The School Plan for Student Achievement

Burton C. Tiffany Elementary School
School Name

37-68023-6095020
CDS Code

Date of this revision: September 11th, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the *School Plan for Student Achievement*.

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

Contact Person:	Jonathan Morello
Position:	Principal
Telephone Number:	619-421-6300
Address:	1691 Elmhurst Street Chula Vista, CA 91913
E-mail address:	Jonathan.morello@cvesd.org

Chula Vista Elementary School District
School District

Superintendent:	Francisco Escobedo, Ed.D.
Telephone Number:	(619) 425-9600
Address:	84 East J Street Chula Vista, CA 91910-6100
E-Mail Address:	Francisco.Escobedo@cvesd.org

The District Governing Board approved this revision of the School Plan on .

II. School Mission, Vision and Values

At Burton C. Tiffany Elementary School, students, staff, parents and community (defined here as those families living in the Tiffany School area) are committed to this shared vision.

Tiffany's learning community (students, staff, and parents of Tiffany students) believes in an environment where all stakeholders are valued and respected, where learning is a life-long process, and where we empower character development and celebrate cultural diversity. We take pride in our school and provide instruction based on clear academic standards and high expectations. We believe that the learning and working environment should be safe and nurturing.

Students are provided with the tools and strategies to become proficient in English Language Arts, Mathematics, Social Studies, Science, and the Visual/Performing Arts. With the guidance of their teachers, students will become self-starters that strive to be good citizens and socially responsible.

Teachers and staff are provided with opportunities to effectively practice and enhance their teaching. We are committed to working as a team to support one another as leaders in our learning community.

At Tiffany School, students, staff, parents and all community members are encouraged to give input, work together as a team, and demonstrate professionalism and personal integrity. We will take responsibility for bringing our vision to reality so that all of our students can reach their personal and academic goals.

III. School Profile

Chula Vista Elementary School District is located in the southernmost county of California and is the largest kindergarten through grade six district in the state. It serves a rapidly growing area that features a blend of residential areas, recreational facilities, open space, and light industry.

Burton C. Tiffany Elementary School is the 28th elementary school built in the Chula Vista School District. Burton C. Tiffany opened for students in 1975. The school is located on the Eastern section of the City of Chula Vista, in the vicinity of Southwestern Community College. Residents of the school area are employed in a wide variety of jobs resulting in multi-level incomes within Tiffany's school area. The military plays an important role in our learning community as 17% of our families are in the armed forces, primarily the Navy.

Our instructional focus for this year is on social-emotional learning and mathematics. In social-emotional learning, we strive to create a learning environment where relationships are nurtured and we feel noticed, valued, and welcomed. We will focus on building student self-efficacy, especially in mathematics. To build self-efficacy in math, we will expand our knowledge of high-impact instructional routines and set clear learning intentions and success criteria for students based on the California State Standards (CSS).

Last year our professional development centered around math and included differentiation strategies as well as instruction focused on guided small groups to assist English Learners, Socio-economically Disadvantaged, and students with disabilities. We monitored academic growth for these targeted groups.

Burton C. Tiffany Elementary School has 29 classrooms, 4 resource rooms (English Language Learners, Speech, Psychologist, Resource Specialist Program), a library/computer lab, a mutipurpose room, and an office area. The school enrollment is 496 students which includes our SDC preschool and SDC diagnostic students.

Student Ethnic Breakdown (As of August 2018):

African American 3.6 %

Asian 1.5 %

Caucasian 18.8 %

Filipino 10.5 %

Hispanic 60.4%

Native American 0 %

Two or More Races 4.1 %

Socio-Economically Disadvantaged:

Burton C. Tiffany 41.7%

Our history of Socio-economically Disadvantaged students (2014-2015 = 42.25% and 2015-2016 = 39%, 2016-17 = 35.5%, 2017-18 = 39.6% 2018-2019 =41.7%) indicates a trend that needs to be addressed by means of support for this group.

English Learners 19%

Reclassified English Learners 13%

Students with Disabilities 17.5 %

GATE 8.2%

PERSONNEL

* Fully Paid by Tiffany Elementary

** Partially Paid by Tiffany, Partially Paid by District

*** Fully Paid by District

FULL-TIME CERTIFICATED STAFF

*** 18 General Education Classroom Teachers

*** 3 Special Day Class (SDC) Teachers (K-6)

*** 2 Special Day Class Teachers (Preschool)

*** 1 Resource Specialist

*** 2 Speech Teachers (1 Full Time Equivalent)

PART-TIME CERTIFICATED STAFF

*** 1 Registered Nurse

*** 1 LVN

*** 1 Psychologist

* 1 Physical Education Teacher (.2 FTE)

* 1 Music Teacher (.2FTE)

* 1 Media Arts Teacher (.2 FTE)

CLASSIFIED SUPPORT STAFF

*** 1 School Secretary (1 FTE)

*** 1 Attendance Secretary/Health Specialist (1 FTE & .14 FTE)

** 1 Library Media Technician (.57 FTE)

* 1 Computer Technician (.25 FTE)

*** 6 Special Education Instructional Assistants (.83 FTE each)

*** 2 Full time Custodians

*** 3 Child Nutrition Service Workers (1 Manager, 2 Assistants)

* 1 Classroom Instructional Assistant (.25 FTE)

* 6 Student Supervisors/Noon Duties (1.71 FTE combined)

PRESCHOOL DIAGNOSTIC TEAM FOR SPECIAL EDUCATION

*** 1 SDC Teacher

*** 1 Preschool Teacher

*** 2 Speech Teachers (1 FTE)

*** 1 Occupational Therapy (.6 FTE)

*** 1 Nurse (.6 FTE)

*** 1 Instructional Assistant

*** 1 Psychologist (4 days/week)

Special Programs/Services include:

Special classes for children with learning disabilities

1 Computer Lab

One-on-one devices for grades 1-6

25 iPads

GATE program

Teaching Garden

High School Cross-Age Tutors

Active Parent-Teacher Association

School Site Council

ELAC Committee

Student Council

Safety Patrol

Peace Patrol

A.C.E. Student Awards in Partnership with U.S. Navy or Tiger Pride Monthly Recognition Assemblies

Run/Jog/Walk Track Program

Fully Functioning Library

Preschool Diagnostic Program

Extended Day/Jump Start Program

After school program on site:

- YMCA
- DASH
- Sports - Soccer, Basketball and Kickball

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

As stated in our SMARTe goals (goals that are specific, measurable, attainable, realistic, time-based, and for everyone is a group), a critical component of Tiffany's success is using assessment data to guide planning and instruction. As part of the commitment to creating life-long learners, the Tiffany community has devoted resources such as new Language Arts materials, math materials, built-in teacher collaboration time, and a continued emphasis on reading strategies as well as techniques for building conceptual understanding of mathematical practices to meet the needs of a diverse population (including, but not limited to, English Learners, students with special needs, gifted students, low socio-economic students, and Foster Youth). The current evaluation of students includes a combination of state, district and site-based assessments to measure student growth toward meeting common core state standards and to inform instruction. CAASP data from 2017-2018 indicates the need for closer monitoring of students, consistent expectations, and targeted instruction in the areas of language arts and particularly in math. On average, CAASP test results from grades 3-6 put Tiffany below our five similar schools in math and language arts. Local Measures for grades K- 1 reading show an average of about 69%. Writing Local Measures K-2 show and average of 59%. Local Measures reading grades 2-6 indicate an average of 52%. Students who were proficient in math for grades K-2 was 72%.

