# The Single Plan for Student Achievement

School: Rosedale Elementary - Two Way Immersion School

CDS Code: 04-61424-6003081

District: Chico Unified School District

Principal: Jo Ann Bettencourt

**Revision Date: March 9, 2017**

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:

Contact Person: Jo Ann Bettencourt

Position: Principal

Phone Number: (530) 891-3104

Address: 100 Oak Street

Chico, CA 95928 E-mail Address: jbettencourt@chicousd.org

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

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## School Vision and Mission

Rosedale Elementary - Two Way Immersion School's Vision and Mission Statements The Rosedale community is committed to providing a culture of lifelong learning for all students through dual immersion, by developing bilingualism and academic excellence in a multicultural environment.

## School Profile

Rosedale is a Two Way Immersion Magnet K-5 school with a culturally diverse student population. This program provides students with the opportunity to become bilingual and bi-literate, and have a connection to the Spanish speaking cultures. This means that children will be able to speak, read, and write fluently in both Spanish and English while learning about the cultures of Spanish speaking countries. We try to maintain a 50/50 or 33/33/33 ratio between English, Spanish, and incoming Bilingual speakers throughout our classrooms.

Currently, the school houses approximately 530 students. Teachers, staff and students respect each other and strive to develop each student's unique potential in a safe and enriched learning environment. The school has a wide ethnic variety in its student population that are inclusive of students with special needs. All classes contain students that have a dominant language other than English.

There are currently 25 teachers on staff and a full time principal. Included in the total are 25 certificated bilingual (BCLAD) teachers teaching in the Two-Way Immersion program within our school. There is one full time student support teacher, and a full time RSP teacher. In addition, we support student learning by the support of instructional aides and various other support staff and volunteers. We have created a community reading partnership (Reading PALS) to bring additional one on one support for struggling students via the support of our community. Our partnership also extends to our local university where college students provide multiple hours of support to students via the guidance of the classroom teacher and the after-school certificated coordinator.

In addition to our on site staff, faculty also includes a music instructor, two fine arts instructors, a PE/Health Specialist, PIP aide, and a school psychologist. Our students also benefit from the support of our local community members who volunteer to be strategic tutors, and from community-based English tutors from the university.

In addition, the school employs a Speech and Language Therapist who provides one-on-one or small group services to students, two part time Bilingual/Bicultural Liaisons who work with parents and families with our home-to-school connection. A school nurse and nurse's aide provide school health services. Either the nurse or the aide is here for daily coverage. Also, a federal Head Start Program is located on the Rosedale campus.

Rosedale has an extensive school wide Title I program. Students are grouped based on individual reading abilities and instructed by classroom teachers, support staff and trained instructional aides. Part of the program gives supplemental assistance to students in the classrooms through trained instructional aides. Intervention programs include: Guided Reading, Read Naturally and Soar to Success. For English Language Development, Rosedale uses Language Star strategies for daily leveled ELD instruction.

Rosedale has a library that is operated by a library media specialist. Classes are scheduled on a weekly basis to visit and check out books.

Students attend school daily for 280 minutes in grades 1-3 and 300 minutes in grades 4-5. There are four Kindergarten classrooms where students attend school for 248 minutes daily as an extended day program.

The demographic makeup of Rosedale is as follows: 64% Latino/Hispanic, 28% Caucasian, 2% African-American, and 3% American Indian, with other nationalities making up the remainder. The English Learner population is 33% of the student population.

## Comprehensive Needs Assessment Components

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

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

Surveys will be conducted during the 3rd trimester of the 2016-2017 school year.

