

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pierce Elementary School	15-73742-6009294	12/18/2019	January 16, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is

reported, while input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2019:

Back to School night - curriculum standards and class content.

Fundraising Committee (formerly the PTO)- Opportunity for parent involvement and feedback

September 2019:

School Site Council Training (SSC) - Parents, staff, and district collaborate to prepare for the legal requirements of the year's SSC requirements

October 2019:

English Language ELAC - EL families have the opportunity to share feedback and are informed of the schools status and practices.

SSC - Initial approval of the first draft of the School Plan for Student Achievement (SPSA)

December 2019

SSC - Final Approval of the SPSA

February/March 2020

ELAC - Review of updated status, students numbers progressing through the RFEP process, and new initiatives.

SSC - Review of new parent involvement/Title I survey; Review SPSA implementation

April/May 2020

Open House - curriculum standards and class content.

SSC - Review of new parent involvement/Title I survey results; Review SPSA effectiveness.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable to this school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.9%	1.39%	1.79%	3	5	7
African American	6.3%	10.25%	10.2%	21	37	40
Asian	1.8%	1.94%	1.79%	6	7	7
Filipino	0.6%	0.55%	1.53%	2	2	6
Hispanic/Latino	37.2%	37.67%	35.71%	123	136	140
Pacific Islander	0.9%	0.28%	%	3	1	
White	51.7%	46.26%	45.15%	171	167	177
Multiple/No Response	%	0.28%	0.26%		1	1
<b>Total Enrollment</b>				331	361	392

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	62	67	78
Grade 1	51	52	64
Grade 2	69	56	54
Grade3	40	79	60
Grade 4	50	48	82
Grade 5	59	59	54
<b>Total Enrollment</b>	331	361	392

### Conclusions based on this data:

1. Enrollment by student group has remained fairly constant.
2. Total enrollment has increased steadily the past three years.
3. Grade level enrollment continues to fluctuate yearly with a sharp increase in 4th grade due to the addition of special education classes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	56	63	67	16.9%	17.5%	17.1%
Fluent English Proficient (FEP)	7	5	2	2.1%	1.4%	0.5%
Reclassified Fluent English Proficient (RFEP)	5	2	0	8.9%	3.6%	0.0%

### Conclusions based on this data:

1. The number of EL students decreased slightly over the previous year.
2. The percentage of students who are fluent in English has dropped significantly.
3. The number of students who were reclassified as English proficient decreased over the past three school years to 0% last year. Designated and integrated EL instruction will be provided daily.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40	81	58	39	80	58	39	80	58	97.5	98.8	100
Grade 4	61	56	82	61	55	82	61	55	82	100	98.2	100
Grade 5	63	66	52	63	66	51	63	66	51	100	100	98.1
All Grades	164	203	192	163	201	191	163	201	191	99.4	99	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2397.	2390.	12.82	18.75	8.62	15.38	21.25	27.59	41.03	18.75	20.69	30.77	41.25	43.10
Grade 4	2427.	2406.	2420.	11.48	12.73	13.41	16.39	12.73	23.17	24.59	20.00	14.63	47.54	54.55	48.78
Grade 5	2518.	2482.	2459.	28.57	16.67	11.76	25.40	24.24	23.53	20.63	22.73	19.61	25.40	36.36	45.10
All Grades	N/A	N/A	N/A	18.40	16.42	11.52	19.63	19.90	24.61	26.99	20.40	17.80	34.97	43.28	46.07

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	17.95	21.25	13.79	46.15	40.00	51.72	35.90	38.75	34.48	
Grade 4	18.03	20.00	21.95	44.26	38.18	35.37	37.70	41.82	42.68	
Grade 5	25.40	21.21	17.65	49.21	46.97	41.18	25.40	31.82	41.18	
All Grades	20.86	20.90	18.32	46.63	41.79	41.88	32.52	37.31	39.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.26	7.50	8.62	43.59	43.75	43.10	46.15	48.75	48.28
Grade 4	16.39	5.45	7.32	34.43	40.00	48.78	49.18	54.55	43.90
Grade 5	41.27	27.27	13.73	33.33	39.39	50.98	25.40	33.33	35.29
All Grades	24.54	13.43	9.42	36.20	41.29	47.64	39.26	45.27	42.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.64	22.50	17.24	56.41	55.00	62.07	17.95	22.50	20.69
Grade 4	8.20	16.36	10.98	60.66	61.82	67.07	31.15	21.82	21.95
Grade 5	26.98	18.18	19.61	61.90	51.52	47.06	11.11	30.30	33.33
All Grades	19.63	19.40	15.18	60.12	55.72	60.21	20.25	24.88	24.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.51	20.00	6.90	48.72	51.25	51.72	30.77	28.75	41.38
Grade 4	8.20	7.27	15.85	54.10	47.27	37.80	37.70	45.45	46.34
Grade 5	34.92	18.18	13.73	41.27	39.39	37.25	23.81	42.42	49.02
All Grades	21.47	15.92	12.57	47.85	46.27	41.88	30.67	37.81	45.55

**Conclusions based on this data:**

1. The percent of students scoring "below standard" or "standard nearly met" is more than 50% in grades 3-5. The collaboration/intervention model will be implemented with fidelity to provide targeted interventions for students not meeting standards.
2. Writing is an area of need in grades 3-5. Targeted interventions should be offered to this year's 4th and 5th graders who are below standard.
3. Research and Inquiry was an area of need in all grades. Targeted interventions should be offered to this year's 4th and 5th graders who are below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40	81	58	39	80	57	39	80	58	97.5	98.8	98.3
Grade 4	61	56	82	61	56	82	61	56	82	100	100	100
Grade 5	63	66	52	63	66	51	63	65	51	100	100	98.1
All Grades	164	203	192	163	202	190	163	201	191	99.4	99.5	99

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2401.	2403.	28.21	11.25	5.26	15.38	28.75	29.82	28.21	22.50	17.54	28.21	37.50	47.37
Grade 4	2454.	2431.	2443.	8.20	14.29	9.76	27.87	16.07	20.73	31.15	23.21	32.93	32.79	46.43	36.59
Grade 5	2507.	2473.	2472.	20.63	16.92	13.73	19.05	12.31	15.69	31.75	23.08	27.45	28.57	47.69	43.14
All Grades	N/A	N/A	N/A	17.79	13.93	9.47	21.47	19.90	22.11	30.67	22.89	26.84	30.06	43.28	41.58

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	33.33	21.25	21.05	35.90	36.25	38.60	30.77	42.50	40.35	
Grade 4	22.95	17.86	15.85	27.87	26.79	35.37	49.18	55.36	48.78	
Grade 5	25.40	20.00	19.61	38.10	26.15	33.33	36.51	53.85	47.06	
All Grades	26.38	19.90	18.42	33.74	30.35	35.79	39.88	49.75	45.79	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	13.75	10.53	38.46	38.75	49.12	30.77	47.50	40.35
Grade 4	11.48	14.29	10.98	54.10	35.71	48.78	34.43	50.00	40.24
Grade 5	11.11	9.23	15.69	60.32	40.00	37.25	28.57	50.77	47.06
All Grades	15.95	12.44	12.11	52.76	38.31	45.79	31.29	49.25	42.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	20.00	19.30	43.59	47.50	33.33	23.08	32.50	47.37
Grade 4	11.48	14.29	14.63	57.38	39.29	40.24	31.15	46.43	45.12
Grade 5	19.05	18.46	17.65	46.03	32.31	31.37	34.92	49.23	50.98
All Grades	19.63	17.91	16.84	49.69	40.30	35.79	30.67	41.79	47.37

**Conclusions based on this data:**

1. Only about 31.5% of students in 3rd-5th are scoring exceeded or met standard in math. The live math pacing guide will be used with fidelity. The CFAs and IABs will be given to students to identify areas of need.
2. Although the number of students scoring "below standard" in communicating reasoning slightly decreased for 4th grade, nearly 50% of all grades require targeted intervention if they are to be at or above standard next year.
3. Concepts and procedures was an area of need for all grades. Targeted interventions should be offered to this year's 4th and 5th grade students who are below standard.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1411.7	1430.1	1426.4	1448.6	1377.1	1386.8	12	13
Grade 1	1467.8	*	1473.5	*	1461.8	*	11	10
Grade 2	*	*	*	*	*	*	*	6
Grade 3	1490.9	*	1487.4	*	1493.7	*	19	6
Grade 4	*	1509.3	*	1509.7	*	1508.2	*	15
Grade 5	*	*	*	*	*	*	*	5
All Grades							64	55

