 2015-2016 School Year

Writing Rubric Domains	Kinder		Point Difference **2015-2016**
	Pre	Post	Kinder
Writing Process	0	4	4.0
Spelling	.2	3.8	3.6
Spacing	.4	4.1	3.7
Conventions	.1	3.3	3.2
Structure/Variety	0	3.8	3.7
Penmanship	.2	3.7	3.5
Overall 2015	.8	22.8	**22**
Average per Domain	.13	3.8	**3.7**

LCAP/SPSA MATH Goal:

GOAL: In Mathematics, students are expected to raise their overall rubric score by 10% each year until proficiency is reached. Students will retain level of proficient once it is reached.

METHOD: Cognitively Guided instruction (CGI)

Kinder

Math Rubric Domains		Kinder		Growth 2014-2015
		Pre	Post	Kinder
Count to 100 by 1's	1.0	.1	.5	.4
Count Object to 20	1.0	.6	.9	.3
Identifies, sorts…	1.0	.4	.8	.4
Identifies 10 basic shapes	1.0	.1	.5	.4
Identifies 10 colors	10.0	.9	1.0	.1
Number Identification	1.0	.1	.8	.7
Addition	5.0	-	4.3	-
Subtraction	5.0	-	4.0	-
Place value	1.0	-	.5	-
Overall 2014		2.2	13.3	**2.3**
Average per Domain		.366	.75	**.383**

Math Rubric Domains		Kinder		Growth 2015-2016
		Pre	Post	Kinder
Count to 100 by 1's	1.0	.14	.48	.34
Count Object to 20	1.0	.59	.88	.27
Identifies, sorts…	1.0	.54	.8	.26
Identifies 10 basic shapes	1.0	.14	.47	.34
Identifies 10 colors	10.0	.85	.94	.09
Number Identification	1.0	.2	.67	.47
Addition	5.0	0	.86 / 4.3	.86
Subtraction	5.0	0	.83 / 4.1	.83
Place value	1.0	0	.48	.48
Overall 2014		.41	.78	**3.94**
Average per Domain		.046	.087	**.438**

2012-2016 SUSPENSION and EXPULSION Figures (9 Month)

Code	Disposition	2015-2016 Frequency	2014-2015 Frequency	2013-2014 Frequency	2012-2013 Frequency
ARR	Arrested	0	0	1	0
BEH	Behavior Contract	8	6	2	0
COU	Counseled	89	62	59	71
DET	Detention	363	78	51	27
DET-B	Detention-Break	57	24	13	17
DET-BL	Detention-Break-Lunch	316	283	356	328
DET-L	Detention-Lunch	286	693	487	95
EXP	Expulsion	1	1	1	1
EXP P	Expulsion Pending	0	0	1	1
HOME	Sent Home	14	15	17	22
OR	Opportunity Room/Center	97	98	89	124
PC	Parent Conference	45	41	34	14
PN	Parent Notification	192	92	424	137
SIH	Suspension, In House	170	123	80	78
SPD	Suspension, Class Period	85	73	63	22
SRO	School Resource Officer Referral	7	6	0	0
SS	Saturday School	110	190	488	645
SUS	Suspension	132	146	213	131
TLS	Truancy Letter Sent	913	386	479	235
TO	Time Out	40	14	17	55
WARN	Warning	334	361	271	196
WD	Work Detail	16	36	31	8
Totals		3275	2728	3177	2207

2014-2015 Attendance Figures (9 month)

School	Grade Span	Attendance Percentage			
		2015-2016	2014-2015	2013-2014	2012-2013
Stephens	K-3	94.10	94.24	93.38	93.90
Fuller	K-3	95.39	94.71	95.63	94.89
Reagan	K-3	95.93	95.76	95.96	95.37
Reagan	4-6	96.37	95.47	96.09	96.03
Fairmead	4-6	95.72	94.93	95.78	95.44
Wilson	7-8	96.38	95.52	95.71	95.72
Overall		95.65	95.10	95.52	95.26