B. Surveys

District-wide, the Hanover Survey is administered every year to all staff, school parents, select community members, and all 4th-6th grade students. This survey gathers input in a wide variety of areas including facility adequacy, parent involvement in decision making, and satisfaction with all aspects of the school program including transportation, curriculum, school and district management, food services and the classroom environment. Data from this survey is analyzed to determine change over time and plan the broad as well as specific aspects of the school program.

This year's Hanover Survey provided community input on perceived strengths and weaknesses of our instructional program. Based on survey results, Tiffany students were at or above the district average in most categories. Tiffany was lower than district averages particularly with respect to solving problems, learning from mistakes, believing that they have a lot of strengths, and growth mindset. All these are areas are related to self-efficacy.

C. Classroom Observations

The principal is in classrooms daily to observe consistent curriculum delivery, instructional techniques, and alignment to common core content standards. Feedback is given to teachers regarding teaching strategies, room environment, differentiation, procedures and routines, clarity of learning goals and success criteria, and targeted instruction to meet student needs.

D. Student Work and School Documents

In the area of English Language Arts and Math, assessment data and student work samples indicate that the greatest need is for our students identified as English Learners (EL), and Students With Disabilities* (Resource Program, Special Day Class, and Speech). Student monitoring, especially of ELs and Students With Disabilities, along with targeted instruction will be a focus in ELA. In math, we will focus on building student self-efficacy through clear learning intentions and success criteria while strengthening our work on high-impact instructional routines (i.e Number Talks, Three Reads- 4 Corners).

In the area of mathematics, assessment data and student work samples indicate the greatest need is for students that are English Learners and Students With Disabilities. We will focus on delivering mathematical instruction with clear learning intentions and success criteria that are derived from content standards and the California Mathematics Framework Documents.

E. Analysis of Current Instructional Program (See Appendix B)

Staff continues to implement high impact impact instructional routines in mathematics throughout Tiffany School. New this year is the implementation of social-emotional learning and a focus on building student self-efficacy with an

emphasis in mathematics. Our staff also recognizes the importance of monitoring performance and differentiating instruction to meet the needs of all target groups. A school-wide data collection system and common assessments is being implemented this year to better track the performance of all of our students. From Instructional Leadership Team meetings and staff development to biweekly grade level collaboration, staff work together to deliver a quality, research-based educational program based on the Common Core State Standards in the four core subject areas of language arts, math, social studies, and science. We also recognize the need for professional development in the area of data driven differentiated instruction and standards-based clear learning intentions and success criteria.

Each upper grade General Education teacher will receive two additional Ancillary (VAPA) days per quarter (5 hours per quarter). On these days the upper grade teachers are free from grade-level meetings and/or professional development.

V. Description of Barriers and Related School Goals

1. Need for some additional Common Core aligned instructional materials and opportunities for using reading strategies across various content.

2. Need for parent education classes related to supporting academic achievement.

3. Need for greater parent engagement/involvement to support academic achievement.

4. Need for maintaining technology and ongoing support.

5. Need more GATE enrichment opportunities for students.

6. Need training for teachers to improve and continue to implement our understanding of the California State Standards (CSS) and how to differentiate instruction for all target groups.

7. Need for specialized training in Restorative Practices, building student/teacher relationships and student engagement.

8. Need for professional development in data analysis to drive guided groups to address support for all students.

9. Need for consistency within and across grade levels (i.e common expectations and common assessments).

10. Need for ongoing common data collection and analysis system.

We use data from the following to track quarterly student growth:

- Running Records (Fountas and Pinnell) grades K-6
- Lexile Levels (grades 2-6)
- SIPPS Data (grades K-2)
- Quarterly Math Assessments (grades 1-6)
- Quarterly Writing Assessments (grades K-6)

This process of analyzing data to drive instruction is a developing best practice at Tiffany.

VI. Planned Improvements in Student Performance

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

Goal 1: English Language Arts

- By June 2019, the percentage of grades K-1 students scoring at grade level or above on the **Local Measures Reading Assessment** will increase from:

Student Groups	From	To
All	69 %	75%
English Learners	70%	75%
Students with Disabilities	42%	49%

- By June 2019, the percentage of grades 2-6 students scoring at grade level or above on the **Local Measures Lexile Assessment** will increase from:

Student Groups	From	To
All	54%	59%
English Learners	27%	34%
Students with Disabilities	3%	10%

- By June 2019, the percentage of grades K-2 students scoring at grade level or above on the **Local Measures Writing Assessment** will increase from:

Student Groups	From	To
All	59%	64%
English Learners	53%	60%
Students with Disabilities	18%	25%

Smarter Balanced/CAASPP - ELA

- By June 2019, the percentage of grades 3 -6 students scoring met or proficient on the **Smarter Balanced/CAASPP** Assessment will increase from:

Student Groups	From	To
All	70%	74%
English Learners	56%	62%

Students with Disabilities	20%	27%

- By June 2019, the percentage of 3rd grade students scoring at grade level or above on the **Smarter Balanced/CAASPP** will increase from:

Student Groups	From	To
All	68%	74%
English Learners	56%	63%
Students with Disabilities	29%	36%

- By June 2019, our **average distance from 3 for all students** in ELA will increase from:

All Students	From	To
Average DF3	+27	+45
Status	High	Very High
Change	-1 Maintained	+18 Significant Increase
Performance Rating Color	Green	Blue

- By June 2019, the average **distance from 3 in ELA for English Learners** will increase from:

English Learners	From	To
Average DF3	-11.7	-5
Status	Low	Medium
Change	+11.8 Increased	+6.7 Increase
Performance Rating Color	Yellow	Green

- By June 2019, our average **Distance from 3 in ELA for Students with Disabilities** will increase from:

Students with Disabilities	From	To
Average DF3	-92.9	-70
Status	Very Low	Low
Change	-3.9 Declined	+22.9 Significant Increase
Performance Rating Color	Red	Yellow

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
Low Income	196

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
English Learners	88
Students with Disabilities	82
Foster Youth	2

1. 3-5 Actions to be taken to reach this goal

Tier I

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Reading Comprehension strategies with an emphasis on targeted small group instruction will be the focus of professional development and implementation in classrooms. Running Records will be implemented K-6 to track student performance for targeted groups and inform instruction. Classroom libraries will be expanded to include leveled books to meet the needs of targeted students. Non-fiction reading magazine subscriptions will be used to build on close reading strategies. These strategies will include, but are not limited to annotation and building a reading/writing connection to assist targeted student populations..	July 2018/June 2019	Smarty Ants subscription for Grades K-2 (LCAP $2,075, Title 1 $2,075) Subscription for Scholastic Reading (LCAP $356, Title 1 - $476) and Time for Kids (grades 4-6 LCAP $431). Cost for Running Records $2,000 Classroom Libraries $14,000
b.	Teachers will participate in grade level collaboration to plan and monitor instruction, and analyze data, in English Language Arts.	July 2018/June 2019	No cost to site
c.	Grade Levels will implement strategies to target specific learning needs (such as GLAD, Benchmark Integrated ELD, and ELD scaffolding techniques, and collaborative conversations) (Foster Youth, Low Income, English Learners).	July 2018/June 2019	Color Printer and ink for GLAD visuals (Title 1 - $250, LCAP - $250)
d.	Kindergarten, First, Second, and RSP teachers will implement focused small group instruction for target groups (English Learners, Foster Youth, Students of Poverty) in foundational skills using Benchmark, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) , and Smarty Ants program.	July 2018/ June 2019	Smarty Ants (Previously noted)
e.	Kindergarten, First, Second, and RSP, will use Raz Kids for practicing Reading Comprehension strategies..	July 2018/June 2019	RAZ Kids ($99 per classroom Kindergarten/First Grade/Second Grade/and RSP. Total $900 - (Title 1 $450, LCAP- $450) . Reading A-Z ($100)
f.	Parent Trainings will be offered supporting Reading Comprehension.	July 2018/June 2019	Parent Materials ($500 Title I Parent Participation)
g.	All grade levels will implement technology-based reading programs such as Education Benchmark, Achieve 3000, Smarty Ants, and/ or Raz Kids with an emphasis on assisting English Learners, Students With Disabilities, and Socio Economic Disadvantaged..	July 2018/June 2019	Maintaining and replacing technology ($13,000)