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	*	38.46	*	46.15	*	0.00	12	13
1	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	19	*
4	*	0.00	*	66.67	*	33.33	*	0.00	*	15
5	*	*	*	*	*	*	*	*	*	*
All Grades	23.44	7.27	31.25	47.27	34.38	40.00	*	5.45	64	55

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	*	38.46	*	38.46	*	0.00	12	13
1	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	63.16	*	*	*	*	*	19	*
4	*	53.33	*	33.33	*	13.33	*	0.00	*	15
5	*	*	*	*	*	*	*	*	*	*
All Grades	29.69	40.00	45.31	32.73	*	23.64	*	3.64	64	55

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69		23.08	*	53.85	*	15.38	12	13
1	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	19	*
4		0.00	*	26.67	*	53.33	*	20.00	*	15
5	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	1.82	20.31	23.64	32.81	54.55	28.13	20.00	64	55

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	30.77	*	61.54	*	7.69	12	13	
1	*	*	*	*		*	11	*	
3	*	*	84.21	*		*	19	*	
4	*	6.67	*	86.67	*	6.67	*	15	
5	*	*	*	*	*	*	*	*	
All Grades	35.94	23.64	57.81	69.09	*	7.27	64	55	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	38.46	*	61.54	*	0.00	12	13	
1	*	*	*	*	*	*	11	*	
2	*	*	*	*	*	*	*	*	
3	*	*	57.89	*	*	*	19	*	
4	*	86.67	*	13.33	*	0.00	*	15	
5	*	*	*	*	*	*	*	*	
All Grades	34.38	52.73	48.44	45.45	17.19	1.82	64	55	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	76.92	*	23.08	12	13
1	*	*	*	*	*	*	11	*
3	*	*	*	*	*	*	19	*
4	*	0.00	*	73.33	*	26.67	*	15
5	*	*	*	*	*	*	*	*
All Grades	21.88	3.64	45.31	70.91	32.81	25.45	64	55

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	*	38.46	*	23.08	12	13
1	*	*	*	*	*	*	11	*
3	*	*	78.95	*	*	*	19	*
4	*	13.33	*	86.67	*	0.00	*	15
5	*	*	*	*	*	*	*	*
All Grades	21.88	12.73	62.50	65.45	*	21.82	64	55

**Conclusions based on this data:**

1. Targeted interventions should be offered to students scoring in the "somewhat/moderately developed" performance level for writing, so they can be re-designated by the time they leave elementary school.
2. Students would benefit from targeted listening and reading interventions since over 70% are falling in the "somewhat/moderately developed" performance level in both areas.
3. Designated and integrated ELD would assist students in mastering ELA standards.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
392	80.6	17.1	0.8

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	17.1
Foster Youth	3	0.8
Homeless	6	1.5
Socioeconomically Disadvantaged	316	80.6
Students with Disabilities	58	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	10.2
American Indian	7	1.8
Asian	7	1.8
Filipino	6	1.5
Hispanic	140	35.7
Two or More Races	14	3.6
White	177	45.2





### Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
2. English learners will be monitored and provided support to ensure re-designation by fifth grade.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1243 506 1333 537">Orange</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">Orange</p>		

### Conclusions based on this data:

1. Positive behavior interventions will be implemented to increase school connectedness.
2. School climate will be a site focus to increase attendance and reduce suspensions.
3. All student groups will be monitored for academic growth in ELA and math so intervention can be provided as necessary.

# 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:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 40.4 points below standard Declined -7.7 points 178	<p><b>English Learners</b></p>  No Performance Color 83 points below standard Declined -10.1 points 29	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 53.5 points below standard Declined -7.1 points 143	<p><b>Students with Disabilities</b></p>  Orange 95 points below standard Increased Significantly ++28.5 points 41

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #ccccff; padding: 2px;">62.1 points below standard</span> Increased Significantly ++18.4 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #ccccff; padding: 2px;">43.8 points below standard</span> Increased ++5.7 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	(Empty)	 Orange <span style="background-color: #ccccff; padding: 2px;">34.7 points below standard</span> Declined Significantly -25.1 points 82

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.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #ccccff; padding: 2px;">106.5 points below standard</span> Declined Significantly -27.7 points 25	Less than 11 Students - Data Not Displayed for Privacy 4	<span style="background-color: #ccccff; padding: 2px;">32.1 points below standard</span> Declined -8.1 points 149

**Conclusions based on this data:**

1. In ELA our overall performance declined by 7.7 points placing the school at 40.4 points below standard.
2. Although students with disabilities saw an increase of 28.5 points, this group is 95 points below standard and the second group that is 83 points below standard is English Learners. Both groups will benefit from targeted intervention strategies and supports.
3. Although African American students made a gain of 18.4 points, this group remains 62.1 points from the standard and will be monitored for academic growth so intervention can be provided as needed.

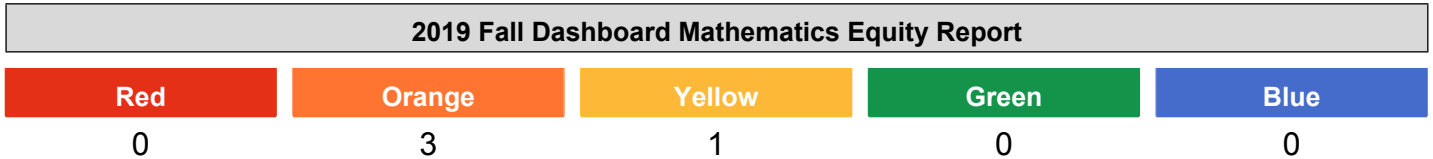
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.










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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 37.4 points below standard Maintained ++1.9 points 178	<p><b>English Learners</b></p>  No Performance Color 67.5 points below standard Increased ++5.3 points 29	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 50 points below standard Maintained ++1.8 points 143	<p><b>Students with Disabilities</b></p>  Orange 96 points below standard Increased Significantly ++52.2 points 41



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 66.3 points below standard Increased Significantly ++27.5 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.9 points below standard Increased Significantly ++21.9 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Orange 29.1 points below standard Declined Significantly -15.6 points 82

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.2 points below standard Declined -11.4 points 25	Less than 11 Students - Data Not Displayed for Privacy 4	31.6 points below standard Maintained ++0.7 points 149

#### Conclusions based on this data:

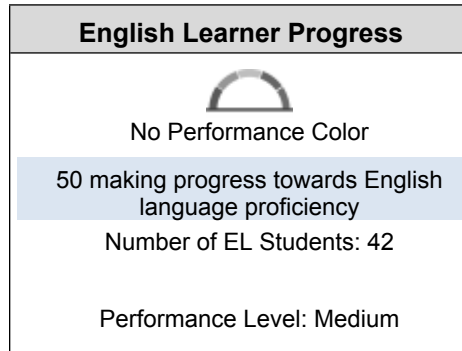
1. Our school improved by 1.9 points, however, the overall average remains at 37.4 points below standard.
2. Although students with disabilities saw an increase of 52.2 points, this group is 96 points below standard and the second group that is at 67.5 points below standard is English Learners. Both groups will benefit from targeted intervention strategies and supports.
3. Although African American students made a gain of 27.5 points, this group remains 66.3 points from the standard and will be monitored for academic growth so intervention can be provided as needed.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	18	1	20

#### Conclusions based on this data:

1. Only 20% of our EL students increased at least one level. The students who decreased an ELPI level should be provided with intensive intervention.
2. For students in all levels, 19% remained at the same level the entire school year. These students should be provided with additional learning opportunities before and after school in interventions.
3. Designated and integrated ELD instruction could support EL students as they work towards language proficiency and re-designation.

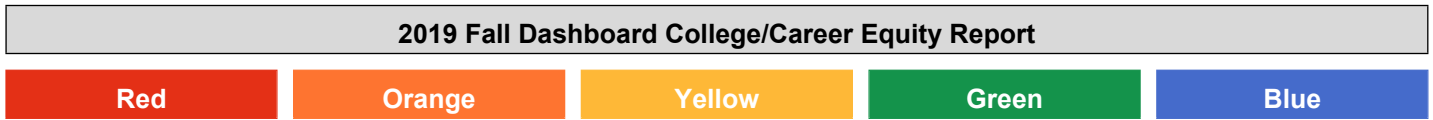
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Not applicable for this school

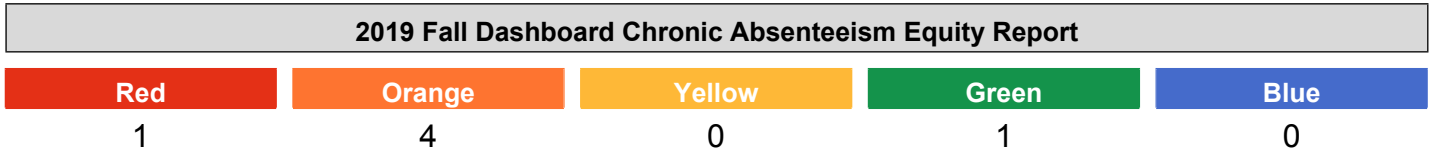
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>11</p> <p>Maintained +0.1</p> <p>420</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>8.6</p> <p>Increased +2.5</p> <p>70</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>12.9</p> <p>Increased +0.5</p> <p>341</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>15.4</p> <p>Increased +0.7</p> <p>78</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 25.5 Increased +0.5 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.7 Declined -1.8 150	 No Performance Color 12.5 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 10.2 Increased +1.6 187

**Conclusions based on this data:**

1. Absenteeism remained relatively even over the previous school year.
2. Absenteeism increased slightly across most groups so school climate will be a site focus as a means to increase attendance.
3. African American student attendance will be monitored and school to home communication regarding attendance will be a focus.

