

# The Single Plan for Student Achievement

**School:** Howard Cattle Elementary School  
**CDS Code:** 36676786107288  
**District:** Chino Valley Unified School District  
**Principal:** Sara Peckham  
**Revision Date:** November 8, 2017

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

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

**Contact Person:** Sara Peckham  
**Position:** Principal  
**Phone Number:** (909) 591-2755  
**Address:** 13590 Cypress Avenue  
Chino, CA 91710-4130  
**E-mail Address:** sara\_peckham@chino.k12.ca.us

**The District Governing Board approved this revision of the SPSA on December 7, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	11
CAASPP Results (All Students) .....	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
California Data Dashboard (Equity Report) .....	17
California Data Dashboard (Status Report) .....	20
California Data Dashboard (Detailed Report).....	23
California Data Dashboard (Student Group Report).....	26
Planned Improvements in Student Performance .....	29
School Goal #1 .....	29
School Goal #2.....	34
School Goal #3.....	42
Summary of Expenditures in this Plan.....	45
Total Allocations and Expenditures by Funding Source .....	45
Total Expenditures by Object Type.....	46
Total Expenditures by Object Type and Funding Source .....	47
Total Expenditures by Goal .....	48
School Site Council Membership .....	49

## School Vision and Mission

### Howard Cattle Elementary School's Vision and Mission Statements

OUR VISION: We are a school that ensures high levels of learning for all students, we recognize the individuality of every student, provide a safe and supportive environment, and have high academic and social expectations for all.

OUR MISSION: Our mission is to ensure high levels of learning for all students in collaboration with parents, community, and staff - whatever it takes!

MOTTO: We are college bound!

GOAL: All students will achieve proficiency in Reading, Writing, and Math while developing their individual character.

### BELIEFS:

- Children have an innate ability to learn.
- Every child should be educated in a way that prepares them for college if they chose to attend.
- Educators assume this responsibility.

## School Profile

Howard Cattle Elementary School is a transitional-kindergarten through sixth grade elementary school located in the valley of Chino, California. Although the residential community has increased, there are still many local farms that surround our community. Students who attend our school have very diverse home structures and socioeconomic status. Our school population is approximately 728 students with 33 teachers, 20 classified staff, and 10 Specialists. Classes are organized as follows:

TK - 1  
K - 3  
1st grade - 3  
2nd grade - 4  
3rd grade - 4  
4th grade - 4  
5th grade - 3  
6th grade - 4  
1st-4th SDC - 1  
5th-6th SDC - 1

Student demographics include:

0.14% Unkown  
0.27% Pacific Islander  
1.79% Multi-Ethnic (Non-Hispanic)  
3.16% Black  
4.67% Filipino  
5.36% Asian  
21.84% White (Non-Hispanic)  
62.77% Hispanic or Latino

Approximately, 6.8% (50) of Cattle's current students are English Learners, 15.6% (106) comprise our Special Education population, 3.2% (23) identified as GATE, and 1.2% (9) receiving accommodations based on a 504 Plan. We service our Special Education students through Specialized Academic Instruction with a 1st-4th grade Special Day Class, a 5th-6th grade Special Day Class, and Resource (RSP). Approximately, 47% of students receive Free or Reduced Lunch and 1% (7) are identified as homeless under McKinney Vento. Howard Cattle has two Intervention Teachers who support students with an ELA Strategic and Intensive Intervention and Math Strategic Intervention Program through a multi-tiered system of support for both academics. Our part-time Behavior Counselor supports students' behavior needs through a tiered system for behavior intervention. We also benefit from the support of a full-time Instructional Coach and a part time Behavior Counselor. We are currently in our seventh year as a schoolwide

Title I school.

Over the last two years, we have been recognized as an Honor Roll school for 2015 and 2016. Campaign for Business & Education Excellence identifies Honor Roll schools and districts utilizing data provided by Educational Results Partnership (ERP). CBEE identifies high poverty, high performing, and achievement gap closing schools.

In June of 2016, we were recognized as a member of the "No Excuses University" nationwide network. We believe that all students have the right to be educated in preparation for college and career. Each teacher has adopted a class college. We implement six exceptional systems to ensure we are educating students in a way that prepares them for college. We exhibit a culture of universal achievement by believing in students. During collaboration, we align the Common Core State Standards and instruction as teams. Teams assess the standards and manage the data. Then we provide meaningful interventions for our students.

In July of 2017, Howard Cattle received a bronze medal for our efforts in implementing PBIS from the California PBIS Coalition.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Please see attached School Quality Survey conducted in January 2017.

2016-2017 Parent Survey Results	
Number of Parent Surveys sent home:	698
Number of Parent Surveys received:	125

### Classroom Observations

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

School Administration spends approximately 25% of our work day observing the classrooms. We are currently in year four implementation of the California Common Core Standards. This year, all teachers in kindergarten through 6th grade are using the newly adopted McGraw Hill Wonders for Wonders and the Math series (Pearson Envision (K-5th) and H&M Big Ideas (6th)). In addition, all teachers embed critical thinking strategies through Thinking Maps and writing strategies through Step Up to Writing across all curricular areas.

Instruction is reflective of varying stages of the four C's (Collaboration, Creativity, Critical Thinking, Communication). Students collaborate in small groups and partners discussing questions or tasks. Students are expected to think and problem solve at high levels. Teachers are allowing students to purposely struggle with new concepts. Performance tasks are used to assess students mastery of skills. We continue to see creativity through students' artwork displayed throughout classrooms. We receive the support of PFA through the Art Pallet program.

Teachers' use of technology is improving. Teachers are taking risks and integrating technology in appropriate areas. A computer lab aide has been hired to support teachers with technology troubleshooting, hopefully allowing teachers more time to actively teach instructional technology and less time trouble shooting. Teachers are scheduled to take their students to the computer lab twice weekly. In addition, the district has provided us with 80 laptops with carts to utilize within classrooms. In addition, all classrooms have been outfitted with interactive SMART projectors which convert any blank, white space into a SMART board. Our teachers are beginning to take most ELA and Math assessments online and are becoming more familiar with Office 360.

An on-going need for professional development is required in order to continue to fine tune instructional strategies and student learning. Professional development will be delivered at the school site for further strengthening in the core subjects in the areas of the ELA Instructional Shifts, Mathematical Practices, Tier I academic interventions, and opportunities to embed higher levels of DOK. We will continue provide professional development in Step Up to Writing to work towards mastering writing across curriculums. We will also dive deeper into Standards Based Grading and the use of rubrics. We will spend time calibrating assessments. We will continue to move forward with optional workshops; for example, interactive projectors, online resources for Wonders and Envision, virtual field trips. In addition, more opportunities for planning has been requested by teachers.

During weekly Professional Learning Communities, teachers are discussing student data and asking the four PLC questions. Teachers are analyzing data and collaborating ideas which support students who are not learning. Students who are not meeting grade level expectations in academics are referred to a STEP meeting to develop goals to increase student achievement.

Further, Howard Cattle is in implementation year 2 for PBIS/MTSS-B. Teachers are implementing the Tier I system of support through Second Step behavior curriculum, classroom expectations, and a school-wide discipline policy. Students who require further support in meeting behavioral expectations are also referred to a STEP meeting to develop behavioral goals to support the behavioral progress of students.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

### **Standards, Assessment, and Accountability**

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

SBAC data is utilized along with formative and summative ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet as a whole staff to analyze SBAC data and discuss strengths and weaknesses as a school. Grade levels meet to develop SMART goals for each trimester in the areas of reading, writing, and Math based on SBAC data, FAST data, and STAR assessments. Teachers meet during weekly PLCs to align standards, develop assessment, review data, and plan interventions based on student needs.

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

Teachers meet weekly for 45 minutes during professional learning communities to analyze student data to determine how to modify instruction and increase student achievement. Teachers determine standards in need of reteaching and students in need of remediation. Intervention groups are developed and monitored throughout the year.

### **Staffing and Professional Development**

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

All Cattle teachers are highly qualified based on State and Federal NCLB requirements.

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

All classrooms have the appropriate number of teachers under the CDE direction. Teachers are receiving on-going district provided professional development for CCSS in ELA and Math. In addition, the school site is providing monthly professional development to reiterate/revisit/connect learning from district professional development, ELA Instructional Shifts, Math practices, district areas of emphasis, integrated ELD, and technology.

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

Teachers are receiving on-going district provided professional development for CCSS in ELA and Math. In addition, the school site is providing monthly professional development to reiterate/revisit/connect learning from district professional development, ELA Instructional Shifts, Math practices, district areas of emphasis, integrated ELD, and technology. Special Education teachers attend district and outside professional development institutes to gain knowledge in topics specific to them. All teachers are encouraged to attend No Excuses University Institute to grow as a professional. Teachers have all materials necessary for instruction.

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

An on-site Instructional Coach supports teachers with ELA and Math instruction, DELD instruction, instructional practices, classroom management, and parent involvement. Two Intervention Teachers instruct small groups of students in grades K-6th for ELA strategic intervention, and students in grades 3rd through 6th for ELA intensive intervention and Math strategic intervention. In addition, professional development will continue with a coaching cycle focusing on co-planning/co-teaching.

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

Teachers collaborate in PLC grade level groups on a weekly basis for 45 minutes. Special Education and Intervention teachers also meet during designated PLC times. In addition, teachers are released for a half day once a month to plan with their grade level in particular areas of focus. Intervention teachers and special education teacher collaborate as individual groups or with grade levels during PLC times. Special Ed teachers have an opportunity to meet with individual general education teachers at the beginning of the year to review individual students' IEPs. Teachers of ELD are released three times a year for ELD planning collaboration with the Intervention Specialist and District ELD Coaches.

### Teaching and Learning

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

All teachers use SBE-adopted ELA and Math curriculums which are aligned to the CCSS. Both curriculums provide ample opportunities for performance tasks. All teachers in grades K-6 teach Step Up to Writing and embed Thinking Map strategies in an effort to have common languages across the school site and across curriculums. Intervention materials build foundational skills for both ELA and Math.

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

All teachers adhere to the recommended instructional minutes for both language arts and math in kindergarten through 6th grade as delineated on the school master schedule.

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

All teachers adhere to the recommended instructional minutes for both language arts and math in Kindergarten through 6th grade as delineated on the school master schedule. Intensive and strategic intervention occurs outside of the core subject areas as reflected in the master schedule. All teachers follow the pacing guides for Language Arts and Math set forth by the district.