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

Classrooms are monitored by the formal evaluation process. Tenured teachers are evaluated every other year. Teaches that have taught in the district for 10 years or more, are NCLB compliant, and have had satisfactory evaluations are evaluated every 5 years. Temporary and probationary teachers are evaluated annually. During an evaluation year, formal observations are conducted at least twice a year in the areas of ELA, ELD, and Math. Observation forms are based on the California Standards for the Teaching Profession. Informal observations or walk-throughs are also part of the school culture and are part of the everyday routine of the administrator. The District Leadership Council teacher rep and site administrator have started conversations with teachers regarding teachers having the opportunity to observe one another. A plan is being designed so teachers can observe one another.

ELD coaches and/or consultants will work with classrooms teachers to develop lessons and units, and provide teaching and assessment to support English Language Learners and to classroom teachers.

Analysis of Current Instructional Program The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program

Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

• Not meeting performance goals

• Meeting performance goals

• Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Rosedale teachers consistently use a variety of assessments to monitor instruction and improve student achievement. These assessments include the CST annual tests, CELDT annual tests for English Language Learners, district trimester benchmark assessments, curriculum-based assessments, and formative, teacher/grade level created assessments.

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

The data from curriculum-embedded assessments is reviewed during grade-level collaboration (Professional Learning Community, or PLC) meetings to determine student placement, progress, and to inform instruction. From the data, flexible intervention and enrichment groups are formed.

Staffing and Professional Development

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

All teachers are appropriately credentialed and highly qualified for their assignments according to NCLB requirements.

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

SBE-adopted instructional materials) (EPC)

Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. The district has set up a menu of PD opportunities for teachers to participate after school to aide in the implementation of the CCSS. Many teachers take advantage of those opportunities regularly. As an immersion school, Rosedale also works to send teachers to Immersion specific trainings as needed.

This current year, there has been a big push for technology PD. Teachers have had several opportunities to participate in GAFE trainings and are becoming more knowledgeable about the Google apps for classrooms.

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

Staff development decisions are aligned with school and LEA goals. Either individually or within a grade level, teachers review student performance data and determine areas of professional development need.

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

At PLC meetings, teachers collaborate and share best practices and effective teaching strategies that, using student data, have shown the greatest impact on student achievement. In addition, through district and county-offered professional development, teachers have access to content specific experts and instructional coaches. Examples of this professional development that teachers have taken advantage of are: Language Star ELD Structures and Strategies, Mathematics PLC (MPLC), Treasures/Tesoros Language Arts in-service, Guided Reading instruction, Positive Behavior Intervention Systems (PBIS), California Association of Bilingual Education (CABE), and Illuminate date management systems conference.

Chico Unified also offers many opportunites for teachers to receive professioanl develeopment after school on various topics including Science (Next Generation Science Standards), English Language Arts, Math, technology, guided reading, and many more. Many of the teachers here at Rosedale participate in those opportunities regularly.

Chico Unified also offers ongoing ELD support via the district ELD coaches. Professional Development sessions are available to them after school twice a month as well. Some of our ELD teachers participate in those as well.

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

(EPC)

One or two staff meetings per month are reserved for grade-level collaboration/PLC. In addition, once a month PLC teams are released during the school day for half of a day to meet as a PLC. These PLC teams set learning objectives and goals, create and/or agree on appropriate formative assessments to monitor student progress on the goals, analyze data from the assessments, form intervention and enrichment groups as needed, and share effective teaching strategies.

Teaching and Learning

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

Core curriculum and materials are state board adopted and align to content and performance standards. Instruction in the classrooms is standards-based, utilizing a variety of research-based instructional strategies.

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

Instructional minutes are as follows:

Kindergarten: Mathematics: 30 minutes Reading/Language Arts: 60 minutes

Grades 1-3: Mathematics: 60-75 minutes Reading/Language Arts: 150 minutes

Grades 4-5: Mathematics: 60 minutes Reading/Language Arts: 120 minutes

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

Lesson pacing schedules are determined by the adopted curriculum for each subject and by PLC teams during collaboration and regular grade-level staff meetings. The pacing of lessons is based the state adopted curriculum. The pacing provides for the sharing of resources and forming grade-level intervention and enrichment groups on similar standards.

