

# **The Single Plan for Student Achievement**

## **Cottonwood Elementary**

School Name

19-65102-6109664

CDS Code

Date of this revision: May 22, 2016

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

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

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## **Westside Union Elementary School District**

School District

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

## II. School Vision and Mission

### Mission Statement:

Cottonwood Elementary School is committed to building a positive learning community with high expectations and accountability. We strive to cultivate character and instill the foundation of life long learning for all scholars.

Our vision for Cottonwood School is defined by the following expectations:

Every scholar engaged in learning the CA state standards at grade level.

Rigorous and relevant instruction for all scholars.

Supportive, structured and safe environment focused on learning.

School wide commitment to three Positive Behavior Expectations:

- 1.Be restrained
- 2.Be respectful
- 3.Be responsible.

A open mindset focused on growth and meeting the diverse needs of all scholars.

Collaboration of scholars, parents, staff and community.

Accountability with clear, concise, high expectations for success both academically and behaviorally.

Data driven instruction, interventions and enrichment.

Culture of success focused on creating life long learners.

Achievement of learning goals celebrated and embraced by all stakeholders.

### III. School Profile

Cottonwood Elementary School is located in the southwest portion of the Antelope Valley in the Westside Union School District. Our school, located at Avenue P-8 and Hubbard St. in Palmdale, is on a single-track program. At our 10 acre campus, students attend classes in 24 large classrooms owned by the district. These classrooms include a library, computer lab, and band room. The campus also includes a multi-purpose cafeteria building, a staff lounge, a speech therapist room, a resource support room, and an administration building on the site.

Cottonwood serves approximately 495 students in grades Transitional Kindergarten through sixth grade. The student population is approximately 18% Caucasian, 62% Hispanic, 10% African American, 4% Asian, 004% American Indian and 002% Pacific Islander. 13.5% of the student population are students with disabilities. 13.3% of our students are English Language Learners. Approximately 35.7% of our students participate in the National School Lunch program. The Cottonwood staff includes 16 regular education teachers, 2 SDC teachers, 1 Speech teacher, 1 Resource Specialist, and over 30 classified personnel and playground supervisors/crossing guards.

Cottonwood is focused on supporting each student to reach their potential academically, socially and behaviorally. Cottonwood is an all AVID Elementary school with a focus on the AVID strategies in all grades for critical thinking, note taking, organizational skills and planning. Goal setting is utilized to help students identify areas of strength and weakness and devise a plan for improvement, as needed. Schoolwide we have embraced the AVID "Culture of Success" goal as we strive to help our students think now about their futures. We incorporate a Positive Behavior Support plan which focuses on four rules which are to: Be Safe/Be Prepared/ Be Respectful / Be Responsible. The program is structured with a system of rewards which are supported through our PTA. A leadership group, A+Athletic Academy boys and Girl Power are extensions of our PBS program focused on leadership development, anti-bullying and school wide character building. These groups consists of selected scholars in grades 5-6 and focuses on individual improvement and leadership skills development. Improving student attendance is an area of focus at Cottonwood.

As we begin our transition to the California Common Core Standards we continue to embrace the district learning goals focused on active student engagement, clear learning objectives and fidelity to the core instructional standards and materials. In addtioon we are increasing our focus on the 4 C's: Creativity, Criticial Thinking, Communication and Collaboration in our instructional strategies and programs.

All Cottonwood teachers have been trained through Professional Development in the areas of AVID, TESS Instructional Design and our school wide Westside writing program. The TESS Instructional Design incorporates the use of a defined instructional framework with training for each teacher provided through professional coaching and collaboration. We are in year four of implementation for TESS and during this phase of training teachers plan instruction with another teacher and the principal. This is followed with each teacher presenting the lesson while being observed by their colleague and principal. A collaborative feedback session follows the observations. The Westside writing program is in year 5 of implementation at Cottonwood. Growth in student writing is noted schoolwide.

Collectively, we are focused on learning, developing each students potential and working as a collaborative team in a positive enviornment.

#### **IV. Comprehensive Needs Assessment Components**

##### **A. Data Analysis (See Appendix A)**

An analysis of the data shows differences in proficiency levels for students in grades 2-3 vs. those in grade 4-6. The scores show a broad range of proficiency levels throughout the school. All grade levels showed higher performance on the language arts tests. Based on need it is recommended that resources be targeted towards all underperforming students in an effort to provide best instruction and appropriate interventions.

##### **B. Analysis of Current Instructional Program (See Appendix B)**

1. Grade levels meet regularly as a collaborative team to plan in order to provide uniform instruction throughout the grade level.
2. Increased targeted small group instruction is needed, especially in the primary grades, to better identify and meet the needs of the individual student.
3. Staff development is needed to continue improvement with implementation of the state standards and district approved curriculum with equity.
4. Staff development is needed to actively engage all learners.
5. Staff development is needed to better prepare teachers for differentiating lessons to meet a variety of achievement levels within one classroom.
6. Teachers must ensure that all lessons are designed with the the state standards providing the basis for instruction. Staff development is needed to maximize the use of instructional minutes with increasingly effectively designed lessons.
7. Teachers are able to follow year-long plan and cover curriculum during the school year using data analysis to plan instruction.
8. Additional help is available for children experiencing learning difficulties.
9. Interventions are needed to meet the needs of students not achieving proficiency in all grade levels.
10. The Westside Writing program is being implemented in all grade levels. Additional staff development is needed to increase the effectiveness of the program in all classrooms.
11. AVID schoolwide program is being implemented in all grade levels.