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

McGraw Hill Wonders, Pearson Envision, and H&M Big Ideas align to the CCSS and also differentiates for all student groups. Each student has an assigned set of curriculum books. Students participating in ELA intervention use Lexia Core 5. Students participating in Math intervention use the intervention guide from Pearson and H&M, as well as standard aligned performance tasks. We are currently researching a more intensive Math intervention program. Step Up to Writing is aligned with the CCSS and integrates technology.

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

All teachers use SBE-adopted ELA and Math curriculums which are aligned to the CCSS. Both curriculums provide ample opportunities for performance tasks. All teachers in grades K-6 teach Step Up to Writing and embed Thinking Map strategies in an effort to have common languages across the school site and across curriculums. Intervention materials build foundational skills for both ELA and Math.

#### Opportunity and Equal Educational Access

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

As students are not progressing towards standards, we implement the following flow chart: 1- identify student at-risk of not meeting standards; 2- put in place interventions; 3- refer student to Student Teacher Excellence Program (STEP); 4 - monitor intervention; 5 - follow-up STEP Meeting; 6 - determine next steps (student is progressing, student is making minimal progress, student is not progressing). The school site provides Intensive and Strategic Intervention services for ELA, Math, and behavior and/or counseling services. Multi-Tiered Systems of Supports for Academics and Behavior are in place to support underperforming students.

14. Research-based educational practices to raise student achievement

To support student achievement, all teachers incorporate Direct Instructional strategies during first instruction. Research based Intensive and Strategic Interventions are offered based the MTSS-A/B model. Students participating in intervention are continually monitored and move fluidly through the pyramid as appropriate. Professional Learning Communities meet once a week to analyze and support student achievement. STEP meetings are held once a week to partner with parents to further support students specific needs, possibly even outside of the educational setting.

#### Parental Involvement

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

Chino Human Services provides Howard Cattle with two counselors once a week to see students on an individual basis. We also partner with Food for Life, a non-profit food bank, which has provided much needed assistance to many of our families and even some staff members. KidsPack provides a small amount of food for identified needy students to take home for the weekend. The district offers many resources through the CARE Program to support our most needy and homeless families. PFA financially supports school field trips for all students. Each year, Howard Cattle develops a series of parent workshops to enhance parent education of academics and behavioral expectations and how to help children at home. For example, this year we will offer the following parent workshops: bullying prevention, 4C's, struggling writers, SBAC components.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Howard Cattle has a high number of parent volunteers in individual classrooms or at various school celebrations and awards assemblies. The PFA is very active. An area of weakness is parent involvement in decision making groups or parent workshops. Many classroom teachers willingly support students outside of their contractual day and volunteer at PFA events.

#### Funding

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

Title I funds are being used to supplement the ELA instructional program through professional development and technology integration. In addition, two instructional aides are funded through Title I. One of the instructional aides' role is to support students in grade level specific reading groups to prevent those students from slipping through the cracks. The other aide supports our technology implementation school-wide. Further, Title I funding supports efforts to connect students and families to our school.



## 18. Fiscal support (EPC)

Funding is available through Title I

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

Below are some of the barriers we face at Howard Cattle:

- We are beginning Year 4 of CCSS ELA and Math implementation.
- We are a Title I school with approximately 47% of our population receiving free and reduced lunch. As the demographic of the school community continually changes, teachers seek new ways to meet the needs of the students and parents.
- As a school site, 56% of students in grades 3 through 6 did NOT meet ELA standards and 66% of students in grades 3 through 6 did NOT meet Math standards as measured by the 2017 SBAC.
- 6.8% (50) of our student population are identified as English Learners and 15.6% (106) are identified as students with disabilities.
- There is a need for professional development for teachers in the area of incorporating technology into instruction as a means to learning.
- Teachers are developing the skills to more closely align instruction to the SBAC based through backwards planning.
- As a District, we are in the beginning phases of Standards Based Grading which requires teachers to restructure how they score assignments and students' habits of success. As a result, teachers are spending a great deal of time ensuring instruction is standards based, ensuring tasks are aligned to the content, implementing rubrics, and calibrating the scoring of tasks as a grade level.

To address some of these barriers, Howard Cattle is part of the No Excuses University network of school across the United States. We have strengthened six exceptional systems into our overall school system that targets underperforming students. School goals include opportunities for teachers to be released for collaboration and planning for 3 hours at a minimum of six times per year. Effective use of PLC collaboration time will allow teachers to analyze student achievement on performance tasks, then tweak any reteaching strategies to ensure success of underperforming students. Students are familiar with working more often in cooperative groups for all types of tasks and producing quality work while in small groups/partners. Teachers and students both are tackling technology and incorporating new skills and systems into daily instruction and daily student production. Teachers and students are becoming familiar with the expectations of the standards and how to align assessment grades for reporting purposes. As the district transitions from a letter grading system to a numerical grading system, this will become more clear to both teachers and students.

School Goals are as follows:

- District's Areas of Emphasis
  - . Collaboration
  - . ELA Instructional Shift 3
  - . Standards of Mathematical Practice 2, 7, and 8
  - . Integrating Technology across curriculums
  - . Mutli-Tiered Systems of Support-A/B
  - . Timely feedback for students
- Develop strong writing skills within all students across curriculum
- Effective PLCs
- Ensuring student safety at school
- On-going Parent Workshops
- Continue our work as a No Excuses University

New School Procedures/Initiatives for 2017-2018:

- Implementing the newly SBE-adopted ELA curriculum
- Refining PBIS Implementation
- Refining Standards Based Grading
- On-going Parent Workshops
- Student goal setting/timely feedback
- On-going technology workshops



## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	101	107	110	99	105	108	99	105	108	98.0	98.1	98.2
Grade 4	101	98	100	101	95	100	101	95	100	100.0	96.9	100
Grade 5	104	97	104	102	97	103	102	97	103	98.1	100	99
Grade 6	115	103	99	110	102	98	110	102	98	95.7	99	99
All Grades	421	405	413	412	399	409	412	399	409	97.9	98.5	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2387.9	2391.5	2406.8	7	16	18.52	21	19	17.59	30	26	27.78	41	39	36.11
Grade 4	2467.3	2437.9	2445.4	24	13	19.00	23	18	26.00	28	33	16.00	26	37	39.00
Grade 5	2506.4	2518.6	2469.1	18	28	10.68	41	34	28.16	23	19	22.33	19	20	38.83
Grade 6	2526.9	2530.3	2541.9	13	12	22.45	39	39	35.71	29	34	22.45	19	15	19.39
All Grades	N/A	N/A	N/A	15	17	17.60	31	28	26.65	27	28	22.25	26	28	33.50

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	12	10	16.67	38	47	37.96	49	44	45.37	
Grade 4	22	11	18.00	50	46	52.00	28	43	30.00	
Grade 5	21	29	13.59	57	45	49.51	23	26	36.89	
Grade 6	16	23	23.47	51	52	59.18	33	25	17.35	
All Grades	18	18	17.85	49	48	49.39	33	35	32.76	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	14	17.59	48	44	42.59	43	42	39.81
Grade 4	25	17	22.00	51	52	38.00	24	32	40.00
Grade 5	24	32	28.16	56	43	37.86	21	25	33.98
Grade 6	22	20	35.71	60	54	41.84	18	26	22.45
All Grades	20	21	25.67	54	48	40.10	26	31	34.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	18	12.04	72	62	70.37	16	20	17.59
Grade 4	18	13	15.00	67	63	63.00	15	24	22.00
Grade 5	17	18	5.83	67	71	66.99	17	11	27.18
Grade 6	12	12	21.43	76	82	66.33	12	6	12.24
All Grades	15	15	13.45	71	70	66.75	15	15	19.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17	26.85	54	48	42.59	36	35	30.56
Grade 4	20	13	12.00	44	56	59.00	17	32	29.00
Grade 5	22	46	12.62	62	43	45.63	17	10	41.75
Grade 6	25	28	29.59	64	66	48.98	12	6	21.43
All Grades	19	26	20.29	56	53	48.90	20	21	30.81

**Conclusions based on this data:**

1. All grade levels' proficiency rates are higher in ELA than Math. Overall, Howard Cattle students increased three percentage points in ELA from 2015-16 to 2016-7 as measured by the SBAC.
2. At least 54.7% of all students are at/near or above standards in all ELA Claims.
3. Students in 3rd and 5th grade would benefit from deeper instruction in Reading, and students in 4th and 6th grade require more practice in writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	101	107	110	99	105	108	99	105	108	98.0	98.1	98.2
Grade 4	101	97	100	101	94	100	101	94	100	100.0	96.9	100
Grade 5	104	97	104	103	97	103	103	97	103	99.0	100	99
Grade 6	115	103	99	112	102	98	112	102	98	97.4	99	99
All Grades	421	404	413	415	398	409	415	398	409	98.6	98.5	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2394.9	2401.1	2404.7	6	10	13.89	25	26	20.37	25	29	25.00	43	36	40.74
Grade 4	2459.8	2443.4	2448.3	8	5	12.00	28	26	25.00	41	35	35.00	24	34	28.00
Grade 5	2493.4	2506.6	2468.7	8	23	7.77	31	24	14.56	38	25	35.92	23	29	41.75
Grade 6	2508.3	2526.0	2525.4	12	14	12.24	21	25	30.61	39	41	36.73	29	20	20.41
All Grades	N/A	N/A	N/A	8	13	11.49	26	25	22.49	36	32	33.01	30	30	33.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	22	25.93	37	37	26.85	49	41	47.22
Grade 4	19	16	19.00	41	32	37.00	41	52	44.00
Grade 5	15	30	8.74	46	37	37.86	40	33	53.40
Grade 6	14	27	23.47	42	40	44.90	44	32	31.63
All Grades	15	24	19.32	41	37	36.43	43	39	44.25

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	11	14.81	46	44	42.59	44	45	42.59
Grade 4	17	10	16.00	53	46	40.00	30	45	44.00
Grade 5	14	19	11.65	52	43	38.83	34	38	49.51
Grade 6	12	12	16.33	54	61	56.12	34	27	27.55
All Grades	13	13	14.67	52	48	44.25	35	39	41.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	16	17.59	54	57	44.44	33	27	37.96
Grade 4	18	13	18.00	50	57	47.00	32	30	35.00
Grade 5	6	25	4.85	64	44	46.60	30	31	48.54
Grade 6	13	13	19.39	57	61	51.02	30	26	29.59
All Grades	12	17	14.91	56	55	47.19	31	28	37.90