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

All students at all grade levels or programs have and appropriately use on a daily basis the most recent SBE-adopted instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school

students, access to standards-aligned core courses (EPC)

Full implementation of SBE-adopted instructional materials, including intervention materials, is occurring at every grade level.

Opportunity and Equal Educational Access

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

Small group instruction, differentiated instruction.

14. Research-based educational practices to raise student achievement

Classroom teachers use the district adopted standards based curriculum in all curricular areas. In addition, teachers use research based support materials as outlined by the Response To Intervention (RTI) model.

Parental Involvement

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

The school site offers on site tutoring for students as needed after school on Mondays and Wednesdays using our iReady program. We also offer tutoring for 1st and 2nd grade students in Language Arts daily before and after school. Students are invited based on need for these programs.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary

schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The planning, implementation, and evaluation of consolidated application programs involves the school's parent, community, teachers and other personnel during staff meetings, general parent education nights, School Site Council meetings, English Language Advisory Committee (ELAC) meetings, Instructional Leadership Team (ILT) meetings, Family Literacy Mornings, and Parent-Teacher Association (PTA) meetings.

Funding

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

Before and after school tutoring are provided for first and second grade students whose scores reflect that they need additional support. We also offer iReady tutoring after school Mondays and Thursdays for one hour after school.

18. Fiscal support (EPC)

Title I

Title II

LCFF

## Description of Barriers and Related School Goals

Barrier #1 Sufficient time for effective teacher collaboration on student progress and best practices is not built into our school or meeting schedule.

Related Goals CUSD Goal #2 - Fully Align Curriculum and Assessments with California State Content Standards 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.

Rosedale Site Goals:

• All certificated personnel will move to stage 4 or higher on the CSCS implementation plan.

• All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.

• All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

Rosedale teachers will be given the opportunity to meet in their PLC groups two times per month via the use of substitutes to provide release time. Teachers will analyze data and note students on the high concern lists.

Barrier #2 Increase student achievement on the CAASPP.

Related Goal CUSD Goal #3: Support High Levels of Student Achievement in a Broad Range of Courses 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. 3.4: Increase student achievement for English learners. 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Rosedale Site Goals:

• Rosedale will increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's Data Dashboard.

• Rosedale will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

Barrier #3 Increase opportunities for Parent involvement and encourage more parents to participate in community events.

Related Goal CUSD Goal #4: Provide Opportunities for Meaningful Parent Involvement and Input 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2:At all levels, increase parent input and involvement in school activities via various social media platforms. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

# School and Student Performance Data

**CAASPP Results (All Students)**

## English Language Arts/Literacy

**Overall Participation for All Students**

| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 89 | 83 | 87 | 83 | 87 | 83 | 97.8 | 100 |
| Grade 4 | 85 | 82 | 83 | 79 | 83 | 79 | 97.6 | 96.3 |
| Grade 5 | 67 | 81 | 65 | 78 | 62 | 78 | 97.0 | 96.3 |
| Grade 6 | 64 | 66 | 63 | 65 | 63 | 65 | 98.4 | 98.5 |
| All Grades | 305 | 312 | 298 | 305 | 295 | 305 | 97.7 | 97.8 |

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

**Overall Achievement for All Students**

| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2409.8 | 2381.8 | 16 | 6 | 26 | 19 | 26 | 33 | 31 | 42 |
| Grade 4 | 2445.5 | 2456.7 | 19 | 18 | 14 | 18 | 29 | 34 | 37 | 30 |
| Grade 5 | 2474.8 | 2497.8 | 15 | 15 | 23 | 31 | 18 | 29 | 43 | 24 |
| Grade 6 | 2541.9 | 2495.3 | 21 | 5 | 37 | 28 | 27 | 32 | 16 | 35 |
| All Grades | N/A | N/A | 18 | 11 | 24 | 24 | 26 | 32 | 32 | 33 |

