

Annual Evaluation and Update 2015-16 April 7, 2016

1. How have parents, teachers, support staff, and other stakeholders (e.g., English learner parents, parents of foster youth, and pupils, as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
Yearly I present to staff, ELAC, migrant, SSC, Board, and Boosters Club (parent club) to review data and discuss input and suggestions to help improve our school and school climate. We had several meetings with each of the groups in taking in input and planning our LCAP throughout the year.
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state and local priorities and used by the School Site Council to inform the SPSA evaluation and revision process? How was the information made available?
We reviewed the CAASPP results in the beginning of the year in both ELA and Math, district benchmark information in both ELA and Math comparing the pre and post results, as well as yearly CELDT scores, and redesignation results, teacher given Math unit assessments, CST Science scores for 5th and 8th grades, STAR results 3 times a year, attendance rate, and number of referrals for misbehavior.
3. What actions/services were provided to all pupils, to subgroups of pupils, to English learners, to low-income pupils, to foster youth, and/or to redesignated fluent English-proficient students to achieve goals identified in the SPSA?
Orton Gillingham for increased phonemic awareness and reading intervention, small group and one on one work with adies specific to the needs of the student within ELA and Math. We also use online websites that are specific to the learning needs and individual levels of students in Sum Dog both in ELA and Math, math facts in a flash. The teachers use assessments, both formative and summative from School City to assess what has been mastered and what is still needing attention. Academic Game Plan is used within the 4th-8th classroom to assist the students in keeping current with what is expected academically, as well as keeping current with their grades; parents sign weekly. Think Central Go Math! Online – students tutorial and online support. This year we increased our Professional Development in English Language Development designated support to help the teacher target and respond to specific needs of their EL students. We have 22 EL students k-8. We currently use small group or one on one instruction for the EL students in teaching writing due to the students required to respond in any curricular area with a written response, including math, to write how they found their answer. We have both the teacher and instructional aides to support students when they need assistance understanding a specific concept taught.
4. How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
Our students have improved overall. However we continue to see that writing is a challenge for the students, including but not limited to our EL students. We will continue to focus on this area for them.
5. How have the actions/services addressed the needs of all identified subgroups of pupils, including English learners, low-income pupils, foster youth, and redesignated fluent English-proficient students; and did the provision of those actions/services result in the desired outcomes?
Further additional support with one on one time with instructional aides using intervention lesson specific to the standard missed from School City and teacher created re-teach materials and lessons. Also teachers schedule student study team (SST) meeting with the resource specialist, administration, and parent when a student continues to struggle so that a specific plan can be made to directly support the individual needs of the student

within the classroom and at home. Additionally we have purchased EL support for the 3rd – 5th and continue in 6th-8th grade Academic Vocabulary Tool Kit which helps build academic vocabulary specific to EL's however is used for all so that the low-income, foster youth, and at-risk students benefit as well.

6. What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the SPSA as a result of this comparison?

Due to our percentage of students "stuck" at one level or dropped a level in proficiency we have added a week long intervention summer session for math prior to school beginning. We will continue to provide Academic Vocabulary Tool Kit curriculum 3rd-8th gr. to use, as well as continuing to use our Kagan strategies for teachers to increase student engagement and all students actively participating in their learning. We will be implementing our new ELA/ELD adopted curriculum which infuses Science and Social Studies within the ELA curriculum.

Additionally we have added technology training for the teachers and will finish increasing 1:1 technology devices for k-8 students within the classroom: chromebooks in 4-8, and ipads k-3rd.

Math continues to be a challenge therefore targeted intervention lessons as well as small group assistance for students will greatly help.