Tier II

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Small group differentiated instruction will be used to monitor and support targeted students English Learners, Socio Economically Disadvantaged) in accessing grade-level and California State Standards (CSS).	July 2018/June 2019	Achieve 3000 (Paid for by LCAP) Smarty Ants (Previously noted) Raz Kids (Previously noted) Running Records (Previously Noted
b.	Teachers will utilize student data to monitor progress and plan differentiated instruction for target groups (English Learners, Socio Economically Disadvantaged, Foster Youth). Other technology will be implemented to help with instruction and differentiation for reading concepts..	July 2018/June 2019	ILLUMINATE program to assess reading skills ($2,596) Updated technology tools such as Glogster ($500 LCAP)
c.	Primary teachers (K-2) will utilize Benchmark and SIPPS materials to instruct and assess in decoding, fluency, and comprehension..	July 2018/June 2019	No Cost
d.	Meet with small targeted groups (Socio Economically Disadvantaged, ELs, Foster Youth) during Language Arts instruction to reinforce reading strategies through literature and informative text using intervention strategies (i.e. Benchmark ELD, SIPPS)..	July 2018/June 2019	Smarty Ants and Achieve 3000 (small group centers) (Previously noted)
e.	ILT meetings and training sessions to ensure CSS implementation, sharing of best practices, and support/collaboration with other grade level teachers in our cohort to help targeted groups (English Learners, Socio Economically Disadvantaged, Foster Youth)..	July 2018/June 2019	District Substitutes (District funded)
f.	District Resource Teacher to assist with data analysis, assessment, to support teachers with planning and implementing differentiated instruction for target groups (English Learners, Students of Poverty, Foster Youth)..	July 2018/June 2019	District Resource Teacher (District Funded)

Tier III

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	RSP teacher supports student during both push-in and pull-out support models (ELs, SED, and SPED).	July 2018/June 20190	District-funded
b.	RSP teacher, administration, school psychologist conduct monthly meetings to support classroom teachers with specific academic and behavioral interventions for students at risk.	July 2018/June 2019	District-funded
c.	Possible Extended Day/Jump Start opportunities for At Risk students.	July 2018/June 2019	District Funded.
d.	Students will utilize technology to practice reading at their independent level with an emphasis on targeted groups (English Learners, Students of Poverty, Foster Youth)..	July 2018/June 2019	Smarty Ants, Achieve 3000 (Previously noted)

Tier III

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
e.	Teachers meet one-on-one with individuals to reinforce and assess specific areas (i.e. fluency, decoding, vocabulary,comprehension) that need practice for proficiency.	July 2018/June 2019	District-funded
g.	To assist GATE students with understanding concepts, opportunities for GATE students to receive differentiated instruction will be reviewed and offered to these students. An emphasis on targeted GATE students (English Learners, Socio Economically Disadvantaged, Foster Youth) will be used for this instruction..	July 2017/June 2018	Differentiation enrichment materials and instruction and Glogster (Previously noted) Raz Kids (previously noted)

2. Teacher Collaboration

a. Horizontal: Biweekly grade level meetings are scheduled so that teachers may plan instruction based on California State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, and ILLUMINATE.

In addition, teachers will use their grade level collaboration time to : 1) Analyze Student Data 2) Plan Instruction including what will be taught and how 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, including but not limited to Benchmark, Imagine Learning English (ILE), ACHIEVE 3000, and Reading Foundational Skills Assessment (RFSA) results/progress, Running Records, CAASPP Interim Data, and Smarty Ants.

b. Vertical: Periodic Vertical Planning opportunities will be provided at staff meetings. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus as needed.

3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2018-2019 school year. One of our continued foci will be on improving students' reading ability by looking at student reading data, determining what skills students need support with, and providing explicit small group instruction to address student needs. Through the Professional Learning Cycle and grade level collaboration, teachers will have the opportunity to reflect on their teaching, conduct peer observations, and set goals for their students.

4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCAP/Limited English Proficient (LEP), LCAP/State Compensatory Education (SCE), Title 1

5. Engagement of Parents and community in supporting goals

Monthly meetings: ELAC Meetings, SSC Meetings, and PTA Meetings; periodic Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Tiger Pride Awards. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home. Quarterly Coffee Chats with the Principal will take place to update parents on school professional development and student progress. Parent/Teacher meetings will take place as needed.

6. Accountability

a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):

1) Achieve 3000, Smarty Ants and Running Records to assess reading progress

2) Imagine Learning to ascertain the language acquisition of English Learners

3) Response to Intervention (RTI) Program: K-6 as needed

- Achieve 3000 for Lexile growth
- Running Records to determine what student needs to move forward with reading progress.
- Systematic Instruction In Phonological Awareness, Phonics, and Sight Words (SIPPS)

Smarty Ants

- RFSA (Reading Foundational Skills Assessment) grades K-1

4) Interim Assessments based on grade-level block assessments

5) Time on and progress in reading level based on Raz-KIDS (K-2, 3-6 as needed)

6) Online Quarterly Math Assessments (grades 3-6)

7) Small group/individual reading conferences to determine use of reading strategies and reading progress.

b. Create plans and hold people accountable for follow through:

1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
2) Teachers will input quarterly Lexile, Math, and Running Records data on the data collection forms.
3) Principal and staff will monitor assessment results and data from technology programs on a weekly basis. (Achieve 3000, ILLUMINATE Assessment Bank).
4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for commendation, improvement and assistance.
5) Grade level teams and teachers have identified Tier 2 and Tier 3 students, including Low Income, English Learners, and Foster Youth. Teachers will closely monitor the progress of these students using school-wide data collection system.
6) The principal will meet with staff to examine scores on an ongoing basis to monitor student progress. A plan of monitoring has be implemented to track student progress and to create a plan for reteaching and differentiation.