**Conclusions based on this data:**

1. Overall, Howard Cattle students decreased three percentage points in Math from 2015-16 to 2016-7 as measured by the SBAC.
2. At least 46% of all students are at/near or above standards in all Math Claims.
3. Concepts and Procedures shows to be the lowest performing claim across grade levels.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						***		***						***	
1		7		14	33	40	71	47	60	14	7			7	
2			8	54	50	31	46	50	31			23			8
3	13	7		13	47	38	13	33	50	38	13		25		13
4				38	56	20	63	22	60		22	20			
5		25		67	25	80	17	50	20	17					
6		20		***	40	50	***	20	33			17		20	
<b>Total</b>	2	7	2	40	41	44	42	38	40	11	9	10	4	5	4

**Conclusions based on this data:**

1. EL students not making progress participate in ELA and/or Math Strategic or Intensive Intervention.
2. English Learners receive a minimum of 30 minutes of DELD instruction daily.
3. Students are increasing proficiency levels as they move up in grade level.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	6	13	12	12	13	41	29	22	6	18	13	24	35	39	18
<b>1</b>		6		13	33	45	63	39	55	13	6		13	17	
<b>2</b>			8	54	50	31	46	50	31			23			8
<b>3</b>	9	6		18	44	38	9	31	50	27	19		36		13
<b>4</b>				38	56	17	63	22	50		22	17			17
<b>5</b>		25		67	25	80	17	50	20	17					
<b>6</b>		20		***	40	50	***	20	33			17		20	
<b>Total</b>	3	9	5	32	33	41	36	31	32	12	11	14	17	16	9

**Conclusions based on this data:**

1. see previous page



# School and Student Performance Data

## California Data Dashboard (Equity Report)



California School  
**DASHBOARD**



[Home](#) [FAQ](#) [Resources](#) [Glossary](#) [Translate](#) [Search](#)

[Home](#) / [Chino Valley Unified - San Bernardino](#) / [Howard Cattle Elementary](#) / [Equity Report](#)

## Equity Report

### Howard Cattle Elementary - San Bernardino County

Enrollment: 704    Socioeconomically Disadvantaged: 50%    English Learners: 10%    Foster Youth: N/A    Grade Span: K-6    Charter School: No

Reporting Year: Spring 2017

[Equity Report](#)   [Status and Change Report](#)   [Detailed Reports](#)   [Student Group Report](#)

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		6	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		5	4
<u>Mathematics (3-8)</u>		5	2

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

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

Questions or comments? Send them to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

Copyright 2017 © California Department of Education

Error: rs p is null  
Error: rs p is null  
Error: rs p is null  
Error: rs p is null



Home / Chino Valley Unified - San Bernardino / Howard Cattle Elementary / Status and Change Report

# Status and Change Report

## Howard Cattle Elementary - San Bernardino County

Enrollment: 704 Socioeconomically Disadvantaged: 50% English Learners: 10% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.3%	Maintained -0.2%
English Learner Progress (K-12)		Medium 74.6%	Maintained +1.1%
<u>English Language Arts (3-8)</u>		Low 11.1 points below level 3	Declined -2.1 points
<u>Mathematics (3-8)</u>		Low 27.2 points below level 3	Increased +5.4 points

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

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

Questions or comments? Send them to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

Copyright 2017 © California Department of Education

Error: rs p is null  
 Error: rs p is null  
 Error: rs p is null  
 Error: rs p is null

# School and Student Performance Data

## California Data Dashboard (Detailed Report)



California School  
**DASHBOARD**



[Home](#) [FAQ](#) [Resources](#) [Glossary](#) [Translate](#) [Search](#)

Home / Chino Valley Unified - San Bernardino / Howard Cattle Elementary

## Detailed Report

### Howard Cattle Elementary - San Bernardino County

Enrollment: 704   Socioeconomically Disadvantaged: 50%   English Learners: 10%   Foster Youth: N/A   Grade Span: K-6   Charter School: No

Reporting Year: Spring 2017

[Equity Report](#)   [Status and Change Report](#)   [Detailed Reports](#)   [Student Group Report](#)

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

[Academic Performance](#)   [School Conditions and Climate](#)   [Academic Engagement](#)

State Indicators	All Students Performance	Status	Change
<a href="#">English Learner Progress (K-12)</a>		Medium 74.6%	Maintained +1.1%
<a href="#">English Language Arts (3-8)</a>		Low 11.1 points below level 3	Declined -2.1 points
<a href="#">Mathematics (3-8)</a>		Low 27.2 points below level 3	Increased +5.4 points

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

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

Questions or comments? Send them to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

Copyright 2017 © California Department of Education

Error: rs p is null  
Error: rs p is null  
Error: rs p is null  
Error: rs p is null

# School and Student Performance Data

## California Data Dashboard (Student Group Report)




[Home](#) | [FAQ](#) | [Resources](#) | [Glossary](#) | [Translate](#) | [Search](#)

Home / Chino Valley Unified - San Bernardino / Howard Cattle Elementary

## Student Group Report

### Howard Cattle Elementary - San Bernardino County

Enrollment: 704    Socioeconomically Disadvantaged: 50%    English Learners: 10%    Foster Youth: N/A    Grade Span: K-6    Charter School: No

Reporting Year: Spring 2017

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*		*	*		*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A			*	*	*	*		*	*	
<u>Mathematics (3-8)</u>			N/A	N/A			*	*	*	*		*	*	

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

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

Questions or comments? Send them to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

---

Copyright 2017 © California Department of Education

Error: rs p is null  
 Error: rs p is null  
 Error: rs p is null  
 Error: rs p is null

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: High-Quality Teaching and Learning Environment</b>
<b>LEA GOAL:</b>
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7] Priority 1: Credentials, Instructional materials, Facilities Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)
<b>SCHOOL GOAL #1:</b>
English Learners: 100% of underperforming EL students in each grade level will demonstrate at least one performance level increase as measured by writing prompts during each trimester. As a result, 100% of underperforming EL students will demonstrate a minimum of a 4% increase in ELA and Math as measured by 2018 SBAC.  Students with Disabilities: 100% of underperforming SWD students in each grade level will demonstrate at least one performance level increase as measured by writing prompts during each trimester. As a result, 100% of underperforming SWD students will demonstrate a minimum of a 2% increase in ELA and Math as measured by 2018 SBAC.  Hispanic/Latino Students: 100% of underperforming Hispanic/Latino students in each grade level will demonstrate at least one performance level increase as measured by writing prompts during each trimester. As a result, 100% of underperforming Hispanic/Latino students who are not EL and/or SWD will demonstrate a minimum of a 6% increase in ELA and Math as measured by 2018 SBAC.
<b>Data Used to Form this Goal:</b>
CAASPP, FAST, other curricular assessments, teacher observation
<b>Findings from the Analysis of this Data:</b>
As measured by the SBAC, 9% of English Learners met or exceeded standards in ELA and 13% in Math. 6% of Students with Disabilities met or exceeded standards, and 8% in Math. 39% of English Learners met or exceeded standards in ELA and 26% in Math. Overall, 44% of all 3rd-6th grade students met or exceeded standards in ELA and 34% in Math.

**How the School will Evaluate the Progress of this Goal:**

Howard Cattle SMART Goals are attached for review.

Professional Development Plan is attached for review.

SPSA evaluation is attached for review.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1a) Students need access to the most current CA Academic Standards aligned materials for all core subject areas: Thinking Maps Step Up to Writing Starfall More Accelerated Reader	March 2018	Administrators, Instructional Coach, Teachers	1a.1) Teachers will fully implement IELD Thinking Maps in order to assist students with organizing thoughts for constructed response. Use of Thinking Maps will be measured by student products and teacher and administration observation.	1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	600
			1a.1) continued	4000-4999: Books And Supplies	Title I Part A: Allocation	200
			1a.2) Teachers will fully implement Step Up to Writing in order to assist students with organizing writing prompts. Use of Step Up to Writing will be measured by student writing products and teacher and administration observation.	1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	600
			1a.2) continued	4000-4999: Books And Supplies	Title I Part A: Allocation	200
			1a.3) Starfall More will be purchased in order to provide additional	4000-4999: Books And Supplies	Title I Part A: Allocation	270

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			beginning phonics skills and beginning Math skills for K-1 students as measured by end of the year FAST Data. 1a.4) Accelerated Reader will be purchased to encourage students to read for pleasure at their reading level as measured by the STAR assessment 4x/year.	4000-4999: Books And Supplies	Title I Part A: Allocation	6,800
1b) Instructional practices and materials aligned to CA Academic Standards: Classroom observations Collaborative Learning Rounds Professional Planning Time	August 2017 - May 2018	Administration, Classroom Teachers, Instructional Coach	1b.1) Teachers will participate in Collaborative Learning Rounds in order to get the pulse of our school's instructional practices as a site. Metric: FAST and admin observations	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,050
			1b.2) Provide an Instructional Aide to support the instruction and the student learning process as measured by CVUSD assessments.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,400
			1b.3) Teachers will be released for a half days multiple times throughout the year to plan standards based instruction and to evaluate SBAC data together as a grade level. Metric: FAST progress monitoring	1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	23,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1c) Students have increased access to technology infrastructure and devices: Interactive Smart Projectors Student computers	August 2017 - March 2018	Administrators, Secretary	1c.1) Purchase and install Interactive Smart Projectors for use in the classroom to bring 21st century learning skills to all students. Metric: FAST	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000
			1c.2) Provide training to teachers on the use of the Interactive Smart Projectors. Metric: Admin observation	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	500
			1c.3) Purchase student laptops and headphones for classroom use to bring 21st century learning skills to all students. Metric: FAST	4000-4999: Books And Supplies	Title I Part A: Allocation	33,141
			1c.4) Purchase laptop carts to store laptops and transportation to classes. Metric: FAST	6000-6999: Capital Outlay	Title I Part A: Allocation	4,500
			1c.5) Computer Lab Aide to provide technical support for teachers and students. Metric: admin and teacher observations	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,400



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1d) GATE Instruction	November 2017 - May 2018	Administrators, Classroom Teachers, Secretary	1d.1) Teacher will differentiate instruction to meet the needs of GATE identified students.			
			1d.2) STEM in-school field trips will be provided on site for GATE identified students to expose students to the NGSS.	4000-4999: Books And Supplies	GATE	1,000
			1d.3) One teacher who instructs GATE students will attend the CAG conference in May 2018 to gain instructional insights and strategies to support GATE students.	5800: Professional/Consulting Services And Operating Expenditures	GATE	1,032

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Connections to and Engagement at School Ensure Student Success</b>
<b>LEA GOAL:</b>
LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6] Priority 3: Parent Involvement Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness
<b>SCHOOL GOAL #2:</b>
Parent Involvement: Increase parent involvement in the learning process by 5% over the next three years as measured by event sign-in sheets and parent surveys.  MTSS B: Suspension/Expulsion By end of year, the school staff will have established and implemented a school-wide Tier 1 MTSS-B program. By end of year, students identified at-risk (meeting criteria for MTSS-B) are offered Tier 2 and 3 interventions.  Chronic Absenteeism By the first Wednesday of October, and on a monthly basis thereafter, sites will have identified students to be monitored as at-risk of chronic absenteeism.  Reduce school Dropout Rate: 100% of students have been identified, and coded appropriately within 30 days of student exit.