# School and Student Performance Data

## Academic Engagement Graduation Rate

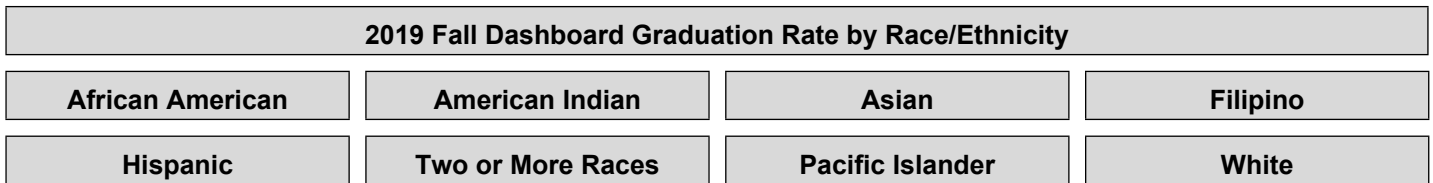
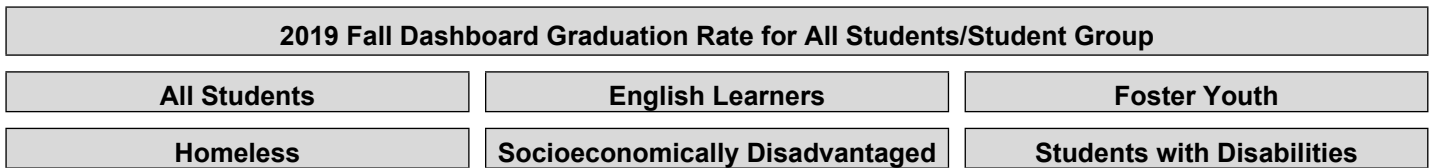
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

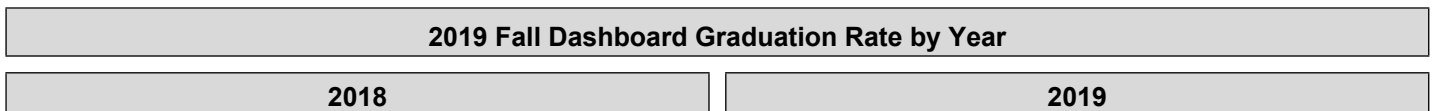
This section provides number of student groups in each color.



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.



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.



### Conclusions based on this data:

1. Not applicable for this school

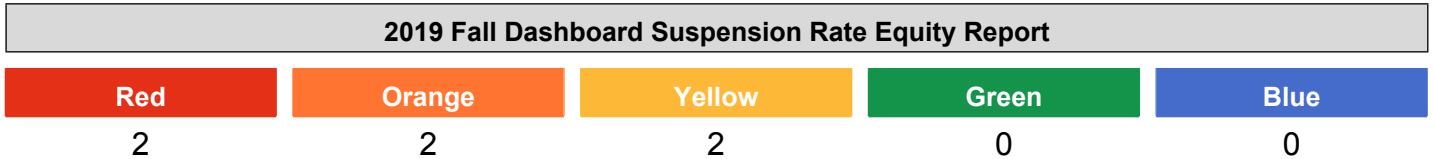
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.4 Increased +1.6 427	<p><b>English Learners</b></p>  Orange 4.3 Increased +4.3 70	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 7	<p><b>Socioeconomically Disadvantaged</b></p>  Red 5.2 Increased Significantly +2.1 345	<p><b>Students with Disabilities</b></p>  Yellow 5 Declined -7.8 80

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4.3 Declined -1.7 47	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4 Increased +2 151	 No Performance Color 6.3 16	 No Performance Color 6.3 16	 Red 4.7 Increased Significantly +2.2 193

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
4.3	2.8	4.4

**Conclusions based on this data:**

1. An already high suspension rate for all student groups except for students with disabilities increased slightly by 1.6% last year. Strong cultural and PBIS strategies have been adopted to help build campus involvement, student appreciation, and positive connections.
2. Other means of correction will be used instead of suspensions.
3. The second largest group with suspensions is SWD students and the largest group with suspensions was SED students. Additional layers of support will be added for these students.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

## Goal 1

Provide a rigorous academic program which promises college and career readiness.

## Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome														
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability														
CAASPP Assessments	District 2019 CAASPP Data: ELA 51% Math 36%  <table border="0"> <tr> <td>District:</td> <td>Site:</td> </tr> <tr> <td>3rd ELA: 48%</td> <td>36%</td> </tr> <tr> <td>3rd Math: 49%</td> <td>35%</td> </tr> <tr> <td>4th ELA: 50%</td> <td>37%</td> </tr> <tr> <td>4th Math: 45%</td> <td>30%</td> </tr> <tr> <td>5th ELA: 50%</td> <td>35%</td> </tr> <tr> <td>5th Math: 38%</td> <td>29%</td> </tr> </table>	District:	Site:	3rd ELA: 48%	36%	3rd Math: 49%	35%	4th ELA: 50%	37%	4th Math: 45%	30%	5th ELA: 50%	35%	5th Math: 38%	29%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups
District:	Site:															
3rd ELA: 48%	36%															
3rd Math: 49%	35%															
4th ELA: 50%	37%															
4th Math: 45%	30%															
5th ELA: 50%	35%															
5th Math: 38%	29%															

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15240	General Unrestricted 4000-4999: Books And Supplies Office and non-instructional classroom materials (includes Paper and Toner)
2500	General Unrestricted 5000-5999: Services And Other Operating Expenditures Printshop/multilith copies/Postage
6500	General Unrestricted 4000-4999: Books And Supplies Maintain, replace, and enhance instructional and support technology (Interactive boards, controllers, document cameras, projectors, computers, printers copiers, and auxiliary devices etc.)
2500	General Unrestricted 4000-4999: Books And Supplies Library Books (other than textbooks), supplies such as labels, book pockets, etc., and non-capitalized equipment
500	General Unrestricted 4000-4999: Books And Supplies First Aid and Nurse Supplies
1000	General Unrestricted 4000-4999: Books And Supplies Non-instructional and non-classroom supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Classroom materials to support ELA and math instruction

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

76,561.00

Source(s)

Title I Part A: Site Assigned ESSA Teacher  
1000-1999: Certificated Personnel Salaries  
Projects teacher salary and benefits

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Maximize student engagement and achievement.

## Goal 2

Maximize student engagement and achievement.

## Identified Need

Identified needs based on SBAC assessment data and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Pierce Attendance Rate 95.4% Pierce Chronic Absenteeism Rate 10.8%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Pierce Suspension Rate 2.8%	Decrease/Maintain Suspension rate by 2%
California Healthy Kids Survey	Fall 2018 Survey Summary: 33% of 5th grade felt connected to school all the time	Maintain/Increase school connectedness by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1. Provide before/after school or lunch time academic interventions.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF Supp Conc - Intervention (BS/AS)  
1000-1999: Certificated Personnel Salaries  
Personnel Salary

994

LCFF Supp Conc - Intervention (BS/AS)  
3000-3999: Employee Benefits  
Personnel Benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Provide evidence-based, supplemental academic intervention materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18500

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Site licence purchases for programs including:  
Fast Math, Math Seeds, Reading Eggs,  
Peardeck, Dreambox and other intervention  
programs

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Student Council, and similar programs

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies

	Supplies and materials for student recognition/reinforcement (attendance tags, student awards, PBIS rewards).
1500	General Unrestricted 4000-4999: Books And Supplies Supplies to support school clubs (GATE, Student Council, Anchored4Life, Battle of the Books (BoB), sports, and other clubs.
1000	General Unrestricted 4000-4999: Books And Supplies Supplies and materials to foster community and school pride (i.e., vinyl signage, paw prints on the ground, fence cups, etc.)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Kindergarten

Strategy/Activity

4. Provide Kindergarten intervention paraprofessional.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17400.24	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Personnel salary
4739	Title I Part A: Allocation 3000-3999: Employee Benefits Personnel benefits

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Grow family and community partnerships that benefit students.