**Reading Demonstrating understanding of literary and non-fictional texts**

| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 18 | 11 | 49 | 40 | 32 | 49 |
| Grade 4 | 22 | 20 | 40 | 51 | 39 | 29 |
| Grade 5 | 18 | 15 | 34 | 50 | 48 | 35 |
| Grade 6 | 24 | 9 | 51 | 49 | 25 | 42 |
| All Grades | 20 | 14 | 44 | 47 | 36 | 38 |

**Writing Producing clear and purposeful writing**

| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 11 | 7 | 54 | 45 | 34 | 48 |
| Grade 4 | 20 | 16 | 48 | 58 | 31 | 25 |
| Grade 5 | 19 | 27 | 44 | 42 | 37 | 31 |
| Grade 6 | 32 | 15 | 49 | 43 | 19 | 42 |
| All Grades | 20 | 16 | 49 | 47 | 31 | 36 |

**Listening Demonstrating effective communication skills**

**% Above Standard % At or Near Standard % Below Standard Grade Level**

| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Grade 3 | 18 | 11 | 62 | 70 | 20 | 20 |
| Grade 4 | 14 | 10 | 66 | 77 | 19 | 13 |
| Grade 5 | 16 | 13 | 60 | 78 | 24 | 9 |
| Grade 6 | 22 | 8 | 68 | 69 | 10 | 23 |
| All Grades | 18 | 11 | 64 | 74 | 18 | 16 |

**Research/Inquiry Investigating, analyzing, and presenting information**

**% Above Standard % At or Near Standard % Below Standard Grade Level**

| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Grade 3 | 15 | 4 | 60 | 60 | 25 | 37 |
| Grade 4 | 12 | 20 | 59 | 54 | 29 | 25 |
| Grade 5 | 19 | 27 | 56 | 59 | 24 | 14 |
| Grade 6 | 19 | 23 | 70 | 62 | 11 | 15 |
| All Grades | 16 | 18 | 61 | 59 | 23 | 23 |

## Conclusions based on this data:

1. Fourth and Fifth grade students had a higher percentage of students meeting or exceeding standards in 2016 compared to 2015

in ELA, overall. 2. Third and Sixth grade students had a lower percentage of students meeting or exceeding standards in 2016 compared to 2015 in

ELA, overall.

# School and Student Performance Data

## CAASPP Results (All Students)

## Mathematics

### Overall Participation for All Students

| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 89 | 83 | 87 | 83 | 86 | 83 | 97.8 | 100 |
| Grade 4 | 85 | 82 | 83 | 78 | 83 | 78 | 97.6 | 95.1 |
| Grade 5 | 67 | 81 | 65 | 78 | 65 | 78 | 97.0 | 96.3 |
| Grade 6 | 64 | 66 | 63 | 65 | 63 | 65 | 98.4 | 98.5 |
| All Grades | 305 | 312 | 298 | 304 | 297 | 304 | 97.7 | 97.4 |

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

### Overall Achievement for All Students

| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2412.0 | 2400.2 | 11 | 1 | 18 | 25 | 39 | 39 | 30 | 35 |
| Grade 4 | 2469.5 | 2471.6 | 16 | 15 | 27 | 27 | 33 | 44 | 25 | 14 |
| Grade 5 | 2483.0 | 2501.7 | 17 | 19 | 9 | 21 | 26 | 26 | 48 | 35 |
| Grade 6 | 2534.4 | 2494.7 | 27 | 12 | 16 | 20 | 35 | 18 | 22 | 49 |
| All Grades | N/A | N/A | 17 | 12 | 18 | 23 | 34 | 32 | 31 | 33 |