**Data Used to Form this Goal:**

Parent Involvement: Parent Surveys & Sign-in sheets from 2016-2017 school events

**MTSS B:**

Suspension/Expulsion: The number of office referrals, number of playground incidents, suspension rates, and evidence of other means of correction (OMC) usage. Students identified as at risk will be provided MTSS B Tier 2 and/or Tier 3 interventions.

Chronic Absenteeism: chronic absentee rates/reports and monthly monitoring logs, parent contacts/conferences logs.

**Dropout Rate:**

Attendance reports and end of year reports completion reports

**Findings from the Analysis of this Data:**

Parent Involvement: Howard Cattle has approximately 90% of parents who attend parent conferences, Back to School Night, and Open House. Approximately 2% of parents attend parent workshops focusing on the student learning process and parent education. We currently have four parents who are members of the School Site Council, inconsistent parent participation on our ELAC, and one parent who represents Howard Cattle on the District LCAP Committee.

**MTSS B****Suspension/Expulsion**

The number of office referrals before implementation of the plan is 8. Most office referrals were for incidents of playground incidents and classroom incidents.

The number of playground incidents before implementation of the plan is minimal. Most playground incidents were associated with primary students perception of game rules and intent of others.

The suspension rate before implementation was 0.01% (2016-2017).

The MTSS-B Site Team provided training to all teachers.

25 (0.03%) students were identified as at risk and in need of Tier 2 and Tier 3 interventions. Interventions began August 2017 and will be provided by a behavior counselor through May 2018, as needed.

**Chronic Absenteeism:**

11 (1.5%) of our students have been identified as Chronic Absentee Students. Parent SART meetings will be held with each family by December 2017.

**Dropout Rate:**

Our reports indicate 0 students are considered dropouts.

**How the School will Evaluate the Progress of this Goal:**

Parent Involvement: Event sign-in sheets will be collected and tallied. Parent surveys will be provided after each parent workshop. School Quality Survey for parents will be provided in January. Administrative PLC will discuss parent attendance and feedback in order to continue to revise parent workshops and increase attendance.

**MTSS B**

**Suspension/Expulsion:**

The number of office referrals, playground incidents, and suspensions will be monitored through the use of logs to establish impact and provide evidence of the Tier 1 PBIS Program implementation. Other Means of Correction usage will be monitored and logged to establish impact and provide evidence of OMC on the school program. Tier 2 and 3 at risk students assessment results will be reviewed every weekly to measure effectiveness and verify students needs.

**Chronic Absenteeism:**

Attendance reports on students identified as Chronic Absentee Students will be reviewed weekly and parent contact made when attendance improvement are evident and when attendance concerns continue.

**Dropout Rate:**

Attendance reports will be monitored by site administration and site staff to identify possible attendance dropout/loss transfer students to establish the whereabouts of the student.

SPSA Evaluation is attached for review.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2a) Maintain low suspension rates through implementation of PBIS and Safe School Ambassadors.	August 2017 - May 2018	Administrators, Safe School Ambassador Facilitators, Secretaries	2a.1) Provide sub-release time/extra work time for teachers to facilitate SSA meetings. Metric: reduction in office referrals	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	550
			2a.2) Provide snacks for SSA meetings to support student participation. Metric: reduction in office referrals	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2a.3) Provide bullying prevention parent workshop in an effort to educate parents on the topic of bullying. Metric: reduction in office referrals on bullying	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	750
			2a.4) Purchase incentives for PBIS implementation to encourage positive behavior among students. Metric: reduction in office referrals	4000-4999: Books And Supplies	Title I Part A: Allocation	500
2b) Increase percentage of students who feel safe and connected to their school through STEM Soccer and the No Excuses University.	January 2018 - May 2018	Administrators, Classroom Teachers, Secretaries	2b.1) Students will participate in lunch time STEM soccer to increase school connectedness. Metric: reduction in office referrals	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6,400
			2b.2) Continue our work as a No Excuses University by providing a high quality education and promoting college readiness. Metric: FAST results	4000-4999: Books And Supplies	Title I Part A: Allocation	129

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2b.3) Staff will attend No Excuses University institutes to further professional knowledge. Metric: Admin observation	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	9,000
			2b.4) Substitutes will cover teacher's classes who attend NEW Institutes during the school year. Metric:Admin Observation	1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	1,500
			2b.5) Purchase No Excuses University books for professional growth for staff. Metric: Admin observation & PLC collaboration	4000-4999: Books And Supplies	Title I Part A: Allocation	150
2c) Increase participation of family input into the student learning process.	August 2017 - May 2018	Administrators, Teachers, Secretaries	2c.1) To support parent outreach, translation services will be provided at parent meetings as needed. Metric: increase in parent communication as measured by parent sign-in and survey results	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	458

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2c.2) Provide parent workshops in ELA, Math, and behavior in an effort to increase parent's knowledge of the topic primarily for students identified as English Learners, students with disabilities, and/or Hispanic/Latino. Metric: increase in parent communication as measured by parent sign-in and survey results	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500
			2c.3) To support parent outreach, light snacks will be provided at all parent meetings. Metric: increase in parent communication as measured by parent sign-in and survey results	4000-4999: Books And Supplies	Title I Part A: Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2c.4) Purchase Rustler folders as a means of organizing communication for parents and systematically sending school information home weekly in an effective manner. Metric: increase in parent communication as measured by student success in completing homework and parent participation in monitoring school news.	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000
			2c.5) Purchase agendas for all students in grades 1-6 in order to increase the home-school communication with class activities and assignments. Metric: increase in parent communication as measured by student success in completing homework and parent participation in monitoring school news.	4000-4999: Books And Supplies	Title I Part A: Allocation	2,500
2d) Work with families to decrease chronic absenteeism.	August 2017-May 2018	Administrators, Teachers, Secretaries	2d.1) Saturday School will be held 3x/year to increase attendance rates. Metric: reduction in absences	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	350



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2d.1) continued	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	250
			2d.2) Students will be recognized for perfect attendance each month, each trimester, and for the entire school year to increase student attendance rates. Metric: reduction in absences and tardies	4000-4999: Books And Supplies	Title I Part A: Allocation	200
			2d.3) SART Meetings will be held 2x/year to educate and work together with parents to reduce chronic absenteeism. Metric: reduction in chronic absenteeism	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	100

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Preparation for College and Career Beyond Graduation</b>
<b>LEA GOAL:</b>
LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8] Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)
<b>SCHOOL GOAL #3:</b>
English language Arts/English Language Development Elementary: By end of year, all students identified as at-risk in reading will be enrolled in at least two full cycles of intervention that address specific reading skills needed to successfully complete all grade level reading assessments.  English Learners: By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP. LTELs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form).  Math: Elementary: By end of year, all students identified as at-risk in mathematics will be enrolled in at least 2 full cycles of intervention that address specific math skills needed to successfully complete all grade level math assessments.
<b>Data Used to Form this Goal:</b>
ELA/ELD and Mathematics: FAST, CAASPP, other curriculum measures, and teacher recommendation. English Learners: CELDT/ELPAC, other curriculum measures, FAST, and CAASPP

**Findings from the Analysis of this Data:**

ELA and Mathematics: During the Data Analysis Protocol staff meeting, data results from all assessments were reviewed. Those students identified as High Risk by the FAST, students with a score at levels 1 or 2 on the CAASPP and recommended by a teacher, were identified as at risk, and in need of two cycles of interventions for a minimum of six weeks each cycle. The Data Analysis Protocol overall results of the assessments are shared with the SSC and ELAC parent groups two times a year during the SPSA revision and during the SPSA evaluation meeting.

ELA/ELD - During the Data Analysis Protocol staff meeting, data results from all assessments were reviewed and EL students at risk were identified. Those students identified as at risk did not make one proficiency level of growth on the CELDT/ELPAC will be provided quality Integrated ELD during content instruction and 45 minutes of daily designated ELD. Students identified as Long Term English Learners (students in the EL program for three or more years and scoring at levels 1 or 2 on the CAASPP) will be provided two cycles of interventions for a minimum of six weeks each cycle, and quality small group Integrated ELD during content instruction. Professional development needs were identified in correlation with the DAP identified results.

**How the School will Evaluate the Progress of this Goal:**

ELA and Mathematics: At risk students will be enrolled in at least two full cycles of interventions (minimum six weeks each) that address the specific skills identified by the FAST or other curriculum measures. During DAP meetings, the results of these assessments will guide the evaluation of the effectiveness of the interventions (Tiers 1, 2, and 3) used, and to plan next steps for classroom and intervention instruction.

ELA/ELD: At-risk students will be provided 45 minutes of DELD that address the specific English skills needed as measured by the ELA/ELD other curriculum measures at the end of every unit. Integrated ELD will be provided throughout the day and during all content areas as measured by other curriculum assessments and FAST. LTEL students will be provided 45 minutes of DELD if appropriate (proficiency levels 1-3), Integrated ELD throughout the day and during all content areas, and two cycles of intervention as measured by FAST and other curriculum measures. Professional development needs will be identified in correlation to the DAP identified results will be provided by the Access and Equity Department upon request.