## Goal 3

Grow family and community partnerships that benefit students.

## Identified Need

District LCAP Parent Survey results

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See Spring 2019 Title I Survey Results Addendum	See Title I Survey Results Addendum

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1. Engage parents/guardians in ongoing, two-way communication.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

300

#### Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies

	Printshop/multilith costs for school to parent communication
1000	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Homework folders for school to Parent communication
300	Title I Part A: Allocation 4000-4999: Books And Supplies Site paper and toner specific to parent Communication

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

2. Provide monthly Family Nights to increase parent/guardian engagement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

1200

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Family Night materials and supplies

600

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Light refreshments for parents/guardians

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3. Provide parent education including but not limited to Parent Project/Loving Solutions, Parent Resources, College and Career Readiness, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

1500

Title I Part A: Allocation



	1000-1999: Certificated Personnel Salaries Counselor pair to present Loving Solutions 10 week family training
500	Title I Part A: Allocation 3000-3999: Employee Benefits Counselor pair to present Loving Solutions 10 week family training
544	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light refreshments

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

## Goal 4

Guarantee safe and well-maintained facilities.

## Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Good	Maintain/Increase FIT rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1. Support safe and well-maintained facilities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500	General Unrestricted 4000-4999: Books And Supplies Custodial supplies

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

## Goal 5

Develop, value, and retain a high-quality diverse educational team.

## Identified Need

Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 13/19 or 68%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1. Provide professional development in identified area(s) of site need and district initiatives.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures PD Registration, hotels, rentals, gas, and per diem (for PBIS strategies, Math, English, and science interventions.)

1860	Title I Part A: Allocation 4000-4999: Books And Supplies Purchased materials aligned to PD attendance and implication
1600	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional or Substitute teacher cost for Professional development time and master teacher observations
750	Title I Part A: Allocation 3000-3999: Employee Benefits Professional or Substitute teacher benefit costs
1100	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Noon duty and Paraprofessional extra hour pay for PBIS strategies, Math, English, and science interventions.
350.76	Title I Part A: Allocation 3000-3999: Employee Benefits Noon duty and Paraprofessional Benefits

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

Provide a rigorous academic program which promises college and career readiness.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey Implementation Rubric (Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	2017-18 APS Site Scores: 3.3 in ELA/ELD and 3.5 in Math; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-3.5 and Math 4
CAASPP Assessments	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 36% and math 34%; 2019 ELA 36% and math 32%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Provided non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Office and classroom materials 4000-4999: Books And Supplies General Unrestricted 10073	Office and classroom materials 4000-4999: Books And Supplies General Unrestricted 7304.73
		Printshop/multilith copies 5000-5999: Services And Other Operating Expenditures General Unrestricted 3000	Printshop/multilith copies 5000-5999: Services And Other Operating Expenditures General Unrestricted 920.53
		Maintain, replace, and enhance instructional and support technology (Interactive boards, controllers, document cameras, projectors, computers, printers copiers, and auxiliary devices etc.) 4000-4999: Books And Supplies General Unrestricted 5500	Maintain, replace, and enhance instructional and support technology (Interactive boards, controllers, document cameras, projectors, computers, printers copiers, and auxiliary devices etc.) 4000-4999: Books And Supplies General Unrestricted 3376.84
		Paper and Toner 4000-4999: Books And Supplies General Unrestricted 9000	Paper and Toner 4000-4999: Books And Supplies General Unrestricted 1653.94

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.	Provided evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.	Classroom materials to support ELA and math instruction 4000-4999: Books And Supplies Title I Part A: Allocation 1600	Classroom materials to support ELA and math instruction 4000-4999: Books And Supplies Title I Part A: Allocation 2105.33
3. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Provided site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Projects teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 73,040.00	Projects teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 73,040.00
4. Provide instructional materials to support implementation of CCSS.	Provided instructional materials to support implementation of CCSS.		Classroom instructional materials 4000-4999: Books And Supplies General Unrestricted 1627.74

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned except the school did not order as much paper and toner as expected due to supplies left over from the previous year. Additionally, due to an accounting error the school did not receive invoices for multilith orders submitted by teachers to the print shop.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were effective in meeting Goal 1. 2018-19 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Maximize student engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Pierce Chronic Absenteeism declined 2.9%
Suspension Rate	Decrease/Maintain Suspension rate by 1%	District Suspension Rate 6.6%; Pierce Suspension Rate 2.8%; Increased 2.6%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall survey 2017 55% of students felt connected; Fall 2018 Survey Summary: 33% of 5th grade felt connected to school all the time

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions.	Provided before/after school or lunch time academic interventions.	Personnel Salary 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4500	Personnel Salary 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 387.00
		Personnel Benefits 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 500	Personnel Benefits 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 119.37
2. Provide evidence-based, supplemental academic intervention materials.	Provided evidence-based, supplemental academic intervention materials.	Site licence purchases for programs including: Fast Math, Math Seeds, Reading Eggs, Peardeck, Dreambox and other intervention programs 4000-4999: Books And Supplies Title I Part A: Allocation 10703.76	Site licence purchases for programs including: Fast Math, Math Seeds, Reading Eggs, Peardeck, Dreambox and other intervention programs 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 16,844.60

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Student Council, and similar programs	Implemented student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Student Council, and similar programs	<p>Supplies and materials for student recognition/reinforcement (Brag Tags, attendance tags, student awards). 4000-4999: Books And Supplies Title I Part A: Allocation 2000</p> <p>Supplies to support school clubs (GATE, Student Council, Anchored4Life, Battle of the Books (BoB), and other clubs. 4000-4999: Books And Supplies Title I Part A: Allocation 1300</p>	<p>Supplies and materials for student recognition/reinforcement (Brag Tags, attendance tags, student awards). 4000-4999: Books And Supplies Title I Part A: Allocation 2,534.90</p> <p>Supplies to support school clubs (GATE, Student Council, Anchored4Life, Battle of the Books (BoB), and other clubs. 4000-4999: Books And Supplies General Unrestricted 1,637.50</p>
4. Provide Kindergarten intervention paraprofessional.	Provided Kindergarten intervention paraprofessional.	<p>Personnel salary 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 17400.24</p> <p>Personnel benefits 3000-3999: Employee Benefits Title I Part A: Allocation 4739</p>	<p>Personnel salary 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 17400.24</p> <p>Personnel benefits 3000-3999: Employee Benefits Title I Part A: Allocation 4739</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, except before and after school intervention which was implemented in the second semester only due to a lack of available certificated staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Area of focus for the district and site continue to be in math achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services and an increase in site licenses to support CCSS implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies and activities to meet Goal 2 will be adjusted to address site identified needs and district initiatives.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Grow family and community partnerships that benefit students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019-73.5%; Declined 8.5%
Title I Parent Surveys	See Title I Survey Results Addendum	See Title I Survey Results Addendum

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Engage parents/guardians in ongoing, two-way communication.	Engaged parents/guardians in ongoing, two-way communication.	Printshop/multilith costs for school to parent communication 4000-4999: Books And Supplies Title I Part A: Allocation 300	Printshop/multilith costs for school to parent communication 4000-4999: Books And Supplies Title I Part A: Allocation 0
		Homework folders for school to Parent communication 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800	Homework folders for school to Parent communication 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1390.21
		Site paper and toner specific to parent Communication 4000-4999: Books And Supplies Title I Part A: Allocation 300	Site paper and toner specific to parent Communication 4000-4999: Books And Supplies Title I Part A: Allocation 270.40
2. Provide monthly Family Nights to increase parent/guardian engagement.	Provided monthly Family Nights to increase parent/guardian engagement.	Family Night materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1400	Family Night materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Light refreshments for parents/guardians 4000-4999: Books And Supplies Title I Part A: Parent Involvement 600	Light refreshments for parents/guardians 4000-4999: Books And Supplies Title I Part A:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Parent Involvement 591.25
3. Provide parent education including but not limited to Parent Project/Loving Solutions, Parent Resources, College and Career Readiness, etc.	Provided parent education including but not limited to Parent Project/Loving Solutions, Parent Resources, College and Career Readiness, etc.	<p>Counselor pair to present Loving Solutions 10 week family training 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1500</p> <p>Counselor pair to present Loving Solutions 10 week family training 3000-3999: Employee Benefits Title I Part A: Allocation 500</p> <p>Light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 309</p>	<p>Counselor pair to present Loving Solutions 10 week family training 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p> <p>Counselor pair to present Loving Solutions 10 week family training 3000-3999: Employee Benefits Title I Part A: Allocation 0</p> <p>Light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned except on site counseling through Loving Solutions was not offered and therefore the school did not send materials to the print shop for duplicating. Additionally, materials purchased for family night were reimbursed through the general unrestricted fund not Title 1.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Title I parent survey results indicate that goal 3 has been met at the site level. LCAP survey results indicate that the goal has not been met at the district level.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies and activities to address goal 3 will be adjusted to meet site identified needs and district initiatives.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Guarantee safe and well-maintained facilities.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT rating maintained at good