2015-2016 Student, Parent and Staff Survey Overall Results

Survey Area	Response	Parents						Classified Staff	Staff Members	Student			
		S	F	R	FM	W	D %			R	FM	W	D%
Safe	Yes	40	48	57	66	50	88%	87%	95%				%
	No	2	7	7	3	4	8%	2%	2%				%
	Comment	1	3	5	4	1	5%	10%	3%				%
Clean	Yes	40	53	64	65	51	92%	97%	91%				%
	No	0	2	3	7	2	5%	2%	2%				%
	Comment	3	3	2	1	2	3%	2%	7%				%

Questions	Parent Responses	Classified Responses	Teacher/Admin Responses	LCAP Result
#06 Career Ready	Technology - More and more creative use of Career Info – Career Day Listen to Kids Encouragement Connect with Kids Promote High Expectations Hands on Events	Career Information Technology Real Life Situation Projects Reading writing Emphasis	Technology CC Materials Cross District Collaboration Career Information (Day) Counseling Common Core Materials Improve Rigor	Upgrade Tech Search Out Effective CC Support Materials Kid Talks- Randomly Selected Students Interviewed as Group Counselor Hired / Add intern Continue High Expectations Continue to Develop or Enhance Events CREATE CAREER DAY / College Dress Fridays
#07 Discipline / Suspension	Involve Parent Increase Cameras and Gate Security Resource Officer Coverage – Watch what is happening	Peer Counseling Home Visits Kinder Attitudes Yard Duty Training Parent Night for Discipline Parent Involvement	Parent Involvement Resource Officer Be Stricter Support for Classroom Strategies – Bucket Filling More Counselor Time Mentor Kids Resource Officer back	Bring Parents into the Discipline Conversation Earlier Admin Continue to Supervise Arrival, Recess. Lunch and Dismissal Counselor Hired Cameras Increased District Wide Replace Gate Latches Insure Process in Place for Referrals and Discipline
#08 EL	Intervention Family Night Interpreters Online Software Technology Involve Parents 1 on 1 Tutoring	Examples of Expected Work Share Ideas w/Parents Dual Immersion Encourage Parents to Learn English	CCSS and ELD Standards PD for Staff Put ELD Standards in Handbook Analyze Data Intervention High Expectations for ALL Computer Aligned to SBAC	Expand Intervention Continue PD Expand District Interpreter Staff Starting Lunch Port and Online Student Prog Access for Parents Purchase Computers Expand Internet Capabilities District wide English Training Support for Parents Parenting Skills Trainings
#09 Parent Involvemt	Meet in Evening -Times Flexible Direct Contact with Families Send Paper Minutes Home Incentives Consistent Meeting Dates Online Access (Lunch, Progress, Notices) Email and Text Options	Incentives Advertise more Evening Meetings After 5 Send Out Agendas Email Provide Transportation	Meet in Evening Advertise Provide Interpreters Coffee/Tea Events Incentives Consistent Meeting Dates Agendas Sent in Advance	Set Flexible Meeting Dates Call Families / Make Home Visits Consistent Meeting Dates – Do Not Cancel Them Start Coffee/Tea Events "What's Brewing?" Offer Incentives Expand Online Options for Parents – Get Staff on Board