SPSA Evaluation attached for review.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3a) English Learners will have academic success as they improve their English Proficiency: Reclassification EL Academy	August 2017 - May 2018	Classroom Teachers, Intervention Teachers, Administrators	3a.1) EL students will participate in an intensive before school EL Academy during the school year to improve English proficiency as measured by the ELPAC.  3a.2) EL students will reclassify as English proficient within six years of US entry to public schools.	1000-1999: Certificated Personnel Salaries	District Funded	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3b) Homeless, Foster Youth, Socioeconomically Disadvantaged Students and Students with Disabilities will demonstrate academic success: ELA and Math Strategic Intervention ELA Intensive Intervention MTSS-A/B Positive Behavior Intervention	August 2017 - May 2018	Classroom Teachers, Intervention Teachers, Behavior Counselor, Instructional Coach, Administrators	3b.1) Underperforming students will participate in Tiered Academic Intervention for ELA and Math and/or before school standards based intervention. Metric: FAST and SBAC	1000-1999: Certificated Personnel Salaries	District Funded	1,500
			3b.2) Eligible students will participate in Tiered Behavior Intervention. Metric: Saebers			
			3b.3) Purchase additional laptops and headphones for students to use during intervention. Metric: FAST and SBAC	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000
			3b.4) Teachers will participate in STEP meetings and IEP meetings within the school day. Metric: FAST and SBAC	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3,000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$103,390	0.00
GATE	\$2,032	0.00
Title I Part A: Parent Involvement	\$1708	0.00
Professional Development Block Grant		
Title III Immigrant Education Program	309.24	309.24

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	3,000.00
GATE	2,032.00
Professional Development Block Grant	26,100.00
Title I Part A: Allocation	103,390.00
Title I Part A: Parent Involvement	1,708.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	33,950.00
2000-2999: Classified Personnel Salaries	25,708.00
4000-4999: Books And Supplies	53,590.00
5000-5999: Services And Other Operating Expenditures	800.00
5800: Professional/Consulting Services And Operating	17,682.00
6000-6999: Capital Outlay	4,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	3,000.00
4000-4999: Books And Supplies	GATE	1,000.00
5800: Professional/Consulting Services And	GATE	1,032.00
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	26,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,850.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	25,250.00
4000-4999: Books And Supplies	Title I Part A: Allocation	52,590.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	300.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	15,900.00
6000-6999: Capital Outlay	Title I Part A: Allocation	4,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	458.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	500.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	750.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	103,093.00
<b>Goal 2</b>	25,137.00
<b>Goal 3</b>	8,000.00



## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sara Peckham	X				
Janelle Shiba		X			
Lorraine Nieblas		X			
Debbie Fehlow			X		
Eric Hasanoff				X	
Gloria Ortiz				X	
Donna Kleinkert				X	
Tony Flores				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>0</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

\_\_\_\_\_  
Signature  
*Aida Sanchez*  
\_\_\_\_\_  
Signature

Special Education Advisory Committee

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature  
*Marisa Hys*  
\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 8, 2017.

Attested:

Sara Peckham  
\_\_\_\_\_  
Typed Name of School Principal

*Sara Peckham*  
\_\_\_\_\_  
Signature of School Principal

11/8/17  
\_\_\_\_\_  
Date

Tony Flores  
\_\_\_\_\_  
Typed Name of SSC Chairperson

*Tony Flores*  
\_\_\_\_\_  
Signature of SSC Chairperson

11/8/17  
\_\_\_\_\_  
Date

# Chino Valley Unified School District

## Howard Cattle Elementary School School-Level Parental Engagement Policy

2017-2018 – *Partnerships for Learning Network*

### Policy Engagement:

Howard Cattle recognizes that **parents/guardians are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. A parent engagement policy for Title I (*Federal*) and Non Title I schools shall be an integral component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community. Howard Cattle will involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement process of the school's programs, parental engagement policy and school-parent compact. Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and school-parent compact of strategies to increase parental engagement. Howard Cattle will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. The parental engagement policy and school-parent compact will be posted on the school website and available for all parents through regular means of communication (i.e. Rustler Newsletter, school website, marquee, bulletin boards in office, parent flyers). Annually the policy will be reviewed and revised as needed by staff and parents.

### Shared Responsibilities for High Student Academic Achievement:

The staff of Howard Cattle in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of helping their children succeed in school. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers/administrators, and students will share the responsibility for improved student academic and behavioral achievement. This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards. The school-parent compact will list district and school goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement.

### Building Capacity for Parent Engagement

The Howard Cattle school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students

Howard Cattle will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level, and all staff members will work effectively with our diverse families. Howard Cattle will provide ongoing parent workshops in the areas of Standards Based Grading, Common Core Standards, Early Education, and ways parents can support children at home.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges. Howard Cattle will communicate with parents through our bi-monthly parent newsletter, our Rustler weekly folder, the school website, the school marquee, phone/email blasts, flyers, and student agendas.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Howard Cattle has a very active PFA that continually seeks volunteerism from parents on the executive board as well as various partnering roles. In addition, the teachers of Howard Cattle always welcome parents into their classroom to provide additional assistance for teachers and students.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Howard Cattle offers various websites that promote learning at home; for example, IXL ELA and Math, All the Right Type, and Lexia Core Reading. Our teachers assign appropriate homework based on CVUSD Board Policy. Our teachers are always willing to work with parents one on one for additional support for students.
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Howard Cattle encourages parents to become a member of the School Site Council, PFA, and English Learner Advisory Council (ELAC).
6. **Collaborating with Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Howard Cattle networks with many elementary schools and colleges across the country as part of our No Excuses University. We also coordinate services with local businesses like Starbucks, Yum Yum Donuts, Stater Brothers, and the Chino Water Basin.

Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed above (*Epstein's Six Types of Parental Involvement*). **These promising practices will be linked to specific school improvement goals and the school-parent compacts will be added to the annual SPSA.** The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. Howard Cattle's **goals shall include strategies to engage English Learner parents, support academic and non-academic goals through parental or community partnerships, and develop a climate of partnership with ALL parents.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. The annual actions and services for families from the district Local Control Accountability Plan (LCAP) will be included in the compacts. Annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's partnership activities, compacts, and policies and celebrate successes for the year.

## **Accessibility**

Howard Cattle, to the extent practical, will provide parents with limited English proficiency opportunities to fully participate in school-sponsored activities by **using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.**

*Howard Cattle Elementary School  
Goal Setting & Action Steps  
2017-2018*

<b>Target Population:</b> English Language Learners					
<b>Current Realities:</b> (What materials are in place that support this program/population/content, etc...) Materials and programs in place: ELD standards integrated in McGraw Hill Wonders, Designated ELD daily support, IELD professional development specifically in the area of math instruction, Step Up to Writing strategies embedded, Thinking Maps embedded, Strategic and Intensive Intervention when applicable, EL Intervention, Lexia Intervention Curriculum. <b>Current data:</b> 90% of third grade EL students nearly met or did not meet standards as measured by the SBAC in ELA and Math; 83% of fourth grade EL students nearly met or did not meet standards as measured by the SBAC in ELA and Math; 100% of fifth grade EL students nearly met or did not meet standards as measured by the SBAC in ELA and Math; 100% of sixth grade students nearly met or did not meet standards as measured by the SBAC in ELA and Math.					
<b>Object/SMART Goal:</b> 100% of underperforming EL students in each grade level will demonstrate at least one performance level increase as measured by writing prompts during each trimester. As a result, 100% of underperforming EL students will demonstrate a minimum of a 4% increase in ELA and Math as measured by 2018 SBAC.					
ACTION STEPS (How will the goal be achieved)	RESPONSIBILITY (Who is responsible for)		TIMELINE (Monitoring Dates)	REQUIRED RESOURCES	METRIC (What is the evidence of effectiveness?)
	Implementation	Monitoring			
<i>Provide EL intervention for EL students</i>  <i>Provide intensive instruction for Newcomer students</i>  <i>Focus IELD in the area of math</i>  <i>Embed Step Up to Writing strategies across curriculums</i>  <i>Embed Thinking Maps across curriculums</i>  <i>Strengthen vocabulary and reading comprehension</i>  <i>Ask higher level thinking questions</i>  <i>Strengthen Tier I interventions</i>	<i>Site Admin, Intervention Teachers,</i>  <i>Instructional Coach, District EL Instructional Coach, Classroom Teachers, Special Education Teachers, EL Teachers, Intervention Teachers</i>	<i>Site Admin, Intervention Teachers,</i>  <i>Instructional Coach, Classroom Teachers, Special Education Teachers, EL Teachers, Intervention Teachers</i>	<i>November 8, 2017</i> <i>February 22, 2018</i> <i>May 22, 2018</i> <i>August 1, 2018</i>	<i>Step Up to Writing curriculum, Thinking Maps curriculum, McGraw Hill Wonders, Pearson Envision /HM Big Ideas curriculum, IXL, Lexia, ELD intervention materials, Accelerated Reader Program, FAST, list of EL students, Collaboration Activity Log, Strategic/Intensive Intervention when applicable, ELD planning time for teachers, Quadrant Data Collection, IABs, on-line assessments, planning time for implementing on-line</i>	<i>Classroom observation, Progress towards Accelerated Reader goal, Trimester FAST data, ELA unit assessments, trimester writing prompts, Math enhanced topic tests, 2018 English Language Proficiency Standardized Assessment results, 2018 SBAC results</i>

<p><i>Utilize Lexia for all EL students</i></p> <p><i>Monitor designated supports assigned to individual students in SBAC</i></p> <p><i>Administer on-line assessments in ELA and Math</i></p> <p><i>Administer IABs</i></p> <p><i>Coaching cycle provided by EL Instruction Coach</i></p> <p><i>Reclassify EL students in a timely manner</i></p> <p><i>Provide parent workshops and resources to educate parents with ways to help their child succeed</i></p>				<p><i>assessments, planning time for embedding higher level thinking questions, DELD schedule, training of Lexia for EL Teachers, support of District EL Instructional Coach, Tier I intervention training, planning time to develop tier I intervention strategies</i></p>	
--	--	--	--	---	--