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 6000	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 7299.09

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, all planned actions and services were implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to over implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Expenditures will be analyzed and prioritized to reduce over spending.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

Develop, value, and retain a high-quality diverse educational team.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	13/19 Fully Credentialed Teachers 68%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified area(s) of site need and district initiatives.	Provided professional development in identified area(s) of site need and district initiatives.	PD Registration, hotels, rentals, gas, and per diem (for PBIS strategies, Math, English, and science interventions.) 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3500	PD Registration, hotels, rentals, gas, and per diem (for PBIS strategies, Math, English, and science interventions.) 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4246.75
		Purchased materials aligned to PD attendance and implication 4000-4999: Books And Supplies Title I Part A: Allocation 400	Purchased materials aligned to PD attendance and implication 4000-4999: Books And Supplies Title I Part A: Allocation 0
		Professional or Substitute teacher cost for Professional development time and master teacher observations 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1500	Professional or Substitute teacher cost for Professional development time and master teacher observations 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
		Professional or Substitute teacher benefit costs 3000-3999: Employee Benefits Title I Part A: Allocation 500	Professional or Substitute teacher benefit costs 3000-3999: Employee Benefits Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Noon duty and Paraprofessional extra hour pay for PBIS strategies, Math, English, and science interventions. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1000	Noon duty and Paraprofessional extra hour pay for PBIS strategies, Math, English, and science interventions. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 0
		Noon duty and Paraprofessional Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 300	Noon duty and Paraprofessional Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 0
			Counselor Training for Parent Project 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 895

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned with the exception of purchasing materials aligned with PD, utilizing substitutes to support new teacher observations of master teachers, and the counselor was sent to Parent Project training.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional development needs will be adjusted to address site identified needs for Goal 5.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	37,240.00	0.00
Title I Part A: Allocation	61,400.00	0.00
Title I Part A: Parent Involvement	3,344.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00
Title I Part A: Site Assigned ESSA Teacher	76,561.00	0.00

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$141,305.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$184,539.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$61,400.00
Title I Part A: Parent Involvement	\$3,344.00

Subtotal of additional federal funds included for this school: \$64,744.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Unrestricted	\$37,240.00
LCFF Supp Conc - Intervention (BS/AS)	\$5,994.00

Title I Part A: Site Assigned ESSA Teacher

\$76,561.00

Subtotal of state or local funds included for this school: \$119,795.00

Total of federal, state, and/or local funds for this school: \$184,539.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Mrs. Shyanne Ledford	Principal
Mrs. Heather Kenny	Parent or Community Member
Mrs. Kaley Compito	Parent or Community Member
Mrs. Kiahna Williams	Classroom Teacher
Ms. Jade McClellan	Parent or Community Member
Ms. CheyAnne Anderson	Classroom Teacher
Ms. Ashley Lemons	Parent or Community Member
Ms. Judy Williamson	Other School Staff

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



# Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: Fundraising Committee and interested members

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.

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.

This SPSA was adopted by the SSC at a public meeting on 12/18/2019.

Attested:



Principal, Shyanne Ledford on 12/18/2019



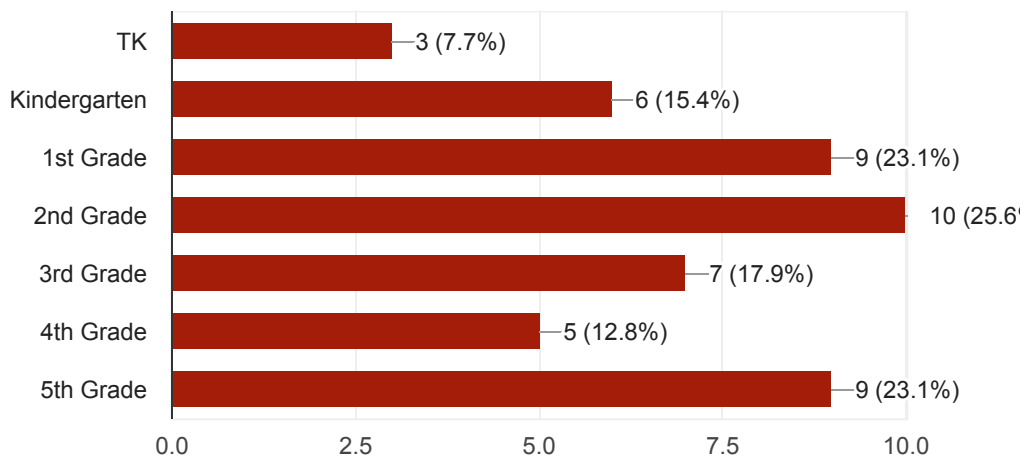
SSC Chairperson, Kaley Compito on 12/18/2019

# 2018-2019 Pierce Parent Survey

39 responses

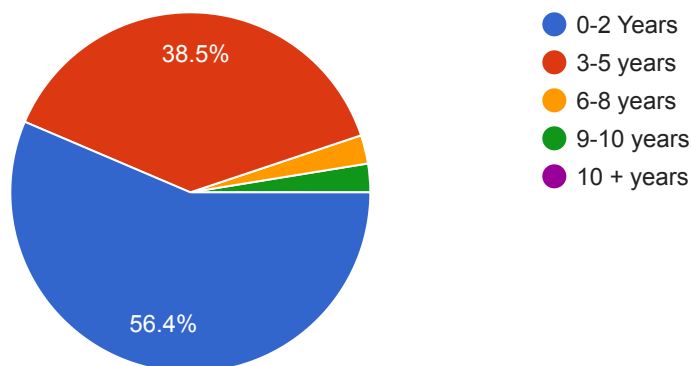
Please mark the grade level(s) of your children at Pierce: (Check all that apply.)

39 responses



How many years have you been a parent at Pierce?

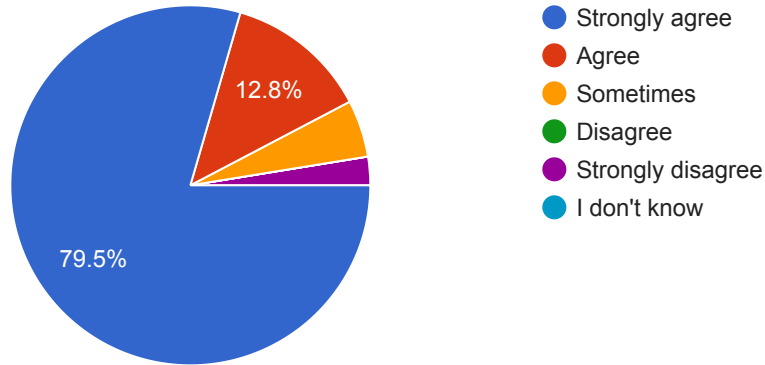
39 responses



## Learning Environment

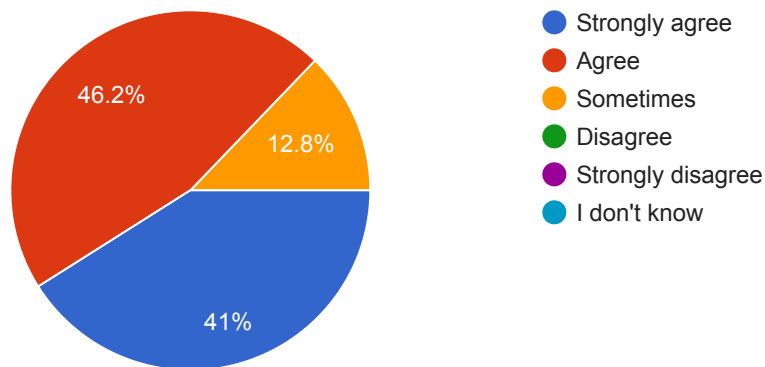
As a parent, you are greeted warmly and courteously when you visit the school.