### Concepts & Procedures Applying mathematical concepts and procedures

| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 16 | 11 | 36 | 45 | 48 | 45 |
| Grade 4 | 29 | 23 | 36 | 33 | 35 | 44 |
| Grade 5 | 22 | 31 | 25 | 23 | 54 | 46 |
| Grade 6 | 27 | 18 | 38 | 23 | 35 | 58 |
| All Grades | 23 | 21 | 34 | 32 | 43 | 48 |

### 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 | |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 20 | 16 | 47 | 42 | 34 | 42 |
| Grade 4 | 16 | 22 | 53 | 50 | 31 | 28 |
| Grade 5 | 14 | 15 | 32 | 44 | 54 | 41 |
| Grade 6 | 22 | 17 | 52 | 32 | 25 | 51 |

All Grades 18 17 46 42 36 40

**Communicating Reasoning Demonstrating ability to support mathematical conclusions**

| | % Above Standard | | % At or Near Standard | | % Below Standard | Grade Level |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 15 | 11 | 49 | 60 | 36 | 29 |
| Grade 4 | 18 | 24 | 45 | 45 | 37 | 31 |
| Grade 5 | 11 | 15 | 52 | 51 | 37 | 33 |
| Grade 6 | 27 | 15 | 41 | 43 | 32 | 42 |
| All Grades | 18 | 16 | 47 | 50 | 36 | 33 |

## Conclusions based on this data:

1. Fifth grade students had a higher percentage of students meeting or exceeding standards in 2016 compared to 2015 in Math.

2. Third, fourth, and sixth grade students had a lower percentage of student meeting or exceeded standards in 2016 compared to

    2015 in Math. 3. Fourth and fifth grades were only lower by 1% in 2016 compared to 2015 in Math.

# School and Student Performance Data

**CELDT (Annual Assessment) Results**

**Percent of Students by Proficiency Level on CELDT Annual Assessment**

**Advanced Early Advanced Intermediate Early Intermediate Beginning Grade**

**13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16**

K *** *** *** ***

1 6 9 24 26 28 38 33 34 21 30 28 12 11

2 3 12 6 23 35 29 39 35 52 19 18 10 19

3 12 13 18 11 58 45 41 16 21 44 13 3 4

4 5 11 10 28 48 31 54 30 45 10 4 14 3 7

5 22 3 29 22 62 47 56 30 12 5 12

6 4 61 50 38 33 50 50 6 8

Total 2 6 6 21 32 28 44 36 38 20 20 22 12 6 6

**Conclusions based on this data:**

1. Students are making progress 31 students re-designated during the 15-16 school year

2. We were able to re-designate 20 students during the 14-15 school year

3. Although the percentages do not increase in the advanced and early advanced stages for the 15-16 year, the title 1 teachers

were diligent on making sure students met their STAR reading benchmark so they could be reclassified.

**School and Student Performance Data**

**CELDT (All Assessment) Results**

**Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)**

**Advanced Early Advanced Intermediate Early Intermediate Beginning Grade**

**13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16**

K 4 3 3 4 17 40 17 40 20 48 40 37 26

1 6 9 23 25 28 37 32 34 20 29 28 14 14

2 3 12 6 21 35 29 36 35 52 18 18 10 24

3 12 12 18 11 58 44 39 15 21 43 15 6 7

4 5 11 10 30 48 31 53 30 45 10 4 14 3 7

5 22 3 29 22 62 47 56 30 12 5 12

6 4 61 50 38 33 50 50 6 8

Total 2 5 5 18 28 24 39 36 35 23 19 24 17 11 11

**Conclusions based on this data:**

1.