*Howard Cattle Elementary School  
Goal Setting & Action Steps  
2017-2018*

<b>Target Population:</b> Hispanic/Latino Student Population					
<b>Current Realities:</b> (What materials are in place that support this program/population/content, etc...) Materials and programs in place: McGraw Hill Wonders, Pearson Envision/Big Ideas Math curriculum, Lexia Intervention, Step Up to Writing strategies embedded, Thinking Maps embedded.					
<b>Current Data:</b> Hispanic/Latino population is the largest ethnic population and the lowest performing ethnic population (265); on average 60-75% of third through sixth grade Hispanic/Latino students nearly met or did not meet standards in ELA and Math as measured by the SBAC.					
<b>Object/SMART Goal:</b> 100% of underperforming Hispanic/Latino students in each grade level will demonstrate at least one performance level increase as measured by writing prompts during each trimester. As a result, 100% of underperforming Hispanic/Latino students who are not EL and/or SWD will demonstrate a minimum of an 6% increase in ELA and Math as measured by 2018 SBAC.					
ACTION STEPS (How will the goal be achieved)	RESPONSIBILITY (Who is responsible for)		Timeline (Monitoring Dates)	Required Resources	Metric (What is the evidence of effectiveness?)
	Implementation	Monitoring			
<i>Embed Step Up to Writing strategies across curriculums</i>  <i>Embed Thinking Maps across curriculums</i>  <i>Strengthen vocabulary and reading comprehension</i>  <i>Provide Strategic/Intensive Intervention</i>  <i>Ask higher level thinking questions</i>  <i>Embed Tier I intervention strategies</i>    <i>Use of Lexia for all intervention students, kindergarten students,</i>	<i>Site Admin,</i> <i>Intervention Teachers,</i> <i>Instructional Coach,</i> <i>Classroom Teachers,</i> <i>Intervention Teachers,</i> <i>Instructional Aides</i>	<i>Site Admin,</i> <i>Intervention Teachers,</i> <i>Instructional Coach,</i> <i>Classroom Teachers,</i> <i>Intervention Teachers</i>	<i>November 8, 2017</i> <i>February 22, 2018</i> <i>May 22, 2018</i> <i>August 1, 2018</i>	<i>Step Up to Writing curriculum, Thinking Maps curriculum, McGraw Hill Wonders, Pearson Envision /HM Big Ideas curriculum, IXL, Lexia, Accelerated Reader Program, FAST, Collaboration Activity Log, Strategic/Intensive Intervention when applicable, planning time for teachers when applicable, Quadrant Data Collection, tier I intervention strategies training, planning time to develop tier I intervention strategies</i>	<i>Student progress towards Accelerated Reading goal, grade level SMART goals, Trimester FAST data, ELA performance tasks, trimester writing prompts, Math enhanced topic tests, 2018 SBAC results</i>

<p><i>EL students, and students with disabilities</i></p> <p><i>Before school Math Intervention Program for students in 3<sup>rd</sup>-6<sup>th</sup> grades</i></p> <p><i>Provide parent workshops and resources to educate parents with ways to help their child succeed</i></p>					
--	--	--	--	--	--



*Howard Cattle Elementary School  
Goal Setting & Action Steps  
2017-2018*

<b>Target Population:</b> Students with Disabilities					
<b>Current Realities:</b> (What materials are in place that support this program/population/content, etc...) Materials and programs in place: McGraw Hill Wonders, Pearson Envision/Big Ideas Math curriculum, Lexia Intervention, Read Naturally, Step Up to Writing embedded, Thinking Maps embedded. <b>Current data:</b> SWD students consistently perform below all other students in third through sixth grade in both ELA and Math as measured by the SBAC; on average 93% of SWD students nearly met or did not meet ELA and Math standards as measured on the SBAC.					
<b>Object/SMART Goal:</b> 100% of underperforming SWD students in each grade level will demonstrate at least one performance level increase as measured by writing prompts during each trimester. As a result, 100% of underperforming SWD students will demonstrate a minimum of a 2% increase in ELA and Math as measured by 2018 SBAC.					
ACTION STEPS (How will the goal be achieved)	RESPONSIBILITY (Who is responsible for)		Timeline (Monitoring Dates)	Required Resources	Metric (What is the evidence of effectiveness?)
	Implementation	Monitoring			
<i>Embed Step Up to Writing strategies across curriculums</i>  <i>Embed Thinking Maps across curriculums</i>  <i>Strengthen vocabulary and reading comprehension</i>  <i>Incorporate reasoning skills into ELA instruction</i>  <i>Ask higher level thinking questions</i>  <i>RSP teachers will analyze how students on their caseload performed on the SBAC in both ELA and Math</i>	<i>Site Admin, Intervention Teachers, Instructional Coach, Classroom Teacher, Special Education Teacher, Instructional Aides</i>	<i>Site Admin, Intervention Teachers, Instructional Coach, Classroom Teacher, Special Education Teacher, Instructional Aides</i>	<i>November 8, 2017 February 22, 2018 May 22, 2018 August 1, 2018</i>	<i>Step Up to Writing curriculum, Thinking Maps curriculum, McGraw Hill Wonders, Pearson Envision/HM Big Ideas curriculum, IXL, Accelerated Reader Program, FAST, Collaboration Activity Log, Quadrant Data Collection, individual student data for RSP teachers, PLC time for general education teacher and special education teacher</i>	<i>Progress towards Accelerated Reader goal, Trimester FAST data, ELA unit assessments, trimester writing prompts, Math enhanced topic tests, 2018 SBAC results</i>

**School Name:** Howard Cattle Elementary School

**Principal's Name:** Sara Peckham

**Date evaluation was conducted with the School Site Council:** April 20, 2017

## Evaluating the Progress of this Goal with Staff and Parents

### Goal # 1

#### Actions: 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?

<b>Strategy</b>	<b>Evidence</b>
<i>Laptops for intervention. Sixteen students could be on Lexia at once in the Intervention classroom.</i>	<i>FAST data and Lexia data consistently increased. Over 90% of students showed growth in FAST and Lexia data.</i>
<i>Implementation of Thinking Maps</i>	<i>Thinking Maps are aligned to writing skills, organizational/thinking skills.</i>
<i>Computer Lab Aide</i>	<i>Aide was able to assist teachers in the computer labs and in the classrooms. This freed the teachers to attend to other instructional needs.</i>
<i>Interactive Projectors</i>	<i>Interactive Projectors allowed teachers to bring up to date digital tools into our classrooms and enhanced instruction.</i>
<i>Accelerated Reader/Starfall More</i>	<i>Each of these computer based programs encourage our students to read at their developmental level. Starfall More also develops early math and phonics skills.</i>

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

<b>Strategy</b>	<b>Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)</b>	<b>Recommendation (based on analysis):</b>
<i>1b.1 – Implementing IABs</i>	<input checked="" type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input checked="" type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input checked="" type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Administration will encourage teachers to take IABs more frequently; will follow-up with Grade Level Chair input.</i>

**School Name:** Howard Cattle Elementary School

**Principal's Name:** Sara Peckham

**Date evaluation was conducted with the School Site Council:** April 20, 2017

## Evaluating the Progress of this Goal with Staff and Parents

### Goal # 2

#### Actions: 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?

<b>Strategy</b>	<b>Evidence</b>
<i>ELA Units of Study and Math Curriculum</i>	<i>FAST data and Lexia data consistently increased. Over 90% of students showed growth in FAST and Lexia data.</i>
<i>Collaborative Learning Rounds</i>	<i>CLR provided feedback to Administration. Administration was able to implement feedback in site professional development.</i>
<i>Step Up to Writing</i>	<i>Used four quadrant analysis to analyze student writing samples. Step Up to Writing gives teachers a consistent method aligned to all grade levels to teach foundation writing skills and specific skill sets. Through our data analysis, we noted that most students are scoring 2 or 3 on District Writing Prompts.</i>

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

<b>Strategy</b>	<b>Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)</b>	<b>Recommendation (based on analysis):</b>
<i>2a. 1 – NGSS</i>	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input checked="" type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Professional Development was not offered in this area by the school site or the District. Goal will continue as is because there will be a District focus on NGSS for the 2017-2018 year.</i>
<i>2a. 3 – Site Administrator classroom visitations</i>	<input checked="" type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Administration will develop a schedule as to when to walk classrooms. Instructional Coach will support classroom visitations.</i>

*2c.3-4 – GATE materials*

- 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 \_\_\_\_\_

Eliminating it from next year's plan

Continuing it with the following modifications:  
*Administration will seek feedback from teachers regarding appropriate use of GATE funds for the 2017-2018 year.*

**School Name:** Howard Cattle Elementary School

**Principal's Name:** Sara Peckham

**Date evaluation was conducted with the School Site Council:** April 20, 2017

**Evaluating the Progress of this Goal with Staff and Parents**

**Goal # 3**

**Actions: 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?

<b>Strategy</b>	<b>Evidence</b>
<i>Intensive EL Academy during the first month of school</i>	<i>2016-2017 showed a higher number of students reclassifying (13). One month of Intensive EL Intervention supported student achievement on the CELDT.</i>

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

<b>Strategy</b>	<b>Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)</b>	<b>Recommendation (based on analysis):</b>
<i>3b.3 - Additional items for Second Step curriculum</i>	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input checked="" type="checkbox"/> Other: <i>not needed</i>	<input checked="" type="checkbox"/> Eliminating it from next year's plan <input type="checkbox"/> Continuing it with the following modifications:

**School Name:** Howard Cattle Elementary School

**Principal's Name:** Sara Peckham

**Date evaluation was conducted with the School Site Council:** April 20, 2017

### Evaluating the Progress of this Goal with Staff and Parents

#### Goal # 4

#### Actions: 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?

<b>Strategy</b>	<b>Evidence</b>
<i>CCSS Math Parent Night</i>	<i>Parents were excited to hear more information about the CCSS in Math. All parent feedback surveys were positive.</i>
<i>Standards Based Grading Parent Workshop</i>	<i>Per feedback surveys, parents were pleased to have an opportunity to gain insight to the SBG report cards.</i>

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

<b>Strategy</b>	<b>Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)</b>	<b>Recommendation (based on analysis):</b>
<i>4a.2 - ELAC</i>	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input checked="" type="checkbox"/> Other: <i>Additional resources required</i>	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>School site will work to post posters announcing ELAC meetings; will write a description of ELAC in the Rustler; include how it affects parents and students</i>
<i>4b.2 – CCSS ELA and Math Parent Nights</i>	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input checked="" type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Only CCSS Math Parent Night was held. During 2017-2018, both ELA and Math Parent Nights will be held.</i>

**School Name:** Howard Cattle Elementary School  
**Principal's Name:** Sara Peckham  
**Date evaluation was conducted with the School Site Council:** April 20, 2017

**Evaluating the Progress of this Goal with Staff and Parents**

**Goal # 5**

**Actions: 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?

Strategy	Evidence
<i>Perfect Attendance recognition</i>	<i>Many students are excited to receive perfect attendance. By month 12, student attendance rate was 97%.</i>
<i>Saturday School</i>	<i>Saturday School also helps increase student attendance. During the 2016-2017 school year, we had the highest rates of attendance at Saturday School with numbers in the 70s and 80s.</i>
<i>SART/SARB Meetings</i>	<i>We invited the parents of 91 students to a SART meeting in March. Further, we held 6 SARB meetings. Following up with student attendance increases student achievement and longevity in attendance.</i>
<i>No Excuses University</i>	<i>Students, staff, and parents are excited about the belief that we prepare students for college. Staff use it as a basis for encouragement and preparation in the classroom.</i>
<i>STEM Soccer</i>	<i>Students in 1<sup>st</sup>-5<sup>th</sup> enjoyed STEM Soccer. Participation was consistent.</i>

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

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)	Recommendation (based on analysis):
<i>5a.1 – Saturday School</i>	<input checked="" type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Only offered three Saturday Schools this year; will offer it four times during 2017-2018.</i>
<i>5a.3 – SART meetings</i>	<input checked="" type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation	<input type="checkbox"/> Eliminating it from next year's plan

	<input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Held only one SART meeting; hold two during 2017-2018 year.</i>
<b>5c.4 – Provide Bullying Prevention Parent Workshop</b>	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input checked="" type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other _____	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications: <i>Will work with School Matters to provide parent workshop.</i>





**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Howard Cattle Elementary School**  
 School Site Council (SSC) Agenda  
 November 8, 2017



**Legal Requirements** (Check topics that were covered.)

X	1. Training		8. Safety Plan
X	2. Parent Engagement Policy	X	9. SPSA Development
X	3. Uniform Complaint Procedures	X	10. SPSA Budget
X	4. Parent Education Opportunities	X	11. SPSA Approval
X	5. Consolidated Programs Overview		12. Needs Assessment
	6. School-Parent Compact		13. SPSA Annual Evaluation
	7. Assessment/Curriculum/Program Effectiveness		14.
			15.