39 responses



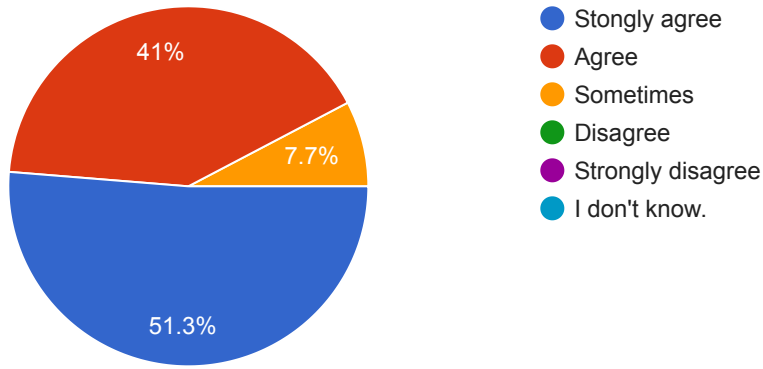
Your child feels safe at this school.

39 responses



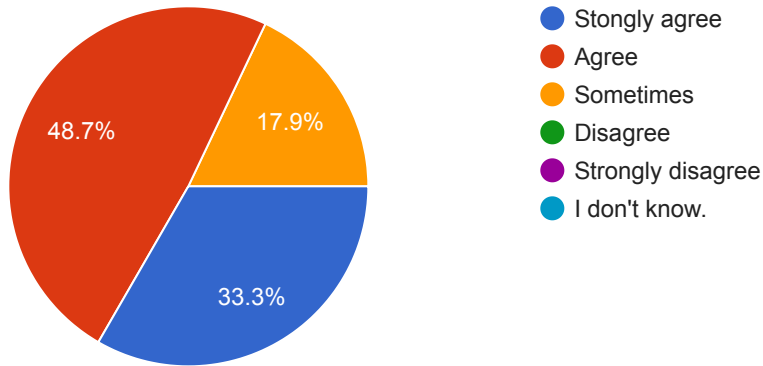
Your child(ren)'s positive behavior is acknowledged frequently.

39 responses



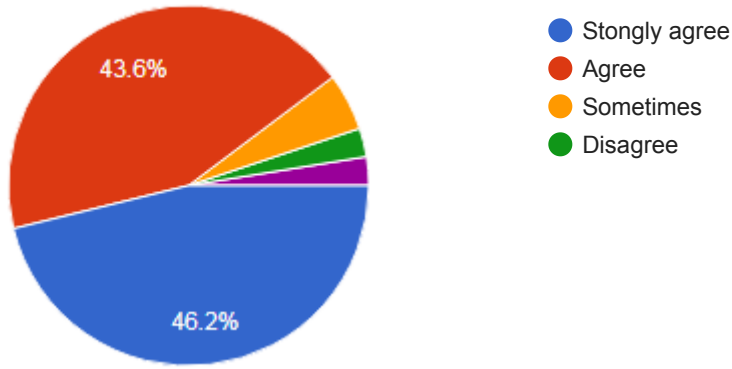
You find the school is well-maintained.

39 responses



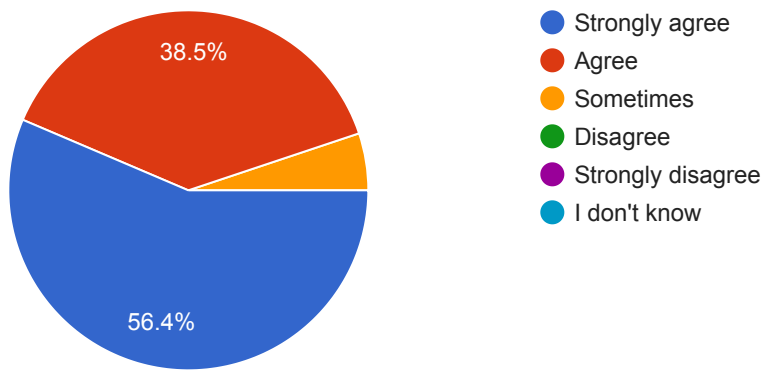
You feel there are high standards, positive messages, and high expectations of your child(ren) at this school.

39 responses



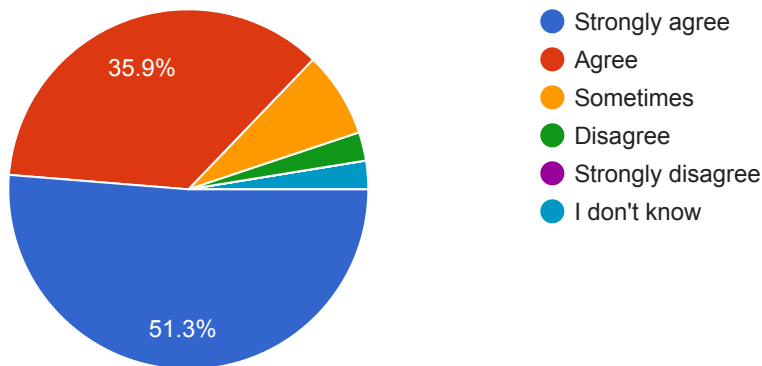
Your child(ren) has(have) the opportunity to develop respect, responsibility, and problem solving skills.

39 responses



Your child(ren)'s discipline is appropriate at this school.

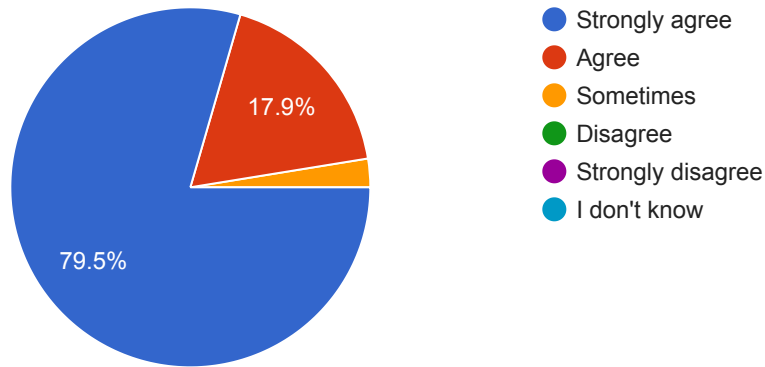
39 responses



## Parent Involvement

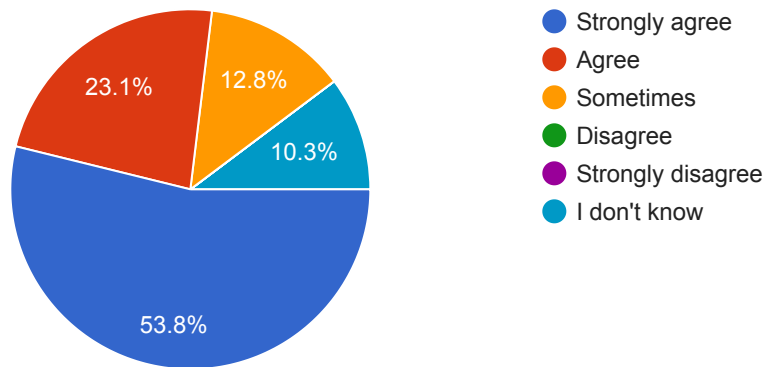
You are given the opportunity to attend parent/teacher conferences, family nights or other school events.

39 responses



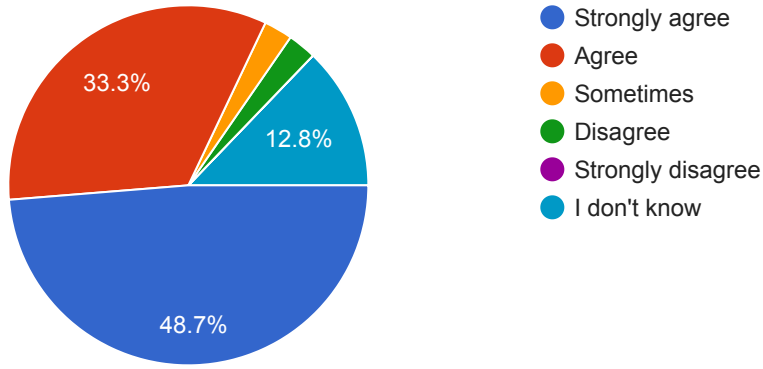
You are given the opportunity to volunteer to help in a classroom.

39 responses



You are given the opportunity to serve on school and district committees.