#### **V. Description of Barriers and Related School Goals**

The following statements characterize educational practice at Cottonwood School:

1. Alignment of curriculum, instruction and materials to content and performance standards:  
Math, Language Arts, Science, and History/Social Studies curriculum, instruction and materials are directly aligned to common core at the elementary level. Site Administrators receive training on the Common Core and how to coach, supervise and evaluate teachers according to their ability to teach the standards. The staff continues to work in the area of differentiating instruction to meet the needs of all students, particularly those participating in GATE, ELL and special education.
2. Availability of standards-based instructional materials appropriate to all student groups:  
Math, Language Arts, Science and History/Social Studies curriculum, instruction and materials are directly aligned to district and state content and performance standards. Students are provided with textbooks that are aligned with the Common Core. The increased availability of standards-based materials for ELL, GATE and special education students strengthen the instructional program.
3. Alignment of staff development to Common Core, assessed student performance and professional needs:  
Staff members have the option to attend district and site sponsored staff development opportunities that are based on the

alignment of standards, assessing student performance and professional needs. The Beginning Teacher Support and Assessment Induction Program (BTSA), provides support and instruction for teachers who are new to the profession. School site meeting time is used to provide staff development, analyze student achievement data, discuss specific site and grade level issues.

4. Services provided by the regular program to enable underperforming students to meet standards:

Those students identified as underperforming on the standards are offered remedial programs to ensure future success. In addition since our school offers a "pull-in" service delivery model for our students identified as RSP, the underperforming students not identified and qualified as RSP students in that same classroom, also have the advantage of the expertise of the RSP teacher while he/she is servicing those students identified for special education resource services.

5. Services provided by categorical funds to enable underperforming students to meet standards:

Services provided by categorical funding to enable underperforming students to meet the standards include additional classroom instructional assistance for our ELL and SPED students, release time for teachers to collaboratively analyze data and plan instruction, attend professional development opportunities.

6. Use of bench marks to modify instruction and improve student achievement:

Assessment data is the driving force in generating instruction in all classrooms. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work samples at grade level meetings and during collaborative data days to ensure that students are mastering grade level standards. Intervention needs are identified and plans for addressing these needs are developed.

7. Number and percentage of teachers in academic areas experiencing low student performance:

The school exceeded the state expected goal of 800 API with our 2013 API of 816. However, that does not mean that each class may not have students at basic, below or far below basic. Plans will be monitored throughout the year and interventions will be provided for underachieving students. District benchmark data will provide feedback on the effectiveness of our instructional program and interventions.

8. Family, school, district and community resources available to assist these students:

Like all schools and districts, there are barriers to improvements in student achievement. In our community, one of the challenges our schools face is the commuting time for many of our parents. Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is a significant ELL and Hispanic population. Additional funding and personnel are used to address ELL issues and intervention needs for our at-risk students. There is also a portion of our schools' population that faces economic barriers. There are also those who face the typical issues surrounding poverty. This means that there are bigger concerns on their mind than the educational process. These factors makes it challenging to meet the need of the underperforming student. The following resources are available; 2 Bilingual Aides, Fast ForWord for underperforming students during school, City of Palmdale after school care for a fee and free and reduced lunch program.

9. Limitations of the current program to enable underperforming students to meet standards:

The effectiveness of the current instructional program would be enhanced by:

- Continued staff development in the areas of
  - o Knowledge of the California state-adopted standards as we move towards implementation.
  - o Use of assessment data to guide and inform instruction.
  - o Interventions for students achieving in the below basic to far below basic performance zones.
  - o Differentiation of instruction, particularly for ELL, special needs and at-risk students
  - o Instructional design coaching
  - o Inclusion of special needs students into the general education environment
- Vertical articulation of curriculum from one grade level to the next
- Well developed parent education program that familiarizes parents with the state standards and provides ways that parents can support the instructional program
- Effective use of technology to support the instructional program and to facilitate the analysis of assessment data.

## 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 API and 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:

<b>SCHOOL GOAL #1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> <b>GOAL #1 for Improving Student Achievement in English Language Arts:</b> To increase by 5% the number of students who meet standards on the CAASPP test in English Language Arts by May 2016.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Cottonwood students	<b>Anticipated annual performance growth for each group:</b> The Cottonwood site goal is to achieve a minimum of 5% improvement in scores for all students overall and for all subgroups as compared to 2015 scores.
<b>Means of evaluating progress toward this goal:</b> State testing performance assessments Informal assessment data Program reports	<b>Group data to be collected to measure academic gains:</b> Group data needed to measure academic gains: State tests, CST Science results, CAASPP scores, performance assessments

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with state standards: 1. All textbooks and supplemental materials align with the state standards. 2. Lesson plans will reflect state standards. 3. Provide time during site meetings for teachers to establish assessment and grading protocols for common assignments, assessments, projects, etc. 4. Post clearly stated, measurable student learning objectives in every classroom.  LEAP 1.1a, 1.2a, p.21, 3.1e, p.44, p.17	School Year 2015 - 2016	1-4) None	1-4) NC	1-4) NA

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Improvement of Instructional strategies and materials:</p> <ol style="list-style-type: none"> <li>1. Implementation of curriculum ensuring alignment of instruction with state standards in all classrooms.</li> <li>2. Time during staff and grade level meetings to analyze student work and data to ensure progress toward mastery of state standards.</li> <li>3. Focus on increasing active engagement and academic rigor in all classrooms through implementation of AVID, PLTW, and STEAM. Provide release time for staff members to develop interdisciplinary units of study.</li> <li>4. Collaboration to improve instructional strategies in writing in grades K-6 incorporating the Westside writing program and other research based best practices in writing in all classes that aligns with state standards.</li> <li>5. Implement appropriate, research based strategies and targeted interventions including use of Fast ForWord and Reading Assistant to move Cottonwood forward. Development of a long-range intervention plan focused on grade levels and sub-groups of greatest need based on data.</li> <li>6. Implement instructional design based on brain research in all classrooms through the use of TESS strategies implemented with coaching and feedback to teachers.</li> <li>7. Focus on maximizing the use of WICOR strategies at all grade levels including implementation of AVID Focus Walks. AchieveAVID certification at all grade levels.</li> <li>8. Research effective research-based strategies to improve student achievement through online materials and staff book studies.</li> <li>9. Implement consistent grading practices including use of rubrics, common formative assessments, and performance based tasks in order to ensure equity in measuring student achievement.</li> <li>10. Maximize the use of differentiated instructional strategies to increase rigor in all grade levels and content</li> </ol> <p>LEAP: 1.4a p 22, p.17, 1.5d p22, 3.4a. p. 46</p>	School Year 2015 - 2016	<ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> <li>3. Site and district Professional development</li> <li>4. Professional development</li> <li>5. Scientific Learning Program/Staff development</li> <li>6. Training and coaching - subs for release time.</li> <li>7. release time for AVID leadership team/focus walks/district AVID days</li> <li>8. duplicating and books</li> <li>9. None</li> <li>10. None</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. Sub costs up to \$1500/training costs/training day stipends</li> <li>4. Sub costs</li> <li>5 program costs</li> <li>6. program costs</li> <li>7. Sub costs</li> <li>8. \$1000</li> <li>9. NC</li> <li>10. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. Title I/District supplemental</li> <li>4. District supplemental</li> <li>5. District supplemental</li> <li>6. District Title I</li> <li>7. District supplemental</li> <li>8. Title I</li> <li>9. NA</li> <li>10. NA</li> </ol>
<p>Extended Learning time</p> <ol style="list-style-type: none"> <li>1. Provide targeted grade level interventions to subgroups, including ELL/SED/Foster Youth during school, tutoring, and other extended learning opportunities.</li> <li>2. Provide additional academic language support for EL students in grades K-6 utilizing 30 minute / day EL direct instruction</li> <li>3. Provide a school wide research based intervention plan utilizing Fast ForWord and Reading Assistant.</li> <li>4. Provide paraprofessional support at every site for English learners to help them access classroom instruction and to facilitate English Language Development.</li> <li>5. Implement "push-in" inclusion model to provide services for students with disabilities.</li> </ol>	School Year 2015-2016	<ol style="list-style-type: none"> <li>1. Salaries</li> <li>2. Staff development/planning</li> <li>3. Computer lab aide salary</li> <li>4. Aide salaries</li> <li>5. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. Salaries - teachers and aides.</li> <li>2. N/C</li> <li>3. \$8500</li> <li>4. \$16000</li> <li>5. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. District supplemental</li> <li>2. NA</li> <li>3. Title I</li> <li>4. District supplemental</li> <li>5. NA</li> </ol>

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Increased Educational Opportunity and access to technology:</p> <ol style="list-style-type: none"> <li>1. Increase student computer literacy through the use of technology integrated into daily lessons.</li> <li>2. Purchase technology for classroom instructional use which supports effective teaching and learning practices in English Language Arts.</li> </ol> <p>LEAP: 1.4a, p.22; 1.5e, p.23; 1.9a, p.24</p>	School Year 2015-2016	<ol style="list-style-type: none"> <li>1. Staff development/planning</li> <li>2. Technology purchase</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. \$19,000</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. Title I</li> </ol>
<p>Staff Development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1. Provide ongoing site professional development in research-based best practices for the implementation of the state standards in English Language arts including site professional development in PLTW (project-based learning), AVID, STEAM, and Westside Writing.</li> <li>2. Provide professional learning opportunities to strengthen direct instruction through peer and collaborative research-based models such as those employed by Total Education Systems and Support (TESS) for new teachers at our site.</li> <li>3. Provide time during site and grade level meetings for opportuntiiis for collaboration on student achievement through data analysis.</li> <li>4. Teachers to attend district offered professional development that strengthen standards-based reading, ELD instruction, writing instruction, data analysis and working with culturally diverse and targeted groups of students.</li> <li>5. Teachers to attend AVID Summer Institute or AVID approved district level training.</li> </ol> <p>LEAP 3.1b, p.43; 1.7a and c, p.24 1-2 N/C</p>	School Year 2015-2016	<ol style="list-style-type: none"> <li>1. Staff development</li> <li>2. Staff development / meeting time</li> <li>3. Staff development</li> <li>5. Training</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>5. \$7000</li> </ol>	<ol style="list-style-type: none"> <li>1-2NA</li> <li>3. District</li> <li>5. District supplemental</li> </ol>
<p>Involvement of staff, parents, and community:</p> <ol style="list-style-type: none"> <li>1. Communication with parents at regular intervals on student achievement and academic expectations in ELA through Parent Workshops, PowerSchool, parent conferences, teacher and school websites, e-mail and phone calls.</li> <li>2. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC</li> <li>3. Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements</li> <li>4. Build parents' capacity to positively impact their students' educational experience by allocating the resources to provide training in use of PowerSchool, AVID strategies and grade level content standards and expectations</li> <li>5. Conduct an annual parent/community needs assessment</li> <li>6. Provide quarterly updates on academic progress of RFEP students to teachers and parents.</li> </ol> <p>LEAP 1.6 a,c,d,e,f - p.23</p>	School Year 2015-2016	<ol style="list-style-type: none"> <li>1. Family nights</li> <li>2. Meeting time</li> <li>3. None</li> <li>4. Latino Literacy Project</li> <li>5. None</li> <li>6. None</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. Salaries</li> <li>5. N/C</li> <li>6. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NA</li> <li>3. NA</li> <li>4. District supplemental</li> <li>5. NA</li> <li>6. NA</li> </ol>



SCHOOL GOAL #1				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Auxillary services for students and parents (including transition from elementary to middle school) 1. 6th grades will attend an orientation at the middle school. 2. Kindergarten information day in May 3. Parent workshops and informational meetings. 4. Back to School night and AVID evenings are offered to allow parents opportunities to visit their children's classrooms. 5. Conferences, as needed, with teachers.  LEAP 1.9 d-e, p. 24	School Year 2015-2016	1. Transportation 2. - 5. Duplicating	1. \$200.00 2.NC 3.Duplicating - \$200 4.-5. TBD	1. PTA 2.NA 3. URGF 4.-5. URGF / EIA / Title III
Monitoring program implementation and effectiveness: 1. School wide analysis of performance assessments by staff to develop grade level actions plans for improved student achievement in grades 3-6. 2. Analysis of data and grade level assessment data on an on-going basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Use of Illuminate reports to guide data analysis. 3. Monitor to insure full implementation of the core instructional program and use of pacing guides with fidelity 4. Monitor to insure adherence to instructional time recommendations in reading/language arts frameworks including ELD and Universal Access.  LEAP 1.8 a-c, p. 24; 3.7 c-d, p.49; 1.2 a, p.21	School Year 2015-2016	1. Staff / GI Meeting time 2.Duplicating 3.-4. - None	1. N/C 2. \$100.00 3-4 N/C	1. NA 2.URGF 3-4 - NA

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> <b>GOAL #2 for Improving Student Achievement in Mathematics:</b> To increase by 5% the number of students who meet standards on the CAASPP test in Mathematics by May 2016.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Cottonwood students	<b>Anticipated annual performance growth for each group:</b> The Cottonwood site goal is to achieve a minimum of 5% improvement in scores for all students overall and for all subgroups as compared to 2015 scores.
<b>Means of evaluating progress toward this goal:</b> State testing performance assessments Informal assessment data Program reports	<b>Group data to be collected to measure academic gains:</b> Group data needed to measure academic gains: State tests, CST Science results, CAASPP scores, performance assessments

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with content standards:  1. All textbooks and supplemental materials align with the state standards. 2. Lesson plans will reflect state standards. 3. Provide time during site meetings for teachers to establish assessment and grading protocols for common assignments, assessments, projects, etc. 4. Post clearly stated, measurable student learning objectives in every classroom.  LEAP: 1.1a, 1.2 a- p. 26	School Year, 2015-2016	1-4) None	1-4) NC	1-4) NC

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Improvement of Instructional strategies and materials:</p> <ol style="list-style-type: none"> <li>1. Implementation of curriculum ensuring alignment of instruction with state standards in all classrooms.</li> <li>2. Time during staff and grade level meetings to analyze student work and data to ensure progress toward mastery of state standards.</li> <li>3. Focus on increasing active engagement and academic rigor in all classrooms through implementation of AVID, PLTW, and STEAM. Provide release time for staff members to develop interdisciplinary units of study.</li> <li>4. Implement appropriate, research based strategies and targeted interventions including use of Front Row Math to move Cottonwood forward.</li> <li>5. Implement instructional design based on brain research in all classrooms through the use of TESS strategies implemented with coaching and feedback to teachers.</li> <li>6. Focus on maximizing the use of WICOR strategies at all grade levels including implementation of AVID Focus Walks. Achieve AVID certification at all grade levels.</li> <li>7. Research effective research-based strategies to improve student achievement through online materials and staff book studies.</li> <li>8. Implement consistent grading practices including use of rubrics, common formative assessments, and performance based tasks in order to ensure equity in measuring student achievement.</li> <li>9. Maximize the use of differentiated instructional strategies to increase rigor in all grade levels and content</li> </ol> <p>LEAP 1.2a - p. 26</p>	School Year, 2015-2016	<ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> <li>3. Site and district Professional development</li> <li>4. None</li> <li>5. Training and coaching - subs for release time.</li> <li>6. release time for AVID leadership team/focus walks/district AVID days</li> <li>7. duplicating and books</li> <li>8. None</li> <li>9. None</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. Sub costs up to \$1500/training costs/training day stipends</li> <li>4. NC</li> <li>5 program costs</li> <li>6. Sub costs</li> <li>7. \$1000</li> <li>8. NC</li> <li>9. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. Title I/District supplemental</li> <li>4. NA</li> <li>5. District Title I</li> <li>6. District supplemental</li> <li>7. Title I</li> <li>8. NA</li> <li>9. NA</li> </ol>
<p>Extended Learning time:</p> <ol style="list-style-type: none"> <li>1. Provide targeted grade level interventions to subgroups, including ELL/SED/Foster Youth during school, tutoring, and other extended learning opportunities.</li> <li>2. Provide additional academic language support for EL students in grades K-6 utilizing 30 minute / day EL direct instruction</li> <li>3. Provide paraprofessional support at every site for English learners to help them access classroom instruction.</li> <li>4. Implement "push-in" inclusion model to provide services for students with disabilities.</li> </ol> <p>LEAP: 1.3b - p.27</p>	School Year, 2015-2016	<ol style="list-style-type: none"> <li>1. Salaries</li> <li>2. Staff development/planning</li> <li>3. bilingual aide salaries</li> <li>4. None</li> </ol>	<ol style="list-style-type: none"> <li>1. Salaries - teachers and aides.</li> <li>2. N/C</li> <li>3. \$16000</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. District supplemental</li> <li>2. NA</li> <li>3. District supplemental</li> <li>4. NA</li> </ol>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Increased Educational Opportunity and access to technology:</p> <ol style="list-style-type: none"> <li>1. Increase student computer literacy through the use of technology integrated into daily lessons.</li> <li>2. Purchase technology for classroom instructional use which supports effective teaching and learning practices in mathematics.</li> <li>3. Utilize Front Row Math to integrate targeted learning practice in mathematics.</li> </ol> <p>LEAP: 1.4a,b,c- p. 27</p>	School Year, 2015-2016	<ol style="list-style-type: none"> <li>1. Staff development/planning</li> <li>2. Technology Purchase - see Goal 1.4.1</li> <li>3. Staff development/planning</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. See Goal 1.4.1</li> <li>3. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. Title I</li> <li>3. NA</li> </ol>
<p>Staff Development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1. Provide professional development for teachers and administrators in the effective use of the newly adopted mathematics materials.</li> <li>2. Provide professional learning opportunities to strengthen direct instruction through peer and collaborative research-based models such as those employed by Total Education Systems and Support (TESS) for new teachers at our site.</li> <li>3. Provide time during site and grade level meetings for opportuntis for collaboration on student achievement through data analysis.</li> <li>4. Teachers to attend district offered professional development that strengthen standards-based mathematics instruction.</li> <li>5. Teachers to attend AVID Summer Institute or AVID approved district level training.</li> </ol> <p>LEAP: 1.5b- p. 27 and 1.5 c - p. 28</p>	School Year, 2015-2016	<ol style="list-style-type: none"> <li>1. Release time/training</li> <li>2. Coaching/release time</li> <li>3. None</li> <li>4. Release time/training</li> <li>5. Training</li> </ol>	<ol style="list-style-type: none"> <li>1. sub costs</li> <li>2. sub costs</li> <li>3. NC</li> <li>4. sub costs</li> <li>5. See Goal 1.5</li> </ol>	<ol style="list-style-type: none"> <li>1. District</li> <li>2. District Title I</li> <li>3. NA</li> <li>4. District</li> <li>5. District supplemental</li> </ol>
<p>Involvement of staff, parents, and community:</p> <ol style="list-style-type: none"> <li>1. Communicate with parents at regular intervals on student achievement and academic expectations in mathematics through PowerSchool, parent conferences, teacher and school websites, email, phone calls</li> <li>2. Conduct mandatory (staff) bi-annual parent teacher conferences for English Learner, foster, and at-risk Redesignated Fluent English proficient and low income parents.</li> <li>3. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC</li> <li>4. Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements.</li> <li>5. Provide bilingual staff to facilitate effective communication between bilingual students' and parents' and school staff</li> </ol> <p>LEAP: 1.6 a,b,d,e - p. 28</p>	School Year, 2015-2016	<ol style="list-style-type: none"> <li>1. Parent training / flyers</li> <li>2. Release time</li> <li>Staff salary for training</li> <li>3. None</li> <li>4. None</li> <li>5. Aide salaries</li> </ol>	<ol style="list-style-type: none"> <li>1. Duplicating costs / planning /meeting time</li> <li>2. Sub costs</li> <li>3. NC</li> <li>4. NC</li> <li>5. \$16000</li> </ol>	<ol style="list-style-type: none"> <li>1. URGF</li> <li>2. District</li> <li>3. NA</li> <li>4. NA</li> <li>5. District</li> </ol>

SCHOOL GOAL #2				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Auxiliary services for students and parents (including transition from elementary to middle school) 1. Parents and sixth grade students are invited to middle school information night. Students attend a middle school orientation during the school day 2. Kindergarten parent information day is offered  LEAP 1.7 a,c - p.29	School Year, 2015-2016	1. Transportation 2. None	1. \$200.00 2. N/C	1. PTA 2. NA
Monitoring program implementation and effectiveness:  1. School wide analysis of data by staff to develop grade level actions plans for improved student achievement in grades 3-6. 2. Analysis of Performance Assessment data and grade level assessment data on an on-going basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Use of Illuminate reports to guide data analysis. 3. Monitor to insure full implementation of the core instructional program. 4. Monitor to insure adherence to instructional time recommendations in reading/language arts frameworks including ELD and Universal Access  LEAP 1.8 a,b,c - p. 29	School Year, 2015-2016	1. Staff / GL meeting time. 2. Duplicating 3-4. None	1. N/C 2. \$100.00 3-4 N/C	1. NA 2. URGF 3-4 - NA

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> GOAL #3 for Improving Student Achievement in a safe and secure environment: Cottonwood students and staff will make a joint effort to create and maintain a positive and nurturing environment that is conducive to learning. Our focus will be on our 4 Positive Behavior plan expectations, character development and minimizing bullying through instruction and a school wide effort to empower students to be Upstanders. AVID strategies will be implemented to increase our focus on a culture of success and helping our students focus on their future goals.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Cottonwood students	<b>Anticipated annual performance growth for each group:</b> Improved student achievement as stated in Goals #1 and #2. A . A .5% increase in ADA from 2015 - 2016 B. A 5% decrease in the number of days of suspension from 2015-2016
<b>Means of evaluating progress toward this goal:</b> Informal assessment data, Kindergarten/1st grade assessment data, District Performance Assessments, Power School Discipline Report and ADA reports	<b>Group data to be collected to measure academic gains:</b> Group data needed to measure academic gains: 2014-2015 WUSD Performance Assessment data Site Assessment Data Attendance and Discipline reports from Power School Results of California Healthy Kids Survey (CHKS)

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with content standards and promotion of caring, supportive relationships between all stakeholders:  1. Monitoring and improvement of a schoolwide Positive Behavior Support plan (PBS) utilizing the Boys Town program. 2. Develop a comprehensive character development program utilizing Character Lab. 3. Recognition of student achievement accomplishments through classroom and schoolwide ceremonies such as attendance awards, semester awards and behavior awards. 4. Recognition of Perfect Attendance - semester and yearlong 5. Ongoing training of all staff in areas of PBS implementation, Anti-bullying, character development, classroom and playground management. 6. Provide elementary counselor to address the social-emotional needs of students exhibiting at risk behaviors as well as provide ongoing supports and resources for their families. 7. Maintain school wide anti-bullying program through the use of staff and school ambassadors. 8. Work with community partners to expand the availability of School-based Mental Health services to eligible students.	School Year 2015-2016	1. Training/staff development 2. Counselor 3. Award certificates / pins/ medals 4. Awards/medals 5. Duplicating costs 6. Salary 7. None 8. None	1. Program costs/training stipends 2. See District LCAP 3. \$250.00 4. \$500.00 5. \$100.00 6. See District LCAP 7. NC 8. NC	1. District 2. District 3. PTA / donations 4. PTA / donations 5. URGF 6. District 7. NA 8. NA

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>To communicate to students, parents, staff and community members clear academic expectations and standards for student behavior based on the PBS model implemented this year:</p> <ol style="list-style-type: none"> <li>1. School and district policies are communicated annually to all parents and students through the student handbook.</li> <li>2. Discipline assemblies are held for students in grades K-6 at the beginning of each school year. Students are provided reinforcement and a review of the school rules as needed.</li> <li>3. Parents, student and staff is given the opportunity to review and revise the student handbook and to provide input on schoolwide programs. Surveys are conducted for all stakeholders to gain input on an annual basis.</li> <li>4. 4th – 6th grade students maintain a Student Planner, which is used for home/school communication as well as reminders regarding homework and upcoming deadlines.</li> <li>5. Semester Awards are held at the end of each semester to honor academic achievement.</li> <li>6. Custodian performs monthly safety inspection of the school.</li> <li>7. Fire, earthquake and lock down drills to ensure all staff and students are conducted to ensure readiness for emergency situations. Our procedures are outlined in the schoolwide disaster plan which is updated annually.</li> <li>8. Red Ribbon Week activities will reinforce making healthy choices.</li> <li>9. Kindness Challenge Week</li> </ol>	School Year 2015-2016	<ol style="list-style-type: none"> <li>1. Duplicating costs</li> <li>2.-3. None</li> <li>4. Planners</li> <li>5. Awards / certificates</li> <li>6. None</li> <li>7. None</li> <li>8. Materials</li> <li>9. Materials</li> </ol>	<ol style="list-style-type: none"> <li>1. \$150.00</li> <li>2-3. - N/C</li> <li>4. \$1,500.00</li> <li>5. \$400.00</li> <li>6. N/C</li> <li>7. N/C</li> <li>8. TBD</li> <li>9. TBD</li> </ol>	<ol style="list-style-type: none"> <li>1. URGF</li> <li>2-3 - NA</li> <li>4. PTA</li> <li>5. PTA</li> <li>6. NA</li> <li>7. NA</li> <li>8. PTA</li> <li>9. District supplemental</li> </ol>
<p>Increased educational opportunities for parent, student and staff involvement and input focused on a positive school culture include:</p> <ol style="list-style-type: none"> <li>1. Parents are informed of and invited to school assemblies, programs and workshops.</li> <li>2. Parents receive a copy of the district/school policies, regulations and rules when enrolling their student.</li> <li>3. Merit events provided for students in grades 4-6 in order to encourage appropriate choices.</li> <li>4. PTA provides a number of projects: book fairs, field trips, assemblies, Family Fun Night, and student incentives for behavior</li> <li>5. Parents are invited and encouraged to participate on the School Site Council, Safety Committee or ELAC.</li> <li>6. Parent workshops to facilitate positive home to school communication.</li> <li>7. Parents encouragement to participate with PTA/ ELAC and classroom volunteer opportunities.</li> <li>8. Continuation of the ABS/Student Council/Girl Power/College Bound Boys leadership programs focused on improved student achievement through leadership activities and training.</li> <li>9. Seek alternatives to suspension including but not limited to after school detention, Saturday school, and in house suspension.</li> <li>10. Provide monthly updates to foster parents on academic, behavioral, and social-emotional status of their foster youth.</li> </ol>	School Year 2015-2016	<ol style="list-style-type: none"> <li>1-2</li> <li>3-4</li> <li>5 - Duplicating costs</li> <li>6. Supplies / materials</li> <li>7. None</li> <li>8. Programs, field trip and supplies</li> <li>9. None</li> <li>10. Counselor</li> </ol>	<ol style="list-style-type: none"> <li>1.-2. - N/C</li> <li>3-4 - TBD</li> <li>5. NC</li> <li>6. \$1,000</li> <li>7. NC</li> <li>8. \$3,000.00</li> <li>9. NC</li> <li>10. See 3.1.6 above</li> </ol>	<ol style="list-style-type: none"> <li>1.-2. N/C</li> <li>3-4 - PTA/ donations</li> <li>5. NA</li> <li>6. EIA / Title I</li> <li>7. NA</li> <li>8. Community grant and donations</li> <li>9. NA</li> <li>10. District</li> </ol>

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
To establish a safe environment during the school day and during student arrival and dismissal:  1. Policies are outlined in the student handbook for review by parents, students and staff. 2. Policies are updated and reviewed by the safety committee with updates to policies shared with staff and parents. 3. Monthly fire, earthquake and disaster drills are conducted with process / results reviewed by the safety committee. 4. A schoolwide disaster plan is reviewed and updated annually. 4. An annual emergency supplies drive is conducted to insure adequate emergency supplies on campus. 5. The School Message phone system is used to communicate with parents any information necessary in the event of an emergency. 6. Schoolwide disaster supplies are inventoried and updated to maintain readiness in the event of an emergency.	School Year 2015-2016	1.- 5. None 6. Purchase needed supplies	1.-5. - N/C 6. TBD	1.-5. NA 6. PTA / donations



## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #4				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #5</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	72		72		72		100.0	
Grade 4	68		67		67		98.5	
Grade 5	71		69		69		97.2	
Grade 6	74		74		74		100.0	
All Grades	285		282		282		98.9	

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2402.9		15		17		32		36	
Grade 4	2428.3		7		18		40		34	
Grade 5	2494.2		14		35		28		23	
Grade 6	2509.5		9		24		43		23	
All Grades	N/A	N/A	12		23		36		29	

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	11		40		47		
Grade 4	9		54		31		
Grade 5	19		52		29		
Grade 6	8		53		39		
All Grades	12		50		37		

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15		46		36	
Grade 4	7		57		28	
Grade 5	19		54		28	
Grade 6	18		51		31	
All Grades	15		52		31	

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8		72		19	
Grade 4	9		69		18	
Grade 5	10		75		14	
Grade 6	9		77		14	
All Grades	9		73		16	

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	18		49		32	
Grade 4	9		64		19	
Grade 5	25		65		10	
Grade 6	19		66		15	
All Grades	18		61		19	

Conclusions based on this data:

1.

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	72		72		72		100.0	
Grade 4	68		67		67		98.5	
Grade 5	71		69		69		97.2	
Grade 6	74		74		74		100.0	
All Grades	285		282		282		98.9	

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2397.6		3		26		35		36	
Grade 4	2428.9		0		24		37		39	
Grade 5	2475.4		3		19		52		26	
Grade 6	2511.1		9		14		58		19	
All Grades	N/A	N/A	4		21		46		30	

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	8		43		49		
Grade 4	6		33		60		
Grade 5	6		43		51		
Grade 6	14		36		50		
All Grades	9		39		52		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11		53		36	
Grade 4	4		52		42	
Grade 5	9		49		42	
Grade 6	7		62		31	
All Grades	8		54		38	

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10		60		29	
Grade 4	7		49		42	
Grade 5	4		59		36	
Grade 6	9		64		27	
All Grades	8		58		33	

Conclusions based on this data:

1.

## Appendix A - School and Student Performance Data

### CST Academic Performance by Grade Level for All Students

#### All Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

#### All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16



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

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	583	557	554
Percent with Prior Year Data	100.0	99.6	99.8
Number in Cohort	583	555	553
Number Met	345	340	354
Percent Met	59.2	61.3	64
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	470	203	427	196	466	202
Number Met	153	112	133	104	150	124
Percent Met	32.6	55.2	31.1	53.1	32.2	61.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							***		***	***					***
1				38	40	38	46	60	38			13	15		13
2		7	11	18	29	22	73	50	44	9	14	11			11
3	25	11	6	25	44	39	25	44	39	17		11	8		6
4				62	22	56	31	67	44	8				11	
5		25		57	50	89	43	25				11			
6			13	33	60	88	67	40							
Total	4	7	5	37	37	51	46	50	30	7	4	8	4	2	6

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

### Standards, Assessment, and Accountability

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

District performance assessments and common site assessments are analyzed and reviewed collaboratively by staff to improve student achievement. Teachers meet collaboratively to analyze data and plan instruction to meet the needs of all learners. Quarterly writing assessments are given in all grade levels and results guide the implementation of our school wide writing program. Collaborative data days provide opportunities for in depth data review and instructional planning. During grade level PLC meetings teachers review student performance on assessments, identify areas of need and plan interventions. Flexible grouping is implemented for interventions with regrouping based on student achievement scores. The results of student data is also used to guide professional development at Cottonwood.

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

District Performance assessment, Fast ForWord Reading assessment, Westside Writing Assessments, grade level curricular, chapter, skill, spelling, and vocabulary tests, informal classroom assessment, and teacher observation are analyzed to drive planning for instruction. Grade level strengths and weaknesses are identified. Student needs are targeted and remediated in the classroom or Special Education setting. Data allows teachers to plan appropriate lessons and form flexible student groups for instruction. These groups are typically homogeneous with students moving from group to group as achievement improves.

There are five significant subgroups at Cottonwood: Hispanic/Latino, White, Socioeconomically Disadvantaged, Foster Youth and English Learners.

### Staffing and Professional Development

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

Cottonwood's teaching staff is 100% highly qualified.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Principal received AB75 training in regard to the SBE adopted instructional materials.

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The district continues to provide ongoing professional development focused on equitable implementation of adopted instructional materials. Our new teachers participate in the BTSA program.

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development is aligned with district and site goals which have been identified to increase student achievement. Staff development opportunities are determined based on student achievement needs analysis, staff surveys and research based best practices noted to improve student achievement.

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

Teachers are provided support by district curriculum resource teachers, training led by instructional coaches and support from administration and colleagues.

8. Teacher collaboration by grade level (EPC)

All Teachers and Instructional Aides have earned the status of "Highly Qualified". Staff development has focused on active student engagement, writing clear learning objectives, instructional design, classroom management, writing instruction, academic vocabulary and differentiated instruction. Teachers meet with their grade level teams regularly, working as a PLC to analyze data and plan effective instruction focused on improving student achievement for all students. Teachers have opportunities during staff meetings to attend cross-grade level meetings. Teachers are provided opportunities to visit colleagues classrooms and observe instructional strategies and classroom management techniques.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All classroom instruction is aligned to the state standards with clear, standards based learning objectives identified for ELA and Math instruction.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All classrooms adhere to the recommended instructional minutes in ELA and mathematics.

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All classrooms utilize the district adopted instructional materials with differentiation to meet the needs of all subgroups of students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

SBE adopted and standards-aligned instructional materials are used for core instruction.

Staff uses District adopted curriculum which is aligned with the state standards. Adherence to recommended instructional minutes for reading/language arts and mathematics is a goal for 2015-2016. Primary grades will devote 150 minutes to reading / ELA, with upper grades devoting 120 minutes to reading/ ELA. All grade levels will provide 60 minutes / day for math instruction using district adopted core curriculum. Grade level teams align their year-long schedules with the District. All students have access to the District adopted texts.

### Opportunity and Equal Educational Access

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

The provision of Universal access time based on student performance and targeted interventions help underperforming students to meet standards.

15. Research-based educational practices to raise student achievement at this school (NCLB)

A number of research based best educational practices have been implemented at Cottonwood to raise student achievement. These included: AVID, STEM/STEAM, school wide writing program, active student engagement, full inclusion EL and resource support, and targeted interventions for ELA.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Increased learning opportunities are provided through targeted interventions at the intensive level for general education underperforming students. SES tutoring and ELL tutoring is available for students in qualifying subgroups.

17. Transition from preschool to kindergarten (Title I SWP)

A transitional kindergarten program has been implemented at Cottonwood for the 2015-2016 school year.

All students have equal access to the curriculum.

Involvement

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

Community members are invited to speak to our students during AVID Student Success Weeks and career day events. 25 of our 5th and 6th grade students participate in a college bound club with a community mentor.

19. Strategies to increase parental involvement (Title I SWP)

At Cottonwood parent workshops are held to provide AVID training, support and encouragement to help parents become more involved at school.

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 to attend AVID Nights, Parent Teacher Conferences, Open House, Career Day, and other family nights. Parents are invited to join the PTA, School Site Council, and English Learners Advisory Committee. Parents and community members are encouraged to volunteer time and talents in the classrooms. School Site Council collaborates with interested school community members to revise the Single Plan for Student Achievement and Student Handbook.

Funding

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

Allocations of our resources are made based on student achievement.

22. Fiscal support (EPC)

## 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	LCFF-Base	\$23,206.00
X	LCFF-Supplemental	\$52.00
List and Describe Other State or Local funds:		\$0
Total amount of state categorical funds allocated to this school:		\$33,115.00

Federal Programs		Allocation
True	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$60,487.00
	Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$0
	Other Federal Funds (list and describe)(42)	\$0
Total amount of federal categorical funds allocated to this school:		\$88,160.00

Total amount of state and federal categorical funds allocated to this school:		\$121,275.00
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(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Appendix D - 2014-15 Categorical District Services Budget**

## Appendix E - Recommendations and Assurances (Cottonwood Elementary)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

Students at the school - Survey results

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Laura Duran

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Karina Niada

Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



## **Appendix F - Cottonwood Elementary's Parent Involvement Policy**

### **Cottonwood School Parent Involvement Policy**

The staff of Cottonwood School recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent updates using the district's online grading system and other reports on their children's progress. Parent-teacher conferences will be held as needed or as requested with parents/guardians of elementary school students
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, and other written or electronic communications
4. Develop mechanisms to encourage parent/guardian input on school issues and programs
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs
7. Build the capacity of the school and parents/guardians for strong parent involvement by
  - a. assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
  - b. providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
  - c. educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
  - d. informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as
  - a. providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
  - b. encouraging parents/guardians to monitor their children's school attendance, homework completion, television viewing and use of electronic devices, for example internet access/video games

c. build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, as needed or requested, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

10. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

11. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

13. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

## Appendix G - Home/School Compact

We, the Cottonwood Elementary School Community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

### Student Pledge:

Student's Responsibilities—I will:

- Come to school each day prepared to do my best and ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my classwork and homework.
- Be Safe; Be Respectful and Be Responsible

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parents Pledge:

Parent's and Family's Responsibilities—We will:

- Make sure that our child attends school regularly; is on time, and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's progress and communicate regularly with our child's teacher.
- Monitor TV & electronics and insure positive use of extracurricular time.
- Volunteer in classroom.
- Monitor homework completion & read with our child nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Staff Pledge:

Staff Responsibilities—We will:

- Provide meaningful learning activities that address challenging standards for all students in a safe and positive environment.
- Communicate regularly with families about their student's progress and ways that they can assist.
- Inform parents of ways to access teachers.
- Provide opportunities for parents to volunteer, observe and participate in their child's classroom.
- Discuss the home-school compact during parent teacher conferences.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Principal Pledge:

Principal's Responsibilities—I will:

- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist their child(ren) at home.
- Allocate adequate resources to ensure that high standards can be met by all children.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Appendix H - School Site Council Membership (Cottonwood Elementary)

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 (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Belcher, Kristin		X			
Bernfeld, Lori		X			
Duran, Laura	X				
Herman, Karen			X		
Niada, Karina				X	
Pico, Hennie				X	
Shahbazyan, Maria				X	
Singleton, Rachel				X	
Viramontes, Esaul				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>5</b>	

(43) 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.

## **Appendix I: Single Plan for Student Achievement Annual Evaluation**

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

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

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

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

### **Plan Priorities**

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

### **Plan Implementation**

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

### **Strategies and Activities**

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

### **Involvement/Governance**

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

### **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?