- I. Welcome and Introductions
- II. Call to Order
  - A. Approval of Minutes
- III. Public Comment
- IV. Committee Reports
- V. Legal Requirements
  - a. Overview of SPSA
  - b. Approve SPSA
- VI. Unfinished Business
- VII. New Business
- VIII. Adjournment

**NOTES:**

---



---



---



---



---



---

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**Howard Cattle Elementary School**  
School Site Council (SSC) Minutes  
November 8, 2017

I. Welcome and Introductions

*Meeting began at 3:39pm.  
Introduce Lorraine Nieblas.*

II. Call to Order

A. Approval of Minutes

*Shiba motions to approve minutes. Nieblas seconds the motion. No discussion.*

III. Public Comment

*Flores addressed the School Site Council with concerns of the current emergency supplies on campus. Peckham explains current status and plan in place. Safety Committee is in process of inventorying all supplies. Safety Committee is also awaiting quotes for nutrition bars. Flores makes a motion to take appropriate action to update school emergency supplies. He motions for the Safety Committee to report minutes to the School Site Council. Hasanoff seconds the motion. No further discussion.*

IV. Committee Reports

V. Legal Requirements

A. Overview of SPSA

*Peckham reviewed SPSA goals. Peckham explained LCAP goals and school's SMART goals. Peckham discussed process in which SPSA was developed: reviewed all data, parent and staff surveys, and discussed needs with staff. After 2016-2017 SMART goals were analyzed, goals were adjusted accordingly for this school year. Data and goals were presented to District personnel. Adjustments made based on feedback. Flores asked if it was possible to increase Computer Lab Aide hours. Peckham explained that it would not be cost effective for the school. Administrators will be flexible in her scheduling as appropriate. Peckham explained that there were some typos to correct and the name of two funding sources needed to be adjusted within the action steps. Peckham stated that she would review the state Dashboard at the next School Site Council meeting.*

B. Approve SPSA

*Hasanoff makes a motion to approve the SPSA with the corrections being made. Flores seconds the motion with no further discussion.*

VI. Unfinished Business

VII. New Business

VIII. Adjournment

*Flores makes motion to adjourn meeting at 5:32pm. Shiba seconds the motion.*



# Howard Cattle Elementary School School Site Council Meeting

November 8, 2017

## Sign-In Sheet

Print Name

Sign Name

Gloria Ortiz

*Gloria Ortiz*

Lorraine Nieblas

*Lorraine Nieblas*

Debbi Fehlow

*D Fehlow*

Tony Flores

*Tony Flores*

Janelle Shiba

*Janelle Shiba*

Eric Hasanz

*E-H*

Sara Pedcham

*Sara Pedcham*

*Carol*

## Howard Cattle Elementary School Professional Development Plan 2017-2018

Areas of Emphasis	District Trainings Principal	District Trainings Teacher	PD Method	PD Access
1. 4C's-Critical Thinking <b>Collaboration</b> 2. Literacy Shift 1,2 & 3 3. Math SMP 1,2,3,6,7,8 4. NGSS 5. Positive School Culture 6. Digital Tools 7. Timely Feedback 8. <b>Literacy in History (Secondary Only)</b>	<u><b>AOE #1&amp;2 4C's&amp; Literacy Shifts</b></u> September 11  <u><b>AOE #3-Math SMPs</b></u> December 4  <u><b>AOE #4-NGSS</b></u> February 5  <u><b>AOE #5-Positive School Culture</b></u> Tier 1 Training Tier 1 Booster Training Tier 2 Training  <u><b>AOE #6-Digital Tools</b></u> <i>Sites schedule with Technology Specialists as needed</i>  <u><b>AOE #7-Timely Feedback</b></u>	<u><b>AOE #1&amp;2 4C's &amp; Literacy Shifts K-6 (2 or 3 days)</b></u> <b>Day 1-Technology Day 2-UA/Assessments Day 3-DELD</b> September-October  <u><b>AOE #3-Math SMPs K-6 (1 day)</b></u> January-February  <u><b>AOE #4-NGSS K-6 (1 day)</b></u> March  <u><b>AOE #5-Positive School Culture</b></u> Tier 1 Training Tier 1 Booster Training Tier 2 Training  <u><b>AOE #6-Digital Tools</b></u> <i>Sites schedule with Technology Specialists as needed</i>  <u><b>AOE #7-Timely Feedback</b></u>	A. Training B. Lesson Modeling C. Co-Plan/Co-Teach D. Working/Study Groups E. PLC (4 Questions) <ol style="list-style-type: none"> <li>1. <i>What do you want all students to learn? (Standard)</i></li> <li>2. <i>How will you know when they've learned it? (Assessment)</i></li> <li>3. <i>How will you respond when they do? (Instruction/Intervention)</i></li> <li>4. <i>How will you respond if they already know it? (Instruction/Accelerations)</i></li> </ol> F. Learning Walks G. Individual Directed Activities	I. During School (Sub-release)  II. Before or After School (Timesheet)  III. Minimum Day  IV. Extra Day-before start of school/Saturday (Timesheet)  V. Staff Meeting Time

Date	Site PD Topic	Target Audience	Area of Emphasis (1-8)	PD Method (A-G)	PD Access (I-V)
<b>August 2017</b>					
August 9	½ Day Optional ELA/ELD Textbook Planning	TK-6/Support Teachers	1, 2	C, D	IV
August 9	2 hours Optional Interactive Projectors Training	TK-6/Support Teachers	6	A	IV
August 14	Elementary Report Cards Review (inc. Timely Feedback, Collaboration)	TK-6	7	A, D	III
August 15	PLC: Groups Norms	TK-6/Support Teachers	5	E	III
August 22	PLC: Effective PLCs	TK-6/Support Teachers	7	A, E	III
August 29	PLC: Data Analysis	TK-6/Support Teachers	7	E	III
August 30	District: DELD/Technology ELA Training	1 <sup>st</sup> Gd.	1, 2, 6	A	I
August 31	District: DELD/Technology ELA Training	6 <sup>th</sup> Gd.	1, 2, 6	A	I
<b>September 2017</b>					
September 5	PLC: SMART Goals				III
September 5-8	½ Day ELA Planning/Follow Up/Revisit Thinking Maps	K-6	1, 2	C, D	I
September 5-6	PBIS Tier I Booster Training	PBIS Team	5	A	I
September 12	PLC: Data Analysis (continued)	TK-6	5	D	III
September 14	District: DELD/Technology ELA Training	3 <sup>rd</sup> Gd.	1, 2, 6	A	I
September 19	PLC: Unspecified				
September 20	District: DELD/Technology ELA Training	K	1, 2, 6	A	I
September 21	Step Up to Writing Launch Training	New Teachers	2	A, C	I
September 22	District: DELD/Technology ELA Training	2 <sup>nd</sup> Gd.	1, 2, 6	A	I
September 26	PLC: Student Reflection	TK-6/Support Teachers	7	A, E	III
September 27	District: DELD/Technology ELA Training	5 <sup>th</sup> Gd.	1, 2, 6	A	I
September 29	District: DELD/Technology ELA Training	4 <sup>th</sup> Gd.	1, 2, 6	A	I
<b>October 2017</b>					
October 3	PLC: Unspecified				
October 9	Step Up to Writing Refresher Training	as needed	2	A, C	I
October 10-13	½ Day ELA Planning/Follow Up	K-6	1, 2	C, D	I
October 10	PLC				III
October 11	Review PBIS	TK-6/Support Teacher	5	A	V
October 17	PLC: SAS Survey	All Staff	5	E	III

October 24	PLC				III
October 26	Thinking Maps Training	New Teachers	1	A	I
October 31	PLC				III
<b>November 2017</b>					
November 1	District UA/Assessment ELA Training	5 <sup>th</sup> Gd.	1, 2, 7	A	I
November 1	ADHD Training	TK-6/Support Teachers	5	A	V
November 2	District UA/Assessment ELA Training	6 <sup>th</sup> Gd.	1, 2, 7	A	I
November 7	PLC				III
November 8	District UA/Assessment ELA Training	4 <sup>th</sup> Gd.	1, 2, 7	A	I
November 14	PLC: Unspecified				
November 17	District UA/Assessment ELA Training	3 <sup>rd</sup> Gd.	1, 2, 7	A	I
November 28	PLC: IABs/Designated Supports	3-6/Support Teachers	6	E	III
November 29	District UA/Assessment ELA Training	K	1, 2, 7	A	I
November 30	District UA/Assessment ELA Training	2 <sup>nd</sup> Gd.	1, 2, 7	A	I
<b>December 2017</b>					
December 4	Principal District Math SMP Training	Principal	3	A	I
December 5	PLC: Evaluate Progress Towards SMART Goals	TK-6/Support Teachers	7	E	III
December 7	District UA/Assessment ELA Training	1 <sup>st</sup> Gd.	1, 2, 7	A	I
December 12	PLC: Develop New SMART Goals	TK-6/Support Teachers	7	E	III
December 19	PLC: Wonders Share-Out	TK-6/Support Teachers	1, 2, 6	D, E	III
<b>January 2018</b>					
January 9	PLC:				III
January 10	Review PBIS/PBIS Data	TK-6/Support Teachers	5	A	V
January 12 & 18	Data Chats with Grade Levels	K-6 Teachers/Support Teachers	7	D	I
January 16	PLC: Unspecified				
January 19	District Math SMP Training	6 <sup>th</sup> Gd.	3	A	I
January 23	CAASPP Training	3 <sup>rd</sup> -6 <sup>th</sup> Gd.	6, 7	A	III
January 26	District Math SMP Training	K	3	A	I
January 29	District Math SMP Training	1 <sup>st</sup> Gd.	3	A	I
January 31	District Math SMP Training	2 <sup>nd</sup> Gd.	3	A	I
<b>February 2018</b>					
February 2	District Math SMP Training	3 <sup>rd</sup> Gd.	3	A	I