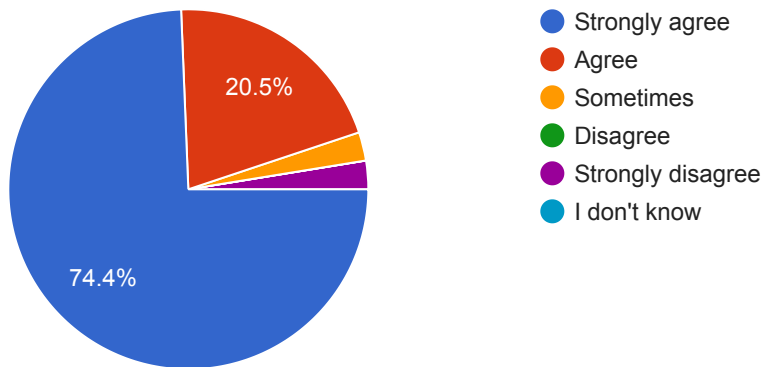
39 responses



### Communication

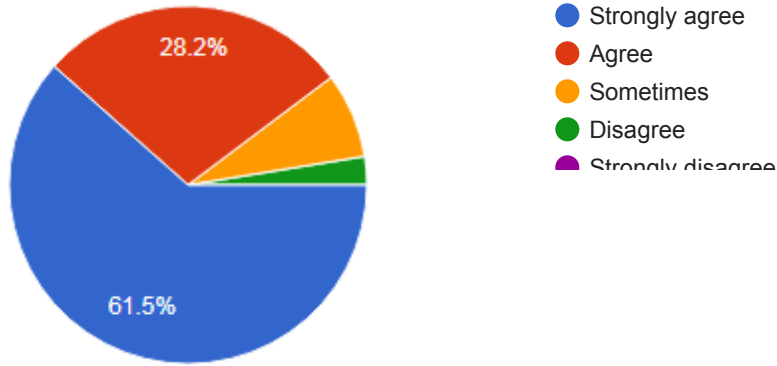
You are able to talk to someone at the school when you have concerns or questions.

39 responses



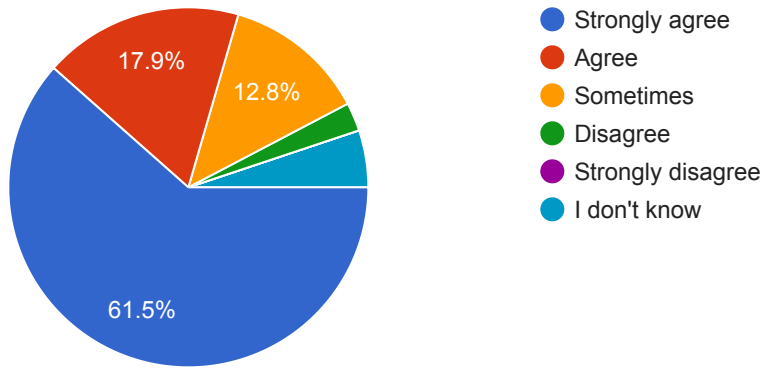
You feel teachers communicate frequently.

39 responses



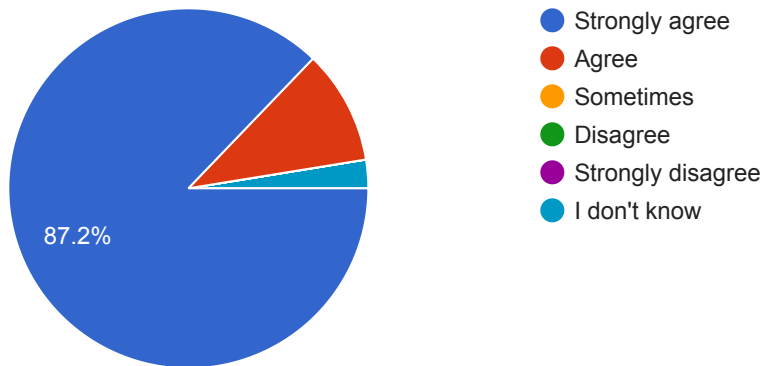
ParentSquare and the homework folders provide valuable information to you.

39 responses



As a parent, you are provided with materials in your preferred language.

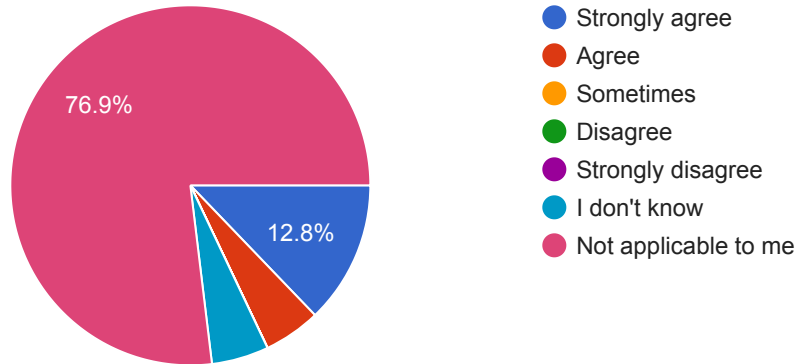
39 responses





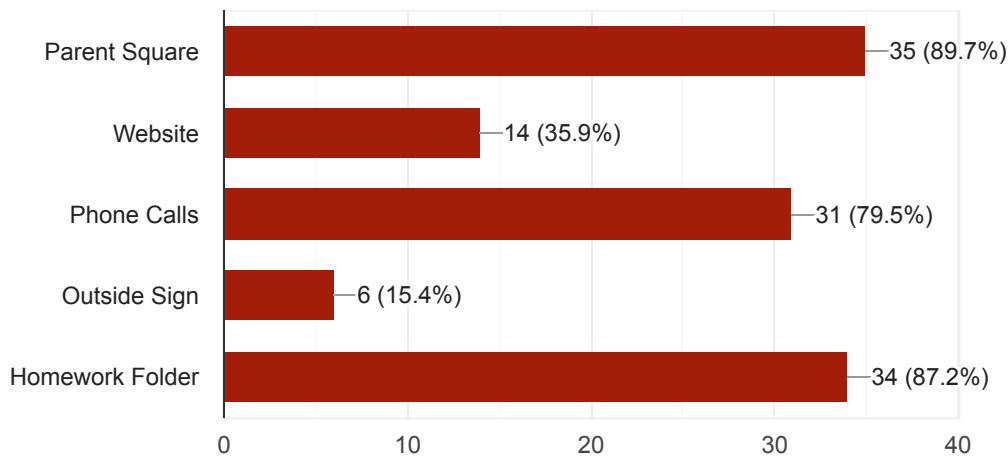
As a parent, if you need a translator, the school tries to accommodate that need.

39 responses



Which types of communication tools have you used this year? (Check all that apply.)

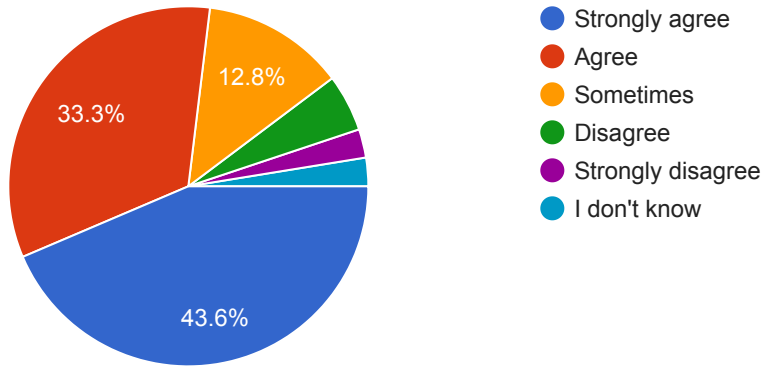
39 responses



### Academic Program

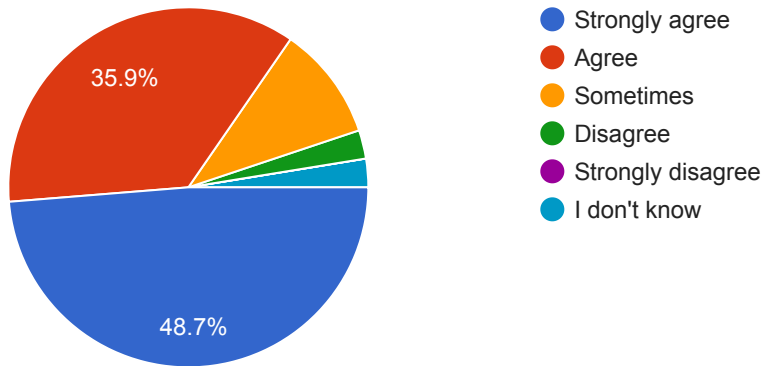
### There are high academic standards for your child(ren) at their ability level.