#10 Attendance	Incentives More Classroom Involvement Extra-Curricular Activities Computers for Kids	Hands on Activities Once a Month Rewards Hold Parents Accountable Counseling	Incentives Parent Class Volunteer More Classroom Involvement - Engaging Extra-Curricular Activities Computers for Kids	Continue $2K per site for Site Incentives Make Learning More Engaging Purchase additional Computers per Classroom Offer additional Extra-Curricular Events
#11 Williams	Update Facilities Bathrooms Technology	Face lift at most sites More technology Deal with Clover and Bees Update Texts Involve Kids in the Care of their School	Math Text books Update Facilities Bathrooms – Remodel and Privacy	Search Out Effective CC Support Materials Update Facilities – 5-10 year Plans Remodel Bathrooms Kid Talks About Facilities- Randomly Selected Kids Interviewed as Group
#12 Student Outcomes	More Technology Interventions Parent /Community Involvement Continue PD Incentives Combines Sites Parent Access Online Online Pay Lunch CGI classes for Parents	Examples of Expected Work Share Ideas w/Parents Dual Immersion Encourage Parents to Learn English	More Technology Interventions Parent /Community Involvement Continue PD Cooperative Structures Tutoring Alternatives / Follow-up on Homework Be Innovative and Fun with instruction Be Kind / No Favorites / No Bullying / Listen Engagement Involve Community – Churches More Electives Positive parent Contacts	Continue PD Purchase Computers Expand Internet Capabilities District wide "What's Brewing?" Explain CC, Facilities, Staffing, Offer Incentives Offer CGI classes for Parents Add Online Services – Lunch, Progress Monitoring, Notices, Information Improve Student Engagement Continue to Address Common Core Concerns

Professional Development from Survey for:

Reading (Small Group Instruction), Writing, CGI and Cooperative Structures

2015 Staff LCAP Survey

The District has focused on three areas of instruction in addition to the use of Cooperative Structures over the past few years. Please indicate how comfortable are you in each of the areas listed below.						
Answer Options	Not at all comfortable	Somewhat comfortable	Comfortable	Very Comfortable	Rating Average	Response Count
Reading (whole class)	2	10	40	45	3.32	97
Reading (small groups)	4	12	42	39	3.20	97
Writing (using a writers workshop model)	6	25	42	23	2.85	96
Math (using CGI)	13	24	37	22	2.71	96
Cooperative Structures	11	32	37	16	2.60	96
					answered question	98

2016 Staff LCAP Survey

The District has focused on three areas of instruction in addition to the use of Cooperative Structures over the past few years. Please indicate how comfortable are you in each of the areas listed below.						
Answer Options	Not at all comfortable	Somewhat comfortable	Comfortable	Very Comfortable	Rating Average	Response Count
Reading (whole class)	0	8	16	33	3.44	57
Reading (small groups)	0	10	22	25	3.26	57
Writing (using a writers workshop model)	1	15	21	19	3.04	56
Math (using CGI)	4	12	18	23	3.05	57
Cooperative Structures	0	14	25	19	3.09	58
					answered question	58

PARENT-STUDENT TEACHER COMPACT

Chowchilla Elementary School District

<u>District Mission</u>: *The mission of the Chowchilla School District is to provide each student a superior education in a safe and positive climate that promotes high academic performance, personal responsibility and respect for self and others.*

HAND IN HAND WE CAN WORK TOGETHER TO BUILD A BETTER COMMUNITY

As a Teacher I will:
- Believe that each student can learn;
- Show respect for each child and his or her family;
- Come to class prepared to teach;
- Provide an environment that is conducive to learning;
- Help each child grow to his or her fullest potential;
- Provide meaningful and appropriate homework assignments;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with students and parents;
- Seek ways to involve parents in the school program; and
- Demonstrate professional behavior and a positive attitude.

Signature:_____

As a Student I will:
- Always try to do my best in my work and my behavior;
- Work cooperatively with my classmates
- Show respect for myself, my school and other people;
- Obey the school and bus rules;
- Take pride in my school;
- Come to school prepared to learn;
- Complete and turn in my homework on time; and
- Believe that I can and will learn.

Signature:_____

As a Parent/Guardian I will:
- See that my child attends school regularly and on time**;**
- Provide a home environment that encourages my child to learn;
- Insist that all homework and assignments be completed;
- Communicate regularly with my child's teacher;
- Support the school in developing positive behaviors;
- Talk with my child about his/her school activities each day;
- Encourage my child to read at home and monitor his/her TV viewing;
- Volunteer time at my child's school; and
- Show respect for my child, the teacher and the school.

Signature:_____