February 6	PLC:				III
February 8, 13, 16, 23	½ Day Release-Follow up Math SMP/Writing in Math	K-6	3	A, C, D	I
February 9	District Math SMP Training	5 <sup>th</sup> Gd.	3	A	I
February 13	PLC:				
February 15	District Math SMP Training	4 <sup>th</sup> Gd.	3	A	I
February 20	PLC:				
February 27	PLC: Evaluate Progress towards SMART Goals	TK-6/Support Teachers	7	E	III
<b>March 2018</b>					
March 2	District NGSS Training	5 <sup>th</sup> Gd.	4	A	I
March 6	PLC: Develop New SMART Goals	TK-6/Support Teachers	7	E	III
March 9	District NGSS Training	4 <sup>th</sup> Gd.	4	A	I
March 12, 14, 20, 23	½ Day Release – ELA Follow Up/Yearlong Planning 2018-19	K-6 <sup>th</sup> Gd./SDC Teachers	1, 2, 6, 7	D	I
March 13	PLC: Unspecified				
March 15	District NGSS Training	3 <sup>rd</sup> Gd.	4	A	I
March 16	District NGSS Training	2 <sup>nd</sup> Gd.	4	A	I
March 20	PLC:				
March 21	District NGSS Training	6 <sup>th</sup> Gd.	4	A	I
March 22	District NGSS Training	1 <sup>st</sup> Gd.	4	A	I
March 27	PLC:				
<b>April 2018</b>					
April 10	PLC:				
April 11, 12, 13, 17	½ Day Release – NGSS Follow Up	K-6	4	A, D	I
April 17	PLC:				
April 24	PLC:				
April 30	District NGSS Training	K	4	A	I
<b>May 2018</b>					
May 1	PLC:				
May 8	PLC: Unspecified				
May 15	PLC: PLC Evaluation	TK-6/Support Teachers	5	D	III
May 22	PLC: SMART Goals	TK-6/Support Teachers	7	E	III

# School Quality Survey for Parents, Students, and Staff: Howard Cattle Elementary

## Results

Chino Valley Unified School District





# Participation

---

Responding Group	Total Responses
Parents	125
Staff Members	42
Students	91

# Purpose of the Study

---

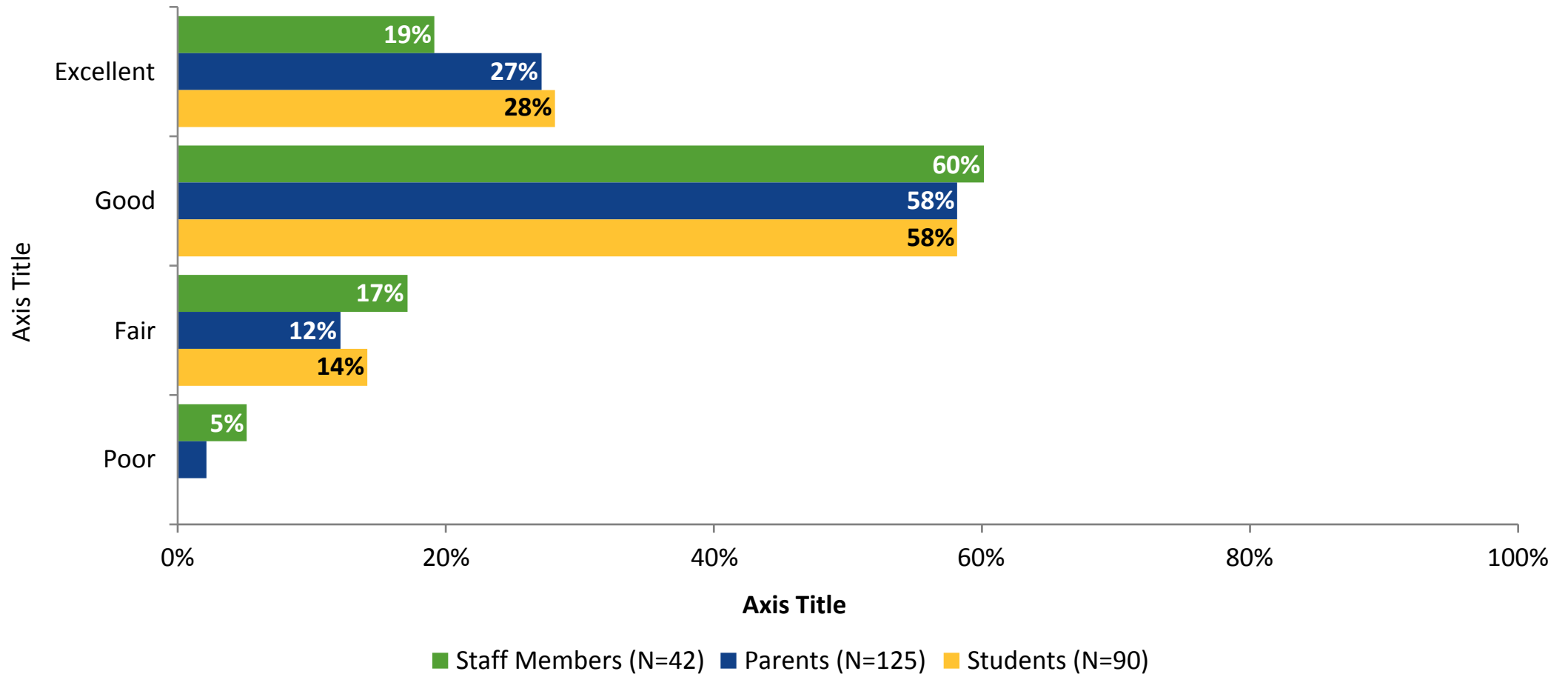
Chino Valley Unified School District (CVUSD) asked students, parents/guardians, and staff members for feedback on their specific school's climate. The purpose of the School Quality Survey is to better understand what CVUSD schools are doing well and identify opportunities for improvement. Results will be incorporated into school improvement plans and used to help the district improve the educational experience for all students.

To ensure content validity, K12 Insight partnered with district leadership to customize the survey, which addressed the following seven topics:

- Academic Support
- Student Support
- School Leadership
- Family Involvement
- Safety and Behavior
- Curriculum and Program Communication
- Overall Quality

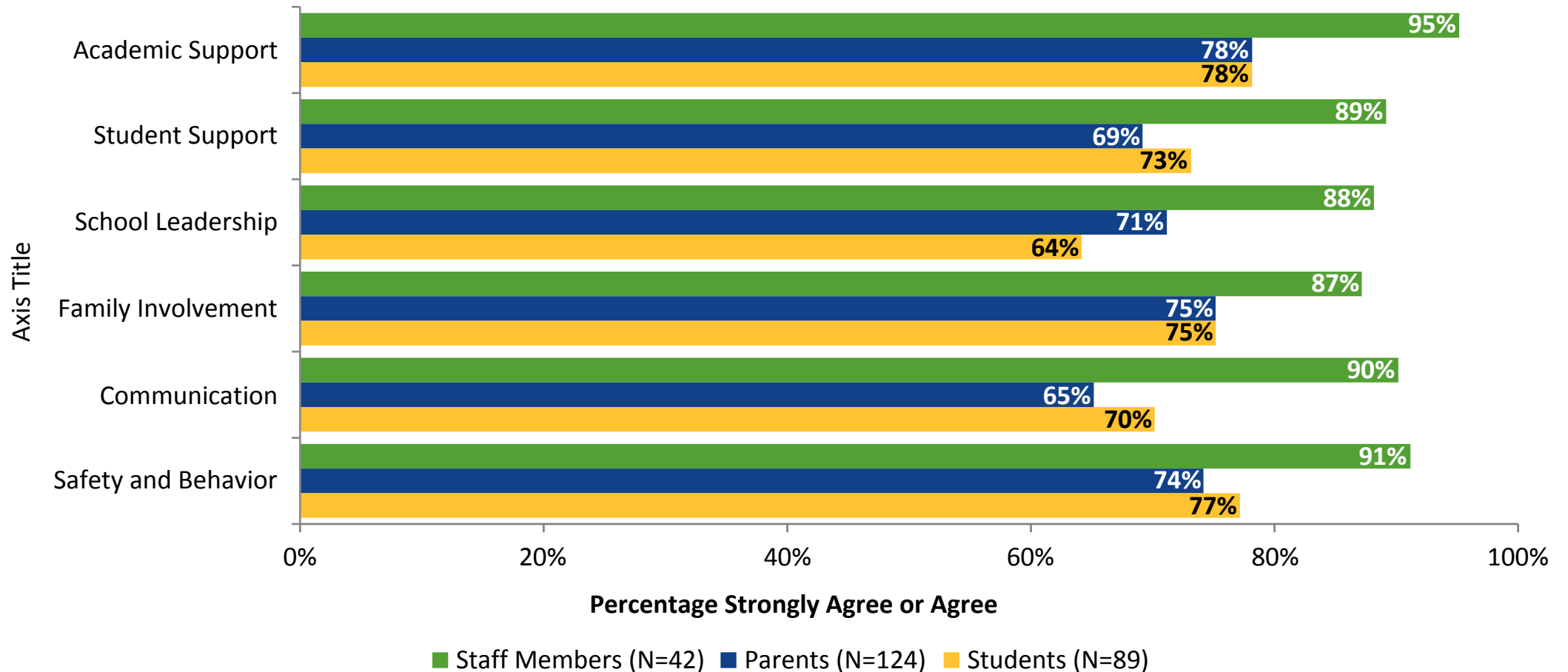
# Overall Quality by Respondent Group

How would you rate the overall quality of your campus?



# School Quality Dimension Comparison