# School and Student Performance Data

**Title III Accountability (School Data)**

**AMAO 1**

**Annual Growth**

| | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **Number of Annual Testers** | 164 | 173 | 158 |
| **Percent with Prior Year Data** | 99.4% | 100% | 100.0% |
| **Number in Cohort** | 163 | 173 | 158 |
| **Number Met** | 73 | 118 | 80 |
| Percent Met | 44.8% | 68.2% | 50.6% |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| **Met Target** | No | Yes | No |

**Attaining English Proficiency**

| | 2013-14 | | 2014-15 | | 2015-16 | **AMAO 2** |
|---|---|---|---|---|---|---|
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | **Less Than 5** | **5 Or More** | **Less Than 5** | **5 Or More** | **Less Than 5** | **5 Or More** |
| Number in Cohort | 168 | 31 | 156 | 45 | 137 | 45 |
| Number Met | 23 | 14 | 36 | 28 | 29 | 20 |
| Percent Met | 13.7% | 45.2% | 23.1% | 62.2% | 21.2% | 44.4% |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% |
| **Met Target** | No | No | No | Yes | No | No |

**Adequate Yearly Progress for English Learner Subgroup AMAO 3**

| | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **English-Language Arts** | | | |
| Met Participation Rate | Yes | | |
| Met Percent Proficient or Above | -- | | |
| **Mathematics** | | | |
| Met Participation Rate | Yes | | |
| Met Percent Proficient or Above | -- | | |

**Conclusions based on this data:**

1. AMAO 1 was not met for the 15-16 school year.

2. All EL's are receiving ELD services through the Language Star program.

3. Students are tracked by Title 1 team to ensure progress. Students not making progress are receiving extra interventions.

Students who meet criteria are reclassified as soon as possible. Students who are close to reclassification, i.e. they passed CELDT but have not passed other criteria, are pulled regularly to reassess and improve so they too can meet the criteria.

# School and Student Performance Data

## Title III Accountability (District Data)

**Annual Growth AMAO 1**

| | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| Number of Annual Testers | 968 | 941 | 875 |
| Percent with Prior Year Data | 99.2 | 99.9 | 99.3 |
| Number in Cohort | 960 | 940 | 869 |
| Number Met | 545 | 590 | 518 |
| Percent Met | 56.8 | 62.8 | 59.6 |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| Met Target | No | Yes | N/A |

**Attaining English Proficiency**

|  | 2013-14 | | 2014-15 | | 2015-16 | | AMAO 2 |
|---|---|---|---|---|---|---|---|
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | |
| Number in Cohort | 713 | 449 | 671 | 443 | 613 | 424 | |
| Number Met | 153 | 228 | 162 | 248 | 135 | 236 | |
| Percent Met | 21.5 | 50.8 | 24.1 | 56.0 | 22 | 55.7 | |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% | |
| Met Target | No | Yes | No | Yes | N/A | N/A | |

**Adequate Yearly Progress for English Learner Subgroup at the LEA Level**

**AMAO 3**

| | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **English-Language Arts** | | | |
| Met Participation Rate | Yes | 98 | |
| Met Percent Proficient or Above | No | N/A | |
| **Mathematics** | | | |
| Met Participation Rate | Yes | 98 | |
| Met Percent Proficient or Above | No | N/A | |
| **Met Target for AMAO 3** | No | N/A | |

## Conclusions based on this data:

1.

The Single Plan for Student Achievement 18 of 20 3/9/17

## School Site Council Membership

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

**Name of Members**

**l**

**m**

**P**

**f f a t S**

**r o**

**P a p i c n i r**

**o**

**r**

**C**

**T**

**O**

**y t i n**

**r**

**y r a**

**s**

**C**

**M**

**S**

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Jo Ann Bettencourt X Kathleen Aguilar X Tami Medearis X Margie Taresh X Ofelia Landeros X Jose Bravo X Elizabeth Stevens X Holly Harding X Yvette Zuniga X Claudia Aguilar X Numbers of members of each category: 1 3 1 5 0

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.

**o r s s a l**

**t e h c a e**

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**n e d u t**

## Recommendations and Assurances

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

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

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating

to material changes in the 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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound,

comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:

Jo Ann Bettencourt

Typed Name of School Principal Signature of School Principal Date

Elizabeth Stevens

Typed Name of SSC Chairperson Signature of SSC Chairperson Date