39 responses



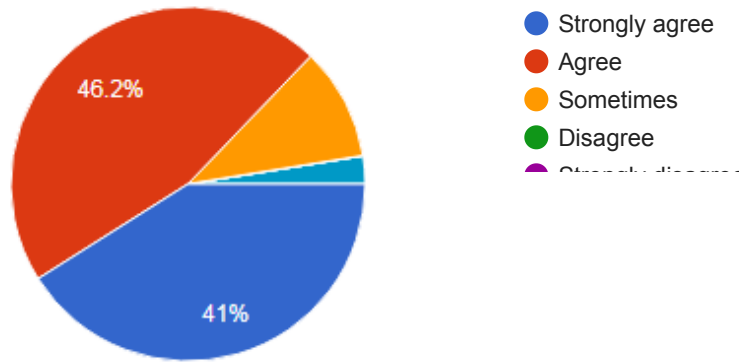
### As a parent, you know the standards your child must meet.

39 responses



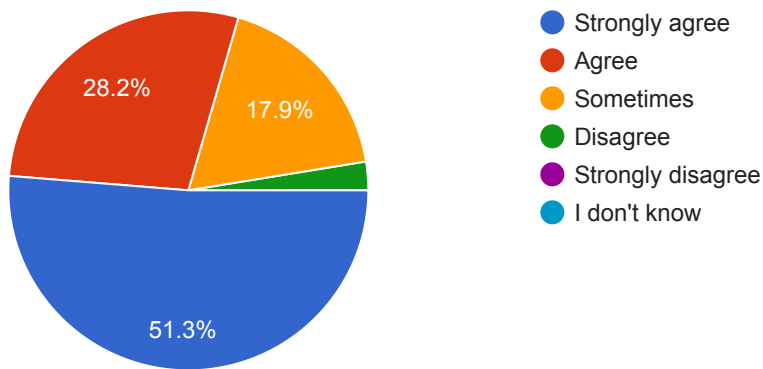
### You understand clearly how your child(ren)'s work will be graded.

39 responses



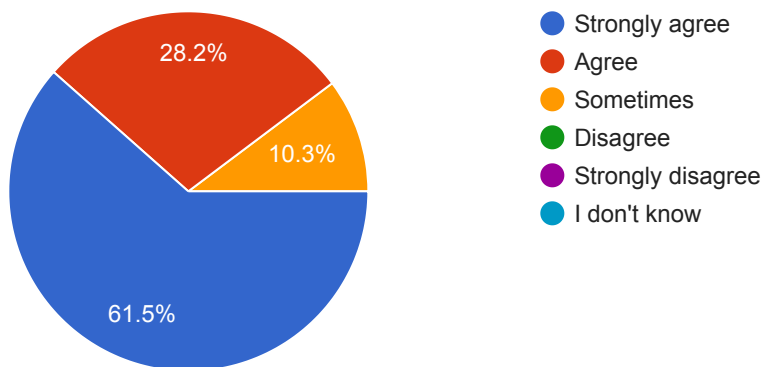
You are comfortable with how you are informed of your child(ren)'s progress.

39 responses



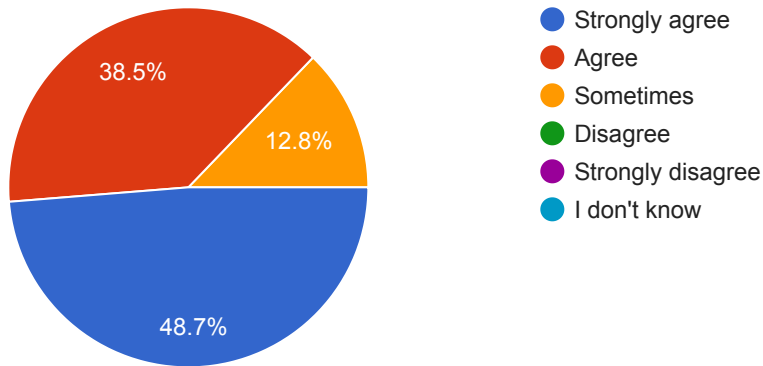
Your child(ren) is(are) making good progress in reading.

39 responses



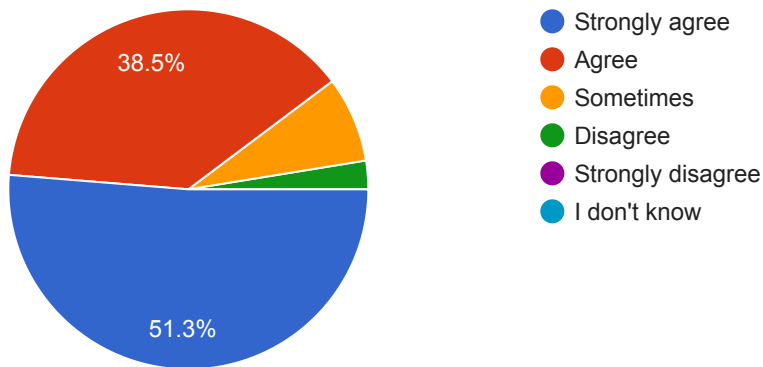
### Your child(ren) is(are) making good progress in writing.

39 responses



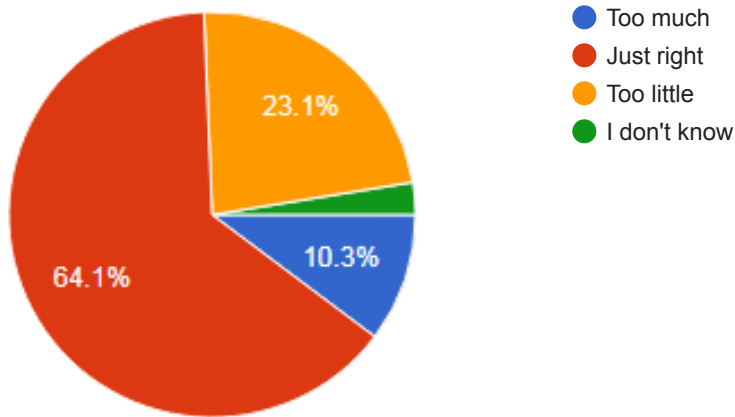
### Your child(ren) is(are) making good progress in math.

39 responses



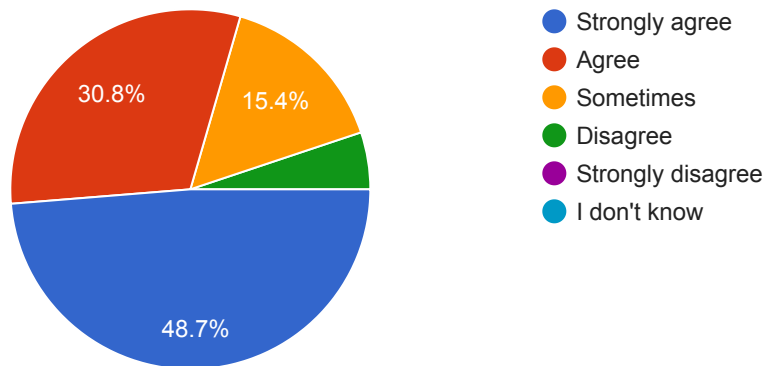
### The amount of homework my child(ren) receives is...

39 responses



Overall, my child(ren) is(are) getting a good education.

39 responses



Additional Comments:

7 responses

Mrs. Pruett and Principal Cosnor are awesome!!

We're the anti-homework parents :)

one child is doing better than the other my son has done better at other schools but here he seems to be below grade level and never brings homework the teacher does not give it to the class so i am concern about him on the flip side my daughters teacher is awesome

Strongly encourage better comms - Parent Square has a lot of capability that was not utilized this year, I felt like I did not know about things in a timely manner. Sign ups can be done on parent square (Faller utilized this feature a lot) to really simplify comms and donations to classrooms.

I have noticed the front office staff are NOT friendly. I feel they are stressed and need some communication classes with not only the parents but the children. I seen progress although not enough to keep us in this school

The responses for math, reading, and standards were downgraded due to the Common Core curriculum. I do not feel like those methods equate to a "high standard" and believe that the children are being set-up for failure in the future; that thought process also impacts the rating for the level of education that I feel my student is receiving. Reading, writing, and critical thinking are skills that should be reinforced more. I have a practice of assigning additional reading at home, because I do not feel that what is assigned is sufficient. With that, additional focus should be placed on grammar and spelling. On another topic, I notice that every time I come spend the morning with my student on the playground, the balls are flat, the jump ropes are broken, and the rules for the playground are so strict that my student does not play on it. My student also told me that they are not allowed to play tag. I do not understand why a game that all kids have played for years is suddenly unacceptable. Other than those things noted, I have been extremely pleased with this school.

The parent square is sometimes not used. I would rather use paper form of way to communicate the schools activities or a monthly calendar.

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