

The Single Plan for Student Achievement

School: Charles Hoffman Elementary
CDS Code: 36-67868-6036735
District: Rim of The World Unified School District
Principal: Marlynn Humphries
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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 .

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School Vision and Mission

Charles Hoffman Elementary's Vision and Mission Statements

In the spring of 2016, we created a motto to express what is our highest priority here- "Nurturing the successful student in each child. #ThisisCHE!

Our vision is; We will instill exemplary citizenship and ensure high quality learning for every child every day.

Our mission statement is: Through the collaboration of district, school and community, our students will acquire the skills and character necessary for success in an increasingly complex world. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and need the opportunity to develop those talents. Charles Hoffman Elementary strives to help each student become a life-long learner and an adaptive, productive citizen with the ability to reach his or her highest potential; academically and socially. We will utilize collaborative planning, appropriate management, effective and differentiated teaching strategies in an atmosphere of safety, respect, and high expectations.

School Profile

Charles Hoffman Elementary became a School wide Title One Program in the 2017-2018 school year and moving forward. The school sits on 10 acres at the east end of the community of Running Springs. Students from Running Springs, as well as the nearby communities of Green Valley Lake, Arrowbear, and Smiley Park are served. The site includes twenty five regular classrooms, including five portable buildings. The main playground area is covered with asphalt and a "soft-fall" area with playground equipment. There is a large upper-level field to the south of the school buildings and an even larger lower field to the east of the school buildings which are jointly used by CHE students during school hours and Recreation and Parks district after hours and on weekends. The large baseball/soccer field, called the "lower field", was opened in the fall of 2005.

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).

I recognize that old data is in this section from the parent survey results. However next year we will align district wide a parent survey. Following these results, is the California Healthy Kids Survey and a summary of key indicators.

CHE School Climate and Culture - 2014 Parent Survey Results:

1. Are you aware that there are parent nights at the school? Yes - 76% No - 26%
2. How do you prefer to be contacted? Phone - 76% Email - 20% Flyers - 48%
3. Are you aware that CHE offers tutoring for students? Yes - 74% No - 28%
4. On a scale of 1-10, how prepared for middle/high school do you think your student is/was? 1 = 5 4=1 6=4 7=4 8=5 10=2
5. What community groups would you recommend CHE become involved with to improve educational opportunities? Forestry. Fish & Wildlife. Mountain Hospital. Sporting. Skiing. Farmer's Market. Extra Tutoring. Church Groups.
6. Do you check your student's homework? Yes - 93% No - 7%
7. Do you think that your student has enough educational support to succeed? Yes - 89% No - 11%
8. What are you willing to do to help with your student's success? Everything and anything. Whatever needs to be done. Help with homework. Volunteer at school.

9. What topics would you like CHE to address for future assemblies? Parent involvement. Social issues such as bullying. Fashion. Hygiene. Manners. Reading. Tutoring. Preparation for next grade. Bringing Jesus back into School.
10. Are you satisfied with the level of communication from the school? Yes - 89% No - 11%

Summary of Key Indicators from California Healthy Kids Survey of Fifth Graders at Charles Hoffman Elementary Spring 2017

School Engagement and Supports

School connectedness (high) 53%

Academic motivation (high) 34%

Caring adult relationships (high) 52%

High expectations (high) 69%

Meaningful participation (high) 17%

School Safety

Feel safe at school 79%

Been hit or pushed 52%

Mean rumors spread about you 59%

Been called bad names or mean jokes made about you 66%

Saw a weapon at school 28%

Disciplinary Environment

Students well-behaved 45%

Students treated fairly when break school rules 59%

Students treated with respect 75%

Lifetime Substance Use

Alcohol or drug use 31%

Cigarette smoking 4%

E-cigarette 3%

Classroom Observations

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

Classroom observations are done on a regular basis by the Principal. This year as we focus our attentions on achieving Gold recognition in PBIS, we will utilize a walk through, with Tier 2 coach, PBIS member and Rim Family Services liaison, and principal, three times for PBIS fidelity inventories. The final walk through will also include the county PBIS coach.

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)

The district uses all mandated state assessment programs to provide data it needs to make good decisions. Assessment data is analyzed using various tools developed at the district office. The results of all assessments are presented and summarized to schools annually. The district provides analysis of ongoing trends indicated in the assessment data. Each school site also develops its own approach to analyzing assessment data and making decisions based on the data. At CHE, we use state and local assessments as the catalyst for PLC meetings. Student achievement problem areas are noted, approaches to instruction are discussed, and decisions are made as a function of state and local assessments.

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

DRA
DIBELS
STAR Reading and STAR Math Trimester Scores.
District Writing Rubrics as provided on district website
CAASPP Assessment Data (As made available by CDE)

Staffing and Professional Development

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

All CHE Teachers are highly qualified.

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

All CHE teachers are credentialed. Teachers received training on the use of our new math implementation. Teachers also participate in professional development throughout the school year in conjunction with District LCAP, CCSS implementation, PBIS, and other opportunities .

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

Professional Development needs are determined by yearly survey of teachers, principal suggestions, and opportunities presented by district and county.

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

N/A

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

All grade levels, K - 5 collaborate weekly during Professional Learning Community (PLC) Grade Level Collaboration. Teachers review data to guide their instruction, plan for State Standards aligned ELA/Math lessons, and work on PBIS - "Positive Behavior Interventions and Supports" implementation.

Teaching and Learning

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

We are aligning our curriculum to the CA State Standards. This is an ongoing process as some teachers have years of curriculum and are tied to using it and without current textbooks, this is challenging to mandate.

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

Instructional minutes meet the state requirements.

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

New pacing guides will be created to correspond with our newly adopted math textbooks in accordance with State Standards.

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

All student groups potentially have access to standards-based curricular materials. For special needs students and for those needing enrichment, remediation or second language instruction, materials appropriate to their learning levels are provided. These may be "out of level" materials or other materials specifically selected for the student and matched to state standards.

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

All materials, including intervention materials are SBE-adopted and standards-aligned.

Opportunity and Equal Educational Access

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

Underperforming students are provided with the following programs: Differentiated Instruction, Small group instruction in classrooms, Intervention instructional supports provided by Title I Aide in conjunction with core instruction.

14. Evidence-based educational practices to raise student achievement

State standards aligned lessons in ELA and Mathematics.

Parental Involvement

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

Systematic parent/teacher communication and a variety of student focused intervention programs which include: Standards specific intervention materials directly connected to the district adopted text, Computer based programs that diagnose deficiencies and provide instructional support. PBIS - Positive Behavior Intervention and Supports. Community partners provide additional support to assist students and their families.

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)

PTA, SSC, and ELAC parent representation, along with community members such as the Lions Club of Arrowbear Lake, Arrowhead Arts Association musicians, local firefighters, and retired teachers.

Funding

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

Lexia, a computer based program that assesses students' reading, vocabulary, and comprehension skills provides differentiated instruction to meet individual student needs.

Title I instructional aide provides support and intervention to targeted students.

18. Fiscal support (EPC)

District funded.

Description of Barriers and Related School Goals

The geographic and weather conditions of the communities that attend Charles Hoffman Elementary have a tremendous effect on the transportation of students. As a result, extended learning opportunities are a challenge, particularly at CHE, which has the highest elevation of the schools in the district. Many families also work down the hill and cannot pick up their children at differing times. We also have an older, affluent teaching staff who don't need to work after their hours to tutor for Title One purposes. Hence, we have very little to no opportunities to provide after or before school interventions. We will attempt to have school aides run interventions after hours, with teacher supervision, this year. While there is a core group of students that remain year to year, the school has become much more transitory, which makes it difficult for consistent remediation.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	43		56	43		55	43		98.2	100	
Grade 4	63	57		63	56		63	56		100	98.2	
Grade 5	59	56		58	55		58	55		98.3	98.2	
All Grades	180	156		177	154		176	154		98.9	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2426.2	2398.3		24	6.98		20	25.58		40	37.21		16	30.23	
Grade 4	2453.2	2452.0		19	10.71		21	30.36		27	28.57		33	30.36	
Grade 5	2481.6	2472.7		14	14.55		26	20.00		24	23.64		36	41.82	
All Grades	N/A	N/A	N/A	19	11.04		22	25.32		30	29.22		29	34.42	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	11.63		42	48.84		33	39.53	
Grade 4	16	14.29		49	66.07		35	19.64	
Grade 5	16	21.82		45	47.27		40	30.91	
All Grades	19	16.23		45	54.55		36	29.22	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	9.30		60	58.14		24	32.56	
Grade 4	17	16.07		46	57.14		37	26.79	
Grade 5	17	21.82		43	36.36		40	41.82	
All Grades	17	16.23		49	50.00		34	33.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	4.65		75	62.79		11	32.56	
Grade 4	13	5.36		79	80.36		8	14.29	
Grade 5	12	10.91		62	61.82		26	27.27	
All Grades	13	7.14		72	68.83		15	24.03	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	9.30		55	58.14		27	32.56	
Grade 4	8	17.86		71	58.93		21	23.21	
Grade 5	19	10.91		60	54.55		21	34.55	
All Grades	15	12.99		63	57.14		23	29.87	

Conclusions based on this data:

1. Scores were lower in nearly every area in grade 3. Scores improved in fourth grade for 2 of the 4 domains- reading and writing.
2. Listening was the highest domain with 75.97% of students above, at, or near standard, with Reading 70.78% and Research & Inquiry 70.13% nearly tied, and Writing at 66.23%.
3. Overall, reading scores of 4 & 5 grades, were the most improved of the 4 domains.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	43		56	43		56	43		98.2	100	
Grade 4	63	57		63	56		63	56		100	98.2	
Grade 5	59	56		58	56		58	56		98.3	100	
All Grades	180	156		177	155		177	155		98.9	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415.0	2390.7		5	0.00		34	23.26		38	30.23		23	46.51	
Grade 4	2430.2	2450.1		3	7.14		17	10.71		38	57.14		41	25.00	
Grade 5	2451.0	2457.4		3	12.50		14	7.14		33	23.21		50	57.14	
All Grades	N/A	N/A	N/A	4	7.10		21	12.90		36	37.42		38	42.58	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	16.28		63	18.60		29	65.12		
Grade 4	8	10.71		32	42.86		60	46.43		
Grade 5	7	10.71		31	28.57		62	60.71		
All Grades	8	12.26		41	30.97		51	56.77		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	11.63		57	46.51		25	41.86	
Grade 4	10	8.93		40	64.29		51	26.79	
Grade 5	3	12.50		43	46.43		53	41.07	
All Grades	10	10.97		46	52.90		44	36.13	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	4.65		71	55.81		18	39.53	
Grade 4	14	12.50		38	44.64		48	42.86	
Grade 5	2	5.36		43	39.29		55	55.36	
All Grades	9	7.74		50	45.81		41	46.45	

Conclusions based on this data:

1. Fifth graders in the % Above category, grew in each of the 3 domains, perhaps due to extra tutoring by one fifth grade teacher.
2. Third grade scored lower in all categories save one from the year before. In 7 of 9 categories, fourth grade improved.
3. Problem Solving and Modeling/ Data Analysis was the highest domain, with 63.87% of students being above, at, or near standard compared to 53.55% for Communicating Reasoning and 43% for Concepts and Procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				***				***			***				
1	25	20		50	20		25	40			20				
2				43	***		29	***		29					
3		17		50	17		33	50		17	17				
4	***				***		***	***							
5	14	***		29			57								
Total	14	19		39	19		36	43		11	19				

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				18			27	50		9	33		45	17	
1	25	20		50	20		25	40			20				
2				43	***		29	***		29					
3		17		50	17		33	50		17	17				
4	50			25	***		25	***							
5	14	***		29			57								
Total	10	17		33	17		33	46		10	17		13	4	




Conclusions based on this data:

1. Designated ELD instruction is provided by classroom teacher assisted by EL Aide.
2. Students have set individual goals for the year with the EL Aide and monitored by the teacher.

School and Student Performance Data

Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	3
English Learner Progress (1-12)		0	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	2

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

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

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		370	Medium 1.1%	Increased +0.8%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		370	Medium 1.1%	Increased +0.8%
English Learners		28	Very Low 0%	Maintained 0%
Foster Youth		6	*	*
Homeless		19	Very High 10.5%	Increased Significantly +10.5%
Socioeconomically Disadvantaged		210	Medium 1.9%	Increased +1.5%
Students with Disabilities		45	Medium 2.2%	Increased +0.4%
African American		1	*	*
Asian		5	*	*
Hispanic		109	Very Low 0%	Maintained 0%
Pacific Islander		2	*	*
Two or More Races		22	Very Low 0%	Maintained 0%
White		231	Medium 1.7%	Increased +1.3%

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		24	High 75.0%	Increased Significantly +15.7%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		High 75.0%	Increased Significantly +15.7%
English Language Arts (3-8)		Low 50.3 points below level 3	Maintained -2.5 points
Mathematics (3-8)		Low 61.1 points below level 3	Increased Significantly +17.1 points

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Graduation Rate


This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

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

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

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		146	Low 50.4 points below level 3	Maintained +0.7 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		146	Low 50.4 points below level 3	Maintained +0.7 points
English Learners		15	Low 61.1 points below level 3	Increased Significantly +17.1 points
Homeless		9	*	*
Socioeconomically Disadvantaged		81	Low 65 points below level 3	Declined -3.3 points
Students with Disabilities		27	Very Low 102.5 points below level 3	Declined Significantly -15.5 points
Hispanic		44	Low 70.2 points below level 3	Maintained -1.9 points
Two or More Races		9	*	*
White		93	Low 42.2 points below level 3	Increased +6.1 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
English Only	131	Low 49.2 points below level 3	Maintained -0.8 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	59.3%	75.0%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	15 points below level 3	24.7 points below level 3
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Mathematics	51.1 points below level 3	50.4 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.3% (1)	1.1% (4)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Learning and Highly Qualified Staff
LEA GOAL:
#1 All students have access to rigorous, relevant and engaging learning experiences for lifelong success. #3 All students receive high quality education and services from caring, highly qualified, and competent staff.
SCHOOL GOAL #1:
All students have access to rigorous, relevant, and engaging learning experiences for lifelong success. All students receive high quality education and services from caring, highly qualified, and competent staff.
Data Used to Form this Goal:
CAASPP (California Assessment of Student Performance and Progress results in ELA and Math, CELDT/ELPAC results
Findings from the Analysis of this Data:
Student scores on the state required tests show growth, however, there is more growth to be made.
How the School will Evaluate the Progress of this Goal:
CAASPP Assessment Data Third Grade Reading Proficiency District Writing Benchmark scores Subgroup CAASPP data Growth levels from Lexia Core 5 Program Student Reports STAR Reading and STAR Math Growth shown Professional and in-house walk-throughs Implementation of Standards self assessment (per California Dashboard)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide both designated and integrated ELD instruction for English Learners within the instructional program.	August 2017 through June 2018	Principal, teachers, support staff	Instructional Materials Duplication costs Instructional Support materials Supplies incentives	4000-4999: Books And Supplies	Lottery: Instructional Materials	2,000.
1.2 Assess students yearly, (CAASPP) at trimesters and other regular times using a variety of measures to determine progress toward content mastery, such as district ELA and writing benchmarks, STAR reading and math, Lexia reports, and CAASPP scores and resources. Review data at beginning of year, trimester data, and other regular times to facilitate differentiation.	August 2017 through June 2018	Principal Office Staff Classified Staff Classroom Teachers Technology Personnel	Supplies and materials for non-computer assessments	4000-4999: Books And Supplies	Title I	1,000.
			PLC time utilized grade level and whole school to review assessment results and determine goals. Goal setting for targeted students - move students from Not Met & Nearly Met to Met- by placement in interventions Provide awards and incentives for student's academic progress and achievement.	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	1,000.
1.3 Increase student access to technology, both hardware and software, to support all learners in 21st Century Learning experiences.	August 2016 through June 2017	Principal Classroom Teachers Technology Personnel	Provide adequate computers, Chrome books and carts, I pads.	4000-4999: Books And Supplies	LCFF	3,000.
			Provide on-line resources with annual licenses.	4000-4999: Books And Supplies	Title I	2,000.
			Headphones for COWS	4000-4999: Books And Supplies	Title I	3,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Provide strategic implementation of PLCs- Professional Learning Communities, regarding student concerns, PBIS strategies and daily use, implementing Go Math, both classroom and internet resources, and effectively utilizing all web based technology by all grade levels with fidelity.	Weekly Sept 2017- March 2018	Principal, Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1,000.
			Wordly Wise	4000-4999: Books And Supplies	Title I	4,500.
1.5 Provide supplemental supplies to support core instruction for at risk students and under performing sub groups.				4000-4999: Books And Supplies	Title I	20,500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
#2 All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world.
SCHOOL GOAL #2:
All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world.
Data Used to Form this Goal:
CAASPP English Language Arts and Math data Parent surveys Teacher surveys
Findings from the Analysis of this Data:
Increasing academic rigor and relevance is an appropriate goal.
How the School will Evaluate the Progress of this Goal:
State assessment Site and district Multiple measures Professional walk-through feedback Surveys of parents and teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Review and analyze CAASPP data to identify strong and weak areas relating to student proficiency, focusing both on core subject matter and sub-group analysis and school	August 2017 through June 2018	Principal Teachers	Supplies and materials to support allotted PLC time	0000: Unrestricted	LCFF	500.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
wide focus of STEAM.			STEM picture book kit K-2, 3-5	4000-4999: Books And Supplies	Title I	800.
			Supplies for Makerspace	4000-4999: Books And Supplies	Title I	1,500.
2.2 Professional Development in effective instructional strategies per the IST team and other conferences.	August 2017 through June 2018	Principal, teachers	Subs for release time and fees for teachers to attend professional growth opportunities.	1000-1999: Certificated Personnel Salaries	Title I	2,000.
2.3 Provide support for at-risk students through classroom support in PBIS strategies, Math, and English Language Arts utilizing an aide.				2000-2999: Classified Personnel Salaries	Title I	15,000
2.4 Develop a comprehensive Response to Intervention system to support struggling students in all-sub groups.	August 2017 through June 2018	Principal, teachers, aides	Meet with testing grades, Title One Aide, and Kindergarten teachers to plan support times and curriculum.	2000-2999: Classified Personnel Salaries	Title I	
			Supplies to support development and implementation of RTI model.	4000-4999: Books And Supplies	Title I	500.
			After school program run by aide under teacher direction	2000-2999: Classified Personnel Salaries	Title I	1,000
2.5 Prioritize focus on K-3 grade level reading proficiency.	August 2017 through June 2018	Principal, teachers, Title One Aide, Volunteer Reading Tutor Program	Materials, incentives, such as display case for meeting AR reading goals.	4000-4999: Books And Supplies	LCFF - Base	1,000.
			Trimester reporting of DRA scores, LEXIA levels, ESGI for kindergarteners & first graders, Dibels for at risk students, K-1.			
			Printer for SST meetings to determine need for intervention	4000-4999: Books And Supplies	Title I	200.

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Climate and Parent Involvement
LEA GOAL:
#5 All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning
SCHOOL GOAL #3:
All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.
Data Used to Form this Goal:
Parent Involvement Survey Attendance Rates Volunteer numbers Professional walk-through feedback Engagement/discipline data California Healthy Kids Survey
Findings from the Analysis of this Data:
With 316 students, 34 parents completed the Parent Involvement Survey, (11%) CHE's website had -----annual views. Using Blackboard, we sent -----emails, texts, phone calls, and social media. SART----- SARB-----
How the School will Evaluate the Progress of this Goal:
Data Dashboard Aeries and Swiss information on suspensions. Attendance Records Volunteer Records

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 CHE Website will be updated and kept current. Parents will receive important school, district, and community information via website, email, all calls, texts, school monthly newsletters, and flyers. .	August 2017 through June 2018	Principal Teachers Office Staff Classified Staff	Website will be maintained by school secretary. All calls, emails, texts, apps, etc., will be created and monitored by CHE Principal and Attendance Clerk.	0001-0999: Unrestricted: Locally Defined	None Specified	
			Principal will create monthly newsletter to send home and be posted on website.	0001-0999: Unrestricted: Locally Defined	None Specified	
3.2 Provide opportunities for parents and community groups to support student needs and achievement, as well as community revitalization particularly with Rim Family Services Family Nights.	August 2017 through June 2018	Principal, teachers, support staff, PTA, ELAC, PBIS team, SSC, Volunteers, Rim Family Services, Lions Club, local businesses and others as opportunity arises.	Principal and Teacher rep will meet with PTA on their monthly schedule.	5900: Communications	LCFF	
			Provide educational activities for parent and community groups. Principal and EL coordinator will meet in ELAC meetings per district schedule, with babysitting and refreshments provided. Principal, Secretary, Teachers, and parents will meet monthly for SSC. PBIS team composing of Principal, Secretary, Clerk, teachers, yard supervisors, parents, and Rim Family Services representative meet monthly.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide resources for Rim Family Services programs such as SS GRIN, Parent Cafe, Art & Social Skills classes, and Family Night/ Loving Solutions.			500.
			Book Fiesta event for parents and families as staff thank you			500.
3.3 Continue school-wide implementation of PBIS training and framework to achieve next level in state implementation recognition, from silver to gold.	July 2017 through June 2018	Principal, school PBIS coach, team members, teachers, support staff	Subs and conference fees for PBIS training.	1000-1999: Certificated Personnel Salaries	LCFF	2,000.
			Purchase materials, incentives to support PBIS implementation	4000-4999: Books And Supplies	LCFF	500.
			Attend Student Wellness conference			
			Hold monthly team meetings			
			PBIS information on website, newsletters			
3.4 Support teaching of behavior skills, bullying, and conflict resolution through research based programs, assemblies, and instructional supplies	August 2017 through June 2018	Principal, teachers, support staff	Assemblies, School wide award system, books and materials for classrooms.	4000-4999: Books And Supplies	Title I	1,500.
			Paint conflict resolution mat on both playgrounds.	4000-4999: Books And Supplies	Title I	100
3.5 Create language regarding our relationship with the community.	August 2017 through August 2018	Principal all staff community members	Principal hold discussion for ideas and will then take rough draft to staff meeting for editing and refining.			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe, Well-Maintained, and Secure Facilities
LEA GOAL:
#4 All students and educational partners are provided a high quality physical environment where they enjoy safe, respectful, positive connections, and experiences.
SCHOOL GOAL #4:
All students and educational partners are provided a high quality physical environment where they enjoy safe, respectful, positive connections, and experiences.
Data Used to Form this Goal:
Maintenance and custodial work order completion School site observations Log of safety drills Williams Act Evaluation Process California Healthy Kids survey Parent survey Aeries and Swiss referrals and suspensions Crime and vandalism data
Findings from the Analysis of this Data:
Improving school safety and culture is an appropriate goal.
How the School will Evaluate the Progress of this Goal:
Progress on PBIS implementation Feedback from walk-throughs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Ensure that all students have access to safe, operational, clean facilities, as outlined in the Williams Act.	August 2017 through June 2018	Principal, support staff, district maintenance team	Perform campus sweeps daily and log any issues. Submit work orders in a timely manner. Radio maintenance	4000-4999: Books And Supplies		1,000.
4.2 Safe School Plan	August 2017 through June 2018	Principal	Annually review and update Safe School Plan			
4.3 In partnership with local law enforcement, fire, and other community agencies, conduct and record monthly safety drills for various types of emergencies.	August 2017 through June 2018 Monthly	Principal, teachers, support staff	Conduct and record safety drills and refine procedures.			
4.4 Provide on-going character development and school pride activities to promote healthy relationships and a positive school culture.	August 2017 through June 2018	Principal, teachers, support staff, PBIS team, PTA	Supplies, incentives, posters Daily message on PA, Spirit Wear, Student leadership, assemblies, Buddy classes, Red Ribbon Week, Screen Free Week, and other activities.	4000-4999: Books And Supplies	Title I	500.
4.5 Write and post a "Respect for All" statement describing CHE's position on respect as well as listing the activities that teach and build a respectful campus.	Aug 2017 through November 2017	All staff will contribute to document.	Principal will write document with staff contributions. Secretary will post to website.			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Budget, Infrastructure and Resources
LEA GOAL:
#6 The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability.
SCHOOL GOAL #5:
The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability.
Data Used to Form this Goal:
School expenditures in 2016-2017
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
School expenditures in 2017-2018

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Data analysis and the School Site Council's collaborative planning process in collaboration with the Business Department.	August 2017 through June 2018	Principal, School Site Council	Material for meetings	4000-4999: Books And Supplies	Title I	200.
5.2 Increase student daily attendance of at risk students and groups with the monthly/yearly goal of 96%.	August 2017 through August 2018	Principal, All employees, Parents, Students	Examine multi year records to determine trends and hold events to celebrate growth.			

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	6,000.00
LCFF - Base	1,000.00
Lottery: Instructional Materials	3,000.00
Title I	55,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	16,000.00
4000-4999: Books And Supplies	42,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	22,500.00
Goal 3	4,100.00
Goal 4	500.00
Goal 5	200.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marlynn Humphries	X				
Stephanie D'Avignon		X			
Tracy Marshall		X			
Noelle Ladd		X			
Deborah Barnekow			X		
Loni Kuhn				X	
Jessica Purkiss				X	
Naomi Strebel				X	
Numbers of members of each category:	1	3	1	4	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 December 13, 2017.

Attested:

Marlynn Humphries

Typed Name of School Principal

Signature of School Principal

Date

Stephanie D'Avignon

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date