VI. Planned Improvements in Student Performance (continued)

Goal 2: Mathematics

- By June 2019, the percentage of grades K-2 students meeting or exceeding the **Local Measures Math Assessment** will increase from:

Student Groups	From	To
All	72%	78%
English Learners	65%	72%
Students with Disabilities	25%	35%

- By June 2019, the percentage of grades 3 -6 students scoring met or proficient on the **Smarter Balanced/CAASPP** Assessment will increase from:

Student Groups	From	To
All	52%	56%
English Learners	42%	49%
Students with Disabilities	13%	21%

- By June 2019, our average **Distance from 3 in math for all students** will increase from:

All Students	From	To
Average DF3	-11.3	+3.7
Status	Medium	High
Change	+8 Increased	+15 Significant Increase
Performance Rating Color	Green	Blue

- By June 2019, our average **Distance from 3 in math for English Learners** will increase from:

All Students	From	To
Average DF3	-49.6	-25
Status	Low	Medium
Change	+10.9 Increased	+24.6 Significant Increase
Performance Rating Color	Yellow	Green

- By June 2019, our average **Distance from 3 in math for Students with Disabilities** will increase from:

All Students	From	To
Average DF3	-173	-95

Status	Very Low	Low
Change	+15.9 Significant Increase	+78 Significant Increase
Performance Rating Color	Orange	Yellow

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
Low Income	196
English Learners	88
Students with Disabilities	82
Foster Youth	2

1. 3-5 Actions to be taken to reach this goal

Tier I

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Teachers will plan their instruction using California State Standards and Framework, District Pacing Guide, District Math Resource Guide, and Number Talks Book. Teachers will build self-efficacy in students through learning routines and the focus of clear learning intentions and success criteria based on the California State Standards. .	July 2018/June 2019	Collaboration Teachers (District Funded) Supplementary Math Materials ($400)
b.	Continue instruction using California State Standards, Math Framework, and District Pacing Guide with emphasis on the eight mathematical practices. High impact instructional strategies including Number Talks and Three Reads protocols will be implemented school wide..	July 2018/June 2019	No Cost to Site
c.	Teachers will reflect on quarterly summative assessments and formative assessment to guide spiral review of mathematical standards..	July 2018/June 2019	CollaborationTeachers (District Funded), Illuminate Online Assessment (LCAP - $2,559)
d.	Implement high impact problem solving strategies (i.e. Number Talks, Three Reads)..	July 2018/June 2019	No Cost to Site
e.	Ongoing Professional Development and instructional support through the use of the District Resource Teacher and District Math Resource Teacher, Denise Finney. Standards and Mathematical framework will be used to set student success criteria. These strategies will be used to support targeted students. (English Learners, Socio Economic Disadvantaged, Foster Youth).	July 2018/June 2019	Math Instructional Resources for Professional Development (LCAP - $500)
f.	Parent Trainings will be offered covering with CSS math strategies, with an emphasis on supporting parents of English Learners.	July 2018/June 2019	Parent Materials (Title 1 Parent Participation $500)

Tier I

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
g.	Classrooms will be monitored to ensure that best practices are being used in math with an emphasis on targeted groups of learners (Socio Economic Disadvantaged, English Learners, Foster Youth).	July 2018/June 2019	Progress Adviser Software (LCAP - $200)

Tier II

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Teachers will reflect on quarterly summative assessments and formative assessment to guide spiral review of mathematical standards and small group instruction for target groups..	July 2018/June 2019	Math Instructional supplies (Title 1 - $500, LCAP - $500)
b.	District Resource Teacher to assist with data analysis and assessment to support teachers in planning and implementing differentiated instruction for targeted students (English Learners, Socio Economic Disadvantaged, Foster Youth)..	July 2018/June 2019	Illuminate ($3,000) Teacher Collaboration Teachers - District Funded)
c.	Teachers will use collaboration time to analyze student work in math, and plan for remediation. They will put an emphasis on supporting targeted groups of students (English Learners, Socio Economic Disadvantaged, Foster Youth)..	July 2018/June 2019	Teacher Collaboration Teachers - District Funded
d.	Parents will be trained on the eight mathematical practices through Parent Presentations and Coffee Chats with the Principal . (English Learners, Socio Economic Disadvantaged, Foster Youth)..	July 2018/June 2019	Math Instructional supplies Previously noted) Parent Math Presentation Materials (Previously noted)
e.	ILT meetings and professional development to ensure CCS implementation, sharing of best practices, and support/collaboration with other grade level teachers in our cohort of schools.	July 2018/June 2019	Substitutes (District funded)
f.	Targeted students groups (Socio Economic Disadvantaged, ELs, Foster Youth) will get targeted small group instruction focusing on standards and concepts that they struggled with..	July 2018/June 2019	
g.	Targeted small group support will be given using conceptual strategies such as GLAD, vocabulary, Number Talks, and Three Reads to enhance conceptual development.	July 2018/June 2019	Collaboration time to review strategies (District funded)

Tier III

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Teacher will conference and provide corrective feedback to individual students during small group instruction with an emphasis on targeted groups (English Learners, Socio Economic Disadvantaged, Foster Youth)..	July 2018/June 2019	Math Instructional supplies (Previously noted)

Tier III

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
b.	RSP teachers/aides provide push-in support for mathematics for those with IEPs, with a lens to support target students.	July 2018/June 2019	District Funded
c.	Use Go Math online support at school and at home to provide additional practice and support.	July 2018/June 2019	District Funded
e.	Possible Extended Day opportunities for At Risk students.	July 2018/June 2019	District funded
f.	Classroom teachers will model mathematical conceptual thinking and demonstrate strategies such as Three Reads in order to assist targeted students (English Learners, Foster Youth).	July 2018/June 2019	

2. Teacher Collaboration

a. Horizontal: Biweekly grade level meetings are scheduled so that teachers will plan their instruction using California State Standards and Framework, District Pacing Guide, District Math Resource Guide, and Number Talks Book. Teachers will collaborate to build self-efficacy in students through the focus on clear learning intentions and success criteria based on the California State Standards.

In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data focusing on target groups 2) Plan Instruction including what will be taught and how 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results including but not limited to Go Math Assessments, Performance Assessments (i.e Mars Tasks), Illuminate Assessment Items, Quarterly Math Assessments.

b. Vertical: Periodic Vertical Planning opportunities will be provided at staff meetings. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus as needed.

3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2018-2019 school year. One of our continued foci will be building self-efficacy in students through the focus on clear learning intentions and success criteria based on the California State Standards. We will continue to refine our practice of 1) Instruction aligned to the the CSS 2) High impact mathematical instructional strategies 3) Conceptual Understanding 4) Mathematical Practices 5) Development of learning intentions and success criteria driven by CSS and Math Frameworks.

4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCAP)/Limited English Proficient (LEP), LCAP Title 1

5. Engagement of Parents and community in supporting goals

Monthly meetings: ELAC Meetings, SSC Meetings, and PTA Meetings; periodic Academic Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Tiger Pride Awards. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home. Quarterly Coffee Chats with the Principal will take place to update parents on school professional development and student progress. Parent/Teacher meetings will take place as needed.

6. Accountability

a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):

1) Quarterly math assessments to mirror CAASPP and measure progress on CSS for mathematics.
2) Bi-weekly grade math assessments will be analyzed for spiral review and remediation.

b. Create plans and hold people accountable for follow through:

1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
2) Grade level teams will turn in quarterly assessment data for Math.
3) Principal and staff will monitor assessment results and data from math assessments. (Go Math Tests, Mars Tasks ILLUMINATE Assessment Bank).
4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for commendation, improvement and assistance.
5) Grade level teams and teachers have identified Tier 2 and Tier 3 students, including Low Income, English Learners, and Foster Youth Teachers will closely monitor the progress of these students using assessment data.
6) The principal will meet with staff to discuss a plan to examine scores on an ongoing basis to monitor student progress.

VI. Planned Improvements in Student Performance (continued)

Goal 3: English Language Development

- By June, 2019, the percentage of English Learners at an overall ELPAC score of 4 will increase from:

Student Groups	From	To
English Learners	8%	13%

- Reclassification: By June 2019, the percentage of English Learners in grades K-6 reclassified to Fluent English Proficient will increase from:

Student Groups	From	To
English Learners	34%	38%

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
Kindergarten/First Grade	30
2nd/3rd	21
4th/5th/6th	32

1. 3-5 Actions to be taken to reach this goal

Tier I

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Integrate GLAD (or other EL support) strategies throughout daily instruction across all content areas strategies for targeted groups (English Learners, Socio Economically Disadvantaged, Foster Youth)..	July 2018/June 2019	Instructional Supplies including Color Printer, Ink (Previously noted)
b.	Imagine Learning/Achieve 3000/ and Smarty Ants will be used to reinforce English Language Development for those students in need, with an emphasis on English Learners, Socio Economically Disadvantaged, Foster Youth. Classroom libraries will be expanded to include leveled books to meet the needs of EL students. .	July 2018/June 2019	Smarty Ants (Previously noted), IL licenses (District Funded) Classroom Libraries (Previously Noted)
c.	Vocabulary Development through GLAD (or other EL support strategies) will be used to support Reading/Writing connection in all content areas for targeted students (English Learners, Students of Poverty, Foster Youth)..	July 2018/June 2019	District Funded

Tier I

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
d.	Collect and analyze data of EL students using Running Records, SIPPS (as needed), Lexile, Quarterly Math Assessments, and informal assessments to ensure all ELs are progressing..	July 2018/June 2019	Cost for Running Records (Previously Noted) Collaboration Teachers(District Funded)
f.	Parent Trainings will be offered addressing English Language Development strategies..	July 2018/June 2019	Parent Materials (Title I Parent Participation $300, Title 1 -$500)
g.	Provide opportunities and support for full participation in academic discussions (i.e sentence frames, modeling, strategic partnerships, intentionally calling on ELs to share out, establishing conversational norms).	July 2018/June 2019	No Cost

Tier II

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Support English Learners through Benchmark designated ELD small guided groups.	July 2018/June 2019	No Cost
b.	Create designated GLAD (or other ELD support strategies) lessons for small group instruction using data with an emphasis on target groups of students (English Learners, Students of Poverty, Foster Youth)..	July 2018/June 2019	Color Printer for visual support (Previously noted)
c.	Use IL (Imagine Learning) to target a newcomers and ELPAC Levels I and II..	July 2018/June 2019	Imagine Learning (district funded)
d.	District Resource Teacher to provide teacher support with designated and integrated lessons.	July 2018/June 2019	Resource Teacher -(district funded)
e.	Teachers will examine informal and formal assessments (i.e. Running Records, Local Measures, ELPAC, CAASPP, Lexile) to target instruction to area of need.	July 2018/June 2019	Collaboration Teachers (district funded)
f.	Daily small group instruction based on assessment data to meet the needs of targeted students..	July 2018/June 2019	Running Records (Previously Noted)

Tier III

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	RSP support students during push-in and pull-out models.	July 2018/June 2019	No Cost
b.	RSP teacher, LEP Aide, and classroom teacher collaborate to target students' needs and plan accordingly.	July 2018/June 2019	No Cost
c.	Teachers meet one-on-one with individuals to reinforce a specific area that needs practice for proficiency.	July 2018/June 2019	No Cost
d.	Students with ELPAC levels one or two will have access to the Imagine Learning computer program.		District funds

2. Teacher Collaboration

a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on California State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, Running Records data, Achieve 3000, and ILLUMINATE. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction including what will be taught and how 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, including but not limited to Benchmark, Imagine Learning English (ILE), ACHIEVE 3000, and Reading Foundational Skills Assessment (RFSA) results/progress, and Smarty Ants.

b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus as needed.

3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2017-2018 school year. One of our continued foci will be on improving students' reading ability by looking at student reading data, determining what skills students need support with, and providing explicit small group instruction to address student needs. We will also focus on building self-efficacy in students through the focus on clear learning intentions and success criteria based on the California State StandardsThrough the Professional Learning Cycle and grade level collaboration, teachers will have the opportunity to reflect on their teaching, conduct peer observations, and set goals for their students. We will continue to refine our practice of 1) Instruction in the CSS 2) Balanced Literacy 3) Balanced Math 4) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on implementation of the new ELA series and teacher leadership.

4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCAP)/Limited English Proficient (LEP), Title 1

5. Engagement of Parents and community in supporting goals

Monthly meetings: ELAC Meetings, SSC Meetings, and PTA Meetings; periodic Academic Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS and Tiger Pride Awards. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home. Quarterly Coffee Chats with the Principal will take place to update parents on school professional development and student progress. Parent/Teacher meetings will take place as needed.

6. Accountability

a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

1) Bi-weekly Language Arts Assessments to mirror CAASPP and measure EL progress on CSS for ELA.

2) Achieve 3000, Smarty Ants and Running Records to assess EL reading progress

3) Imagine Learning to ascertain the language acquisition of English Learners

4) Response to Intervention (RTI) Program: K-6 as needed to support EL growth

- Achieve 3000 for Lexile growth
- Running Records
- Systematic Instruction In Phonological Awareness, Phonics, and Sight Words (SIPPS)

Smarty Ants

- RFSA (Reading Foundational Skills Assessment)

5) Interim Assessments based on grade-level block assessments

6) Time on and progress in reading level based on Raz-KIDS (K-2, 3-6 as needed)

7) Online Quarterly Math Assessments (grades 3-6)

b. Create plans and hold people accountable for follow through:

1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
2) Teachers will input quarterly Lexile, Math, and Running Records data on the data collection forms.
3) Principal and staff will monitor EL assessment results and data from technology programs on a weekly basis. (Achieve 3000, ILLUMINATE Assessment Bank).
4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for commendation, improvement and assistance. Focus will be on EL student clarity on learning intentions, EL participation, and EL supports (i.e sentence frames, modeling, strategic partnerships, intentionally calling on ELs to share out, establishing conversational norms).
5) Teachers will closely monitor the progress of EL students using assessment data.
6) The principal will meet with staff to examine scores on an ongoing basis to monitor student progress. A plan of monitoring has be implemented to track student progress and to create a plan for reteaching and differentiation.

VI. Planned Improvements in Student Performance (continued)

SMARTeGoal #4
(Based on conclusions from Analysis of Program Components and Student Data pages)

By June 2018, the percentage of high-achieving third through sixth grade students scoring at grade level or above on the ELA/Math sections of the SBAC/CASSP will maintain and/or increase their performance levels.

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
GATE students	38
High-achieving students	77

1. 3-5 Actions to be taken to reach this goal

Tier I

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Teachers will collect and analyze data to determine the needs of all students including GATE and "High Achieving" students. Teachers will compare past performance to ongoing performance to ensure progress is being made. (English Learners, Socio Economically Disadvantaged, Foster Youth).	July 2018 - June 2019	No Cost
b.	Standards based learning progressions in reading and writing will be explored to ensure all students, including GATE and "High Performing" students are challenged and continue to move forward in their learning..	July 2018 - June 2019	Classroom Libraries (Previously Noted)
c.	Resource Teacher will work with teachers in planning differentiated lessons for this target group..	July 2018 - June 2019	Collaboration Teachers (District funded)

Tier II

	Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a.	Small group differentiated instruction using Benchmark Enrichment materials for this target group and or learning progressions..	July 2018- June 2019	No Cost
b.	Higher-level thinking skills will be engaged through student-created technology and media projects. A particular emphasis will be placed on English Learners and Socio Economically Disadvantaged for these skills..	July 2018 - June 2019	Glogster (Title 1 - $500)
c.	Explore after-school Programs such as Robotics and Technology Journalism Club to support all gifted students, with particular support for English Learners, Students of Poverty, Foster Youth will be explored.	July 2018 - June 2019	Robotics Club (LCAP - $1,500)

Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

2. **Teacher Collaboration**

   a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on California State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, Running Records data, Achieve 3000, and ILLUMINATE. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction including what will be taught and how 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, including but not limited to Benchmark, Imagine Learning English (ILE), ACHIEVE 3000, and Reading Foundational Skills Assessment (RFSA) results/progress, and Smarty Ants.

   b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus as needed.

3. **Professional Development Plan (including training & follow up coaching)**

   Staff Development will be conducted during Friday staff meeting dates throughout the 2017-2018 school year. One of our continued foci will be on improving students' reading ability by looking at student reading data, determining what skills students need support with, and providing explicit small group instruction to address student needs. We will also focus on building self-efficacy in students through the focus on clear learning intentions and success criteria based on the California State StandardsThrough the Professional Learning Cycle and grade level collaboration, teachers will have the opportunity to reflect on their teaching, conduct peer observations, and set goals for their students. We will continue to refine our practice of 1) Instruction in the CSS 2) Balanced Literacy 3) Balanced Math 4) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on implementation of the new ELA series and teacher leadership.

4. **Funding Source (i.e., Site, LEP, Title I, etc.)**

   Site Control (SC), Local Control Funding Formula (LCAP/Limited English Proficient (LEP), LCAP/State Compensatory Education (SCE), Title 1

5. **Engagement of Parents and community in supporting goals**

   Monthly meetings: ELAC Meetings, SSC Meetings, and PTA Meetings; periodic Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Tiger Pride Awards. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home. Quarterly Coffee Chats with the Principal will take place to update parents on school professional development and student progress. Parent/Teacher meetings will take place as needed.

6. **Accountability**

   a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

   1) Bi-weekly Language Arts Assessments to mirror CAASPP and measure EL progress on CSS for ELA.

   2) Achieve 3000, Smarty Ants and Running Records to assess EL reading progress

   3) Imagine Learning to ascertain the language acquisition of English Learners

   4) Response to Intervention (RTI) Program: K-6 as needed to support EL growth
   - Achieve 3000 for Lexile growth
   - Running Records
   - Systematic Instruction In Phonological Awareness, Phonics, and Sight Words (SIPPS)

   Smarty Ants
   - RFSA (Reading Foundational Skills Assessment)

   5) Interim Assessments based on grade-level block assessments

   6) Time on and progress in reading level based on Raz-KIDS (K-2, 3-6 as needed)

   7) Online Quarterly Math Assessments (grades 3-6)

b. Create plans and hold people accountable for follow through:

1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
2) Teachers will input quarterly Lexile, Math, and Running Records data on the data collection forms.
3) Principal and staff will monitor EL assessment results and data from technology programs on a weekly basis. (Achieve 3000, ILLUMINATE Assessment Bank).
4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for commendation, improvement and assistance. Focus will be on EL student clarity on learning intentions, EL participation, and EL supports (i.e sentence frames, modeling, strategic partnerships, intentionally calling on ELs to share out, establishing conversational norms).
5) Teachers will closely monitor the progress of EL students using assessment data.
6) The principal will meet with staff to examine scores on an ongoing basis to monitor student progress. A plan of monitoring has be implemented to track student progress and to create a plan for reteaching and differentiation.

VI. Planned Improvements in Student Performance (continued)

SMARTeGoal #5
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data

1. **3-5 Actions to be taken to reach this goal**

Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

2. **Teacher Collaboration**
   a. **Horizontal:**
   b. **Vertical:**

3. **Professional Development Plan (including training & follow up coaching)**

4. **Funding Source (i.e., Site, LEP, Title I, etc.)**

5. **Engagement of Parents and community in supporting goals**

6. **Accountability**
   a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

   b. **Create plans and hold people accountable for follow through:**

VI. Planned Improvements in Student Performance (continued)

SMARTeGoal #6
(Based on conclusions from Analysis of Program Components and Student Data pages)

N/A

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data

1. 3-5 Actions to be taken to reach this goal

Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

2. Teacher Collaboration

a. **Horizontal:**
b. **Vertical:**

3. Professional Development Plan (including training & follow up coaching)

4. Funding Source (i.e., Site, LEP, Title I, etc.)

5. Engagement of Parents and community in supporting goals

6. Accountability

a. **Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

b. **Create plans and hold people accountable for follow through:**

VI. Planned Improvements in Student Performance (continued)

SMARTeGoal #7
(Based on conclusions from Analysis of Program Components and Student Data pages)

N/A

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data

1. 3-5 Actions to be taken to reach this goal

Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

2. Teacher Collaboration

a. **Horizontal:**
b. **Vertical:**

3. Professional Development Plan (including training & follow up coaching)

4. Funding Source (i.e., Site, LEP, Title I, etc.)

5. Engagement of Parents and community in supporting goals

7. Accountability

a. **Means of evaluating progress towards this goal (i.e., every 7-8 weeks):**

b. **Create plans and hold people accountable for follow through:**

VI. Planned Improvements in Student Performance (continued)

SMARTeGoal #8
(Based on conclusions from Analysis of Program Components and Student Data pages)

N/A

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data

1. 3-5 Actions to be taken to reach this goal

Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures

2. Teacher Collaboration

a. **Horizontal:**
b. **Vertical:**

3. Professional Development Plan (including training & follow up coaching)

4. Funding Source (i.e., Site, LEP, Title I, etc.)

5. Engagement of Parents and community in supporting goals

8. Accountability

a. **Means of evaluating progress towards this goal (i.e., every 8-8 weeks):**

b. **Create plans and hold people accountable for follow through:**

Appendix A - School and Student Performance Data Forms (continued)

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	76	72	56	73	71	55	72	71	55	94.8	98.6	98.2
Grade 4	90	71	72	85	66	71	85	66	71	94.4	93	98.6
Grade 5	101	74	73	96	66	69	96	66	69	95	89.2	94.5
Grade 6	100	92	72	99	90	61	99	90	61	97.1	97.8	84.7
All Grades	367	309	273	353	293	256	352	293	256	95.4	94.8	93.8

* 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		
	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	2454.5	2467.8	2452.0	42	45.07	41.82	21	23.94	23.64	15	11.27	12.73	22	19.72	21.82
Grade 4	2470.1	2503.3	2507.8	28	45.45	46.48	31	21.21	19.72	16	13.64	15.49	25	19.70	18.31
Grade 5	2519.8	2538.7	2516.9	29	24.24	31.88	30	50.00	30.43	15	15.15	14.49	26	10.61	23.19
Grade 6	2580.4	2546.5	2571.3	39	21.11	29.51	33	40.00	47.54	15	17.78	13.11	12	21.11	9.84
All Grades	N/A	N/A	N/A	34	33.11	37.50	29	34.13	30.08	15	14.68	14.06	21	18.09	18.36

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	36	42.25	45.45	35	35.21	29.09	29	22.54	25.45
Grade 4	33	40.91	36.62	41	42.42	46.48	26	16.67	16.90
Grade 5	29	27.27	30.43	42	62.12	46.38	29	10.61	23.19
Grade 6	31	34.44	42.62	47	41.11	45.90	21	24.44	11.48
All Grades	32	36.18	38.28	42	44.71	42.58	26	19.11	19.14

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	35	45.07	43.64	39	36.62	30.91	26	18.31	25.45
Grade 4	20	43.94	52.11	53	33.33	28.17	27	22.73	19.72
Grade 5	28	53.03	40.58	47	34.85	40.58	25	12.12	18.84
Grade 6	48	31.11	34.43	38	42.22	54.10	13	26.67	11.48
All Grades	33	42.32	42.97	44	37.20	38.28	22	20.48	18.75

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	36	32.39	25.45	49	54.93	60.00	15	12.68	14.55
Grade 4	16	34.85	30.99	72	54.55	57.75	12	10.61	11.27
Grade 5	24	24.24	20.29	63	62.12	53.62	14	13.64	26.09
Grade 6	34	26.67	22.95	59	62.22	70.49	7	11.11	6.56
All Grades	28	29.35	25.00	61	58.70	60.16	12	11.95	14.84

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	44	50.70	43.64	39	32.39	34.55	17	16.90	21.82
Grade 4	21	36.36	40.85	53	43.94	39.44	26	19.70	19.72
Grade 5	39	27.27	42.03	46	63.64	34.78	16	9.09	23.19
Grade 6	54	36.67	37.70	40	38.89	55.74	6	24.44	6.56
All Grades	40	37.88	41.02	45	44.03	41.02	16	18.09	17.97

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	77	72	56	74	71	55	73	71	55	94.9	98.6	98.2
Grade 4	90	71	72	85	65	71	85	65	71	94.4	91.5	98.6
Grade 5	101	74	73	97	66	69	97	66	69	96	89.2	94.5
Grade 6	100	92	72	99	90	61	99	90	61	97.1	97.8	84.7
All Grades	368	309	273	355	292	256	354	292	256	95.7	94.5	93.8

* 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		
	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	2444.0	2453.8	2441.3	30	36.62	27.27	30	35.21	29.09	21	14.08	20.00	19	14.08	23.64
Grade 4	2466.4	2479.4	2478.8	13	26.15	21.13	29	27.69	38.03	34	26.15	22.54	24	20.00	18.31
Grade 5	2467.8	2500.0	2488.1	9	16.67	20.29	21	22.73	13.04	26	39.39	33.33	44	21.21	33.33
Grade 6	2545.4	2499.9	2552.1	24	16.67	22.95	27	17.78	31.15	29	32.22	29.51	19	33.33	16.39
All Grades	N/A	N/A	N/A	19	23.63	22.66	27	25.34	27.73	28	28.08	26.56	27	22.95	23.05

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	51	53.52	47.27	26	29.58	27.27	23	16.90	25.45
Grade 4	27	38.46	36.62	31	27.69	33.80	42	33.85	29.58
Grade 5	11	21.21	24.64	35	45.45	31.88	54	33.33	43.48
Grade 6	33	20.00	37.70	39	32.22	42.62	27	47.78	19.67
All Grades	29	32.53	35.94	33	33.56	33.98	37	33.90	30.08

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	37	36.62	34.55	38	40.85	40.00	25	22.54	25.45
Grade 4	19	29.23	18.31	54	43.08	57.75	27	27.69	23.94
Grade 5	19	22.73	15.94	30	46.97	46.38	52	30.30	37.68
Grade 6	25	14.44	19.67	49	48.89	57.38	25	36.67	22.95
All Grades	24	25.00	21.48	43	45.21	50.78	33	29.79	27.73

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	42	38.03	40.00	45	47.89	43.64	12	14.08	16.36
Grade 4	22	32.31	40.85	52	46.15	29.58	26	21.54	29.58
Grade 5	10	13.64	18.84	42	59.09	36.23	47	27.27	44.93
Grade 6	23	14.44	26.23	60	46.67	45.90	17	38.89	27.87
All Grades	23	23.97	31.25	50	49.66	38.28	27	26.37	30.47

Appendix A - School and Student Performance Data Forms (continued)

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
470	**40.0%**	**16.2%**	**0.6%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	16.2%
Foster Youth	3	0.6%
Homeless	2	0.4%
Socioeconomically Disadvantaged	188	40.0%
Students with Disabilities	73	15.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.6%
Asian	7	1.5%
Filipino	49	10.4%
Hispanic	286	60.9%
Two or More Races	20	4.3%
Pacific Islander	2	0.4%
White	86	18.3%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	2

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
30.8 points above standard	7.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.9 points	Increased 3.3 points	3 students
247 students	53 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
0 Students	4.1 points below standard	60.4 points below standard
	Declined -3.6 points	Increased 4.7 points
	94 students	45 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
37.3 points above standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	78.2 points above standard
12 students		5 students	Increased 9.2 points
			36 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
10.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	50.8 points above standard
Declined -5.5 points	6 students	1 students	Maintained 2.4 points
147 students			38 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
43.9 points below standard	57.8 points above standard	35.9 points above standard
Increased 20.6 points	Maintained 0.7 points	Maintained 0.9 points
34 students	19 students	173 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
9.6 points below standard	48.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 7.2 points	Declined -3.7 points	3 students
246 students	52 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
0 Students	48.1 points below standard	88.8 points below standard
	Maintained 1.4 points	Increased
	93 students	44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
14.8 points above standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	41.3 points above standard
12 students		5 students	Increased [illegible] points
			36 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
31.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.3 points below standard
Maintained -0.7 points	6 students	1 students	Increased 9.7 points
147 students			37 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.1 points below standard	9.5 points above standard	4.9 points below standard
Increased 6.8 points	Maintained -1.4 points	Increased 11.7 points
33 students	19 students	173 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
79	34.2%	27.8%	19%	19%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
6% chronically absent	8.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.1%	Increased 5.1%	5 students
504 students	85 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.7% chronically absent	12.1% chronically absent
2 students	Increased 2.9%	Increased 8%
	221 students	99 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Green
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.9% chronically absent
Maintained 0%	1 students	8 students	Increased 1.9%
20 students			52 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
7.5% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.3% chronically absent
Increased 2.4%	Declined 2.9%	2 students	Increased 2.3%
305 students	24 students		92 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed
Declined -1.8%	Declined -1%	5 students
515 students	87 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed	0% suspended at least once	0% suspended at least once
2 students	Declined -2.1%	Declined -4%
	226 students	99 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
0% suspended at least once	Less than 11 Students - Data	Less than 11 Students - Data	0% suspended at least once
Declined -7.1%	1 students	8 students	Declined -5%
21 students			52 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data	0% suspended at least once
Declined -1.6%	Maintained 0%	2 students	Maintained 0%
314 students	24 students		93 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.2% suspended at least once	1.8% suspended at least once	0% suspended at least once

Conclusions based on this data:

1.

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Tiffany School is using assessment data to guide planning and instruction. As part of the commitment to creating life-long learners, the Tiffany learning community has devoted resources to meeting the needs of a diverse population through quality instruction. These resources include, but are not limited to, instructional materials for teachers and students, collaborative planning time for teachers, a district resource teacher for providing additional strategies for staff, ancillary teachers for adding music, physical education, and technology skills to students to assist with providing instruction on basic academic concepts as well as differentiating instruction to assist those students who are either struggling with concepts or working above the expected level. The current evaluation of students includes a combination of State, district and site-based assessments to measure student growth toward meeting state content standards and to inform instruction.

State assessments (grades 3-6) include: CAASP (California Assessment of Student Performance and Progress) and Smarter Balanced Assessment (SBA), CELDT (California English Language Development Test), and STS (given to students whose home language surveys indicates Spanish and who have been here 12 months or less), 4th grade Standardized Testing and Reporting (STAR) writing exam, 5th grade STAR science and 5th grade CA State Physical Fitness Test.

Chula Vista Elementary School District "local measures" allow the school community to examine more than just standardized test results. This data allows us to gauge a students' progress toward standards in English language arts, math and reading comprehension/fluency. (Please note that K- 2 grade students take the local measures in reading, math, and writing. Students in grades 3-6 use the Achieve 3000 Level Set test for the local measures reading test. The state CAASP test measures math and language arts for grade 3-6 students, so they do not currently take the district local measures in math and writing.) In conjunction with the standardized data, the staff is able to gain a comprehensive view of our learners. The results of these assessments are communicated to parents through conferences and report cards.

Tiffany uses a variety of summative and formative assessments to measure academic growth and inform instruction/planning. Students that fall below grade level receive immediate and explicit literacy interventions from the classroom teacher, and at times from the Resource Program (RSP) Teacher.

Data from standardized and multiple-measure sources are then analyzed by each grade level to identify "critical" areas which in turn are used as a focus for instruction for students at all performance levels. This "critical" data protocol enables grade level teams to address the needs of below-proficient learners in order to move the students toward proficiency.

Pre-Assessment are used to differentiate instruction and guide flexible groupings.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

All teachers at Tiffany are highly qualified as outlined in No Child Left Behind requirements. Tiffany does not have a problem recruiting and hiring such teachers. Staff Development topics are determined by a careful evaluation of assessment data each Spring. Collaboration is evident throughout Tiffany. From Instructional Leadership Team meetings and staff development to grade level meetings, staff work together to deliver a quality, research-based educational program based on the Common Core State Standards in Language Arts and Mathematics. Staff development for the 2017-2018 school year is focusing on:

1) Deconstruction of Grade Level Common Core Standards and Curriculum Mapping
2) Continue with Restorative Practices to help build relationships and reflect on one's own action
3) Balanced Literacy and Balanced Math
4) Text Complexity and Close Reading
5) Reading Comprehension supported through Annotation
6) Eight Standards of Math Practice to help build conceptual understanding of math
7) Using Data to Drive Instruction (Including the use of OARS system to analyze data and inform instruction)

Instructional support for staff development is provided by the Principal, school resource teacher, specialists within the CVESD Instructional Services, and District-approved consultants.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Tiffany provides its students with materials in curricular areas that are standards and research based, have been adopted by the State Board of Education, in addition to supplementary materials. The English Language Arts adoption of Houghton-Mifflin is a balanced literacy program that provides all students with the opportunity for reading, writing, listening and speaking. We are currently awaiting a new adoption that is aligned to the Common Core State Standards. The adopted math series is Mc-Graw Hill. For this "gap year", Tiffany has decided to continue using Mc-Graw Hill in addition to using Eureka Math and Ready Common Core. We are currently awaiting a district adopted math curriculum aligned to Common Core State Standards. The History/Social Science program continues to be the one provided by the district and teachers supplement as needed. Grade level teams collaborate to create events that will allow all students the opportunity to participate in real-life experiences.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Assessments done every quarter in Language Arts and Math help teachers to identify students in need of additional differentiated instruction. During Instructional Leadership Team meetings, staff development and grade level meetings, the staff ensures that students receive a quality, research-based educational program based on the

Common Core State Standards in Language Arts, Math, and based on California standards in Science and History/Social Science.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parents are encouraged and welcome to play an integral part in their child's education. School Site Council, English Language Acquisition Committee, and the Parent Teacher Association are all avenues for parents to be involved in decisions regarding policies and procedures at Tiffany. Meetings are held periodically and advertised in our office. The Student Study Team process affords parents and teachers the opportunity to work collaboratively to develop and implement interventions and modifications to improve student learning. For more information on the Student Study Team (SST) process, please contact a teacher or principal. If these interventions and modifications prove to be unsuccessful over a period of approximately 24 weeks, the child may be referred for additional assessments.

Tiffany partners with the Family Resource Center to provide families with support in such areas as parenting classes, family advocacy, medical services, and housing assistance and counseling.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Students in need of additional support and instruction as identified through the quarterly assessments/benchmarks and/or spiral quizzes in reading and math are provided with a variety of services and materials through categorical funds.

Categorical funding is provided as follows:

Site, LCAP/SCE, Title I, LCFF/LEP Funds are allocated to:

- Standards based classroom instructional materials
- Classroom and school library books
- Technology support personnel
- Computer hardware and software
- Instructional aide support for struggling students
- Teacher training and collaboration
- Formative Assessments
- Grade level collaboration (during ancillary) to curriculum map and analyze data
- Computer Technology hardware and software programs

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
X	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program. LCAP	$73,785
	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	$
	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	$
	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	$
	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
X	School Allocation Unit SITE	$64,800
	Visual & Performing Arts Grant	$
	English Learner Acquisition Program (ELAP)	$
	List Other State or Local funds (list and describe):	$
	Total amount of state categorical funds allocated to this school	$138,585

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$60,714
	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$
	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$
	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students Title V	$
	Total amount of federal categorical funds allocated to this school	$60,714

Total amount of state and federal categorical funds allocated to this school	**$199,299**

Appendix D - Recommendations and Assurances (Burton C. Tiffany Elementary School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

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

   School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   Community Advisory Committee for Special Education Programs

   Gifted and Talented Education Program Advisory Committee

   Other ***(list)***

4. The school site council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan 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 school plan was adopted by the school site council on: 9-11-18

Attested:

Jonathan Morello		
Typed name of school principal	Signature of school principal	Date
Catherine Price		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendix E - California Reading First Plan: Assurance Statements

This section applies only to Title I schools and, if applicable can be found in the Title I addendum to the SPSA

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

1. Come to school every day, on time, and ready to be an active learner.
2. Follow the Tiffany Dress Code.
3. Ask for help when needed – at home or from my teachers and fellow students. Take responsibility for my learning; always do my best.
4. Be a good citizen and role model. Seek ways to make a positive difference in the world.
5. Deliver school to home communication to my parents.
6. Tell my parents about my school day.
7. Complete class and homework assignments; read at home every day for a designated time.

Parents Pledge:

1. Follow the Tiffany Dress Code for students.
2. Emphasize school as a priority; send my child to school every day, on time, and prepared to be an active learner.
3. Believe and expect that my child will learn and achieve at high levels; share responsibility for my child's learning.
4. Ask my child about his/her school day daily and recognize his/her efforts.
5. Provide a time and place for home study; read with or make sure my child reads at home every day for a designated time, depending on grade level – teachers assign.
6. Read school communications and respond as requested.
7. Stay informed about my child's education by attending curriculum nights, parent conferences, and other important school meetings (PTA, ELAC, GATE, etc.) that will help me to support my child.
8. Participate in a partnership with my child's teacher and school to help my child experience success.

Staff Pledge:

1. Provide a safe, supportive, engaging learning environment.
2. Contribute to a positive, welcoming school climate.
3. Value every student as an individual of great worth.
4. Provide a rigorous, relevant, engaging, Common Core Standards-aligned curriculum.
5. Demonstrate high expectations for all students and hold myself and students mutually accountable for their learning.
6. Provide experiences that inspire students to find their passion and make a positive difference in the world.
7. Strive to create open communication and a partnership with the parents and families of each student in order to help each child experience success.

Appendix G - School Site Council Membership (Burton C. Tiffany Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jonathan Morello	X				
Catherine Price		X			
Jessica Trussell		X			
Mayra Swanson				X	
Matthew Baker				X	
Jessica Ruiz		X			
Glen Nava				X	
Gloria Stevens				X	
Debbi Chapman			X		
Andrea Muir				X	
Numbers of members of each category	**1**	**3**	**1**	**5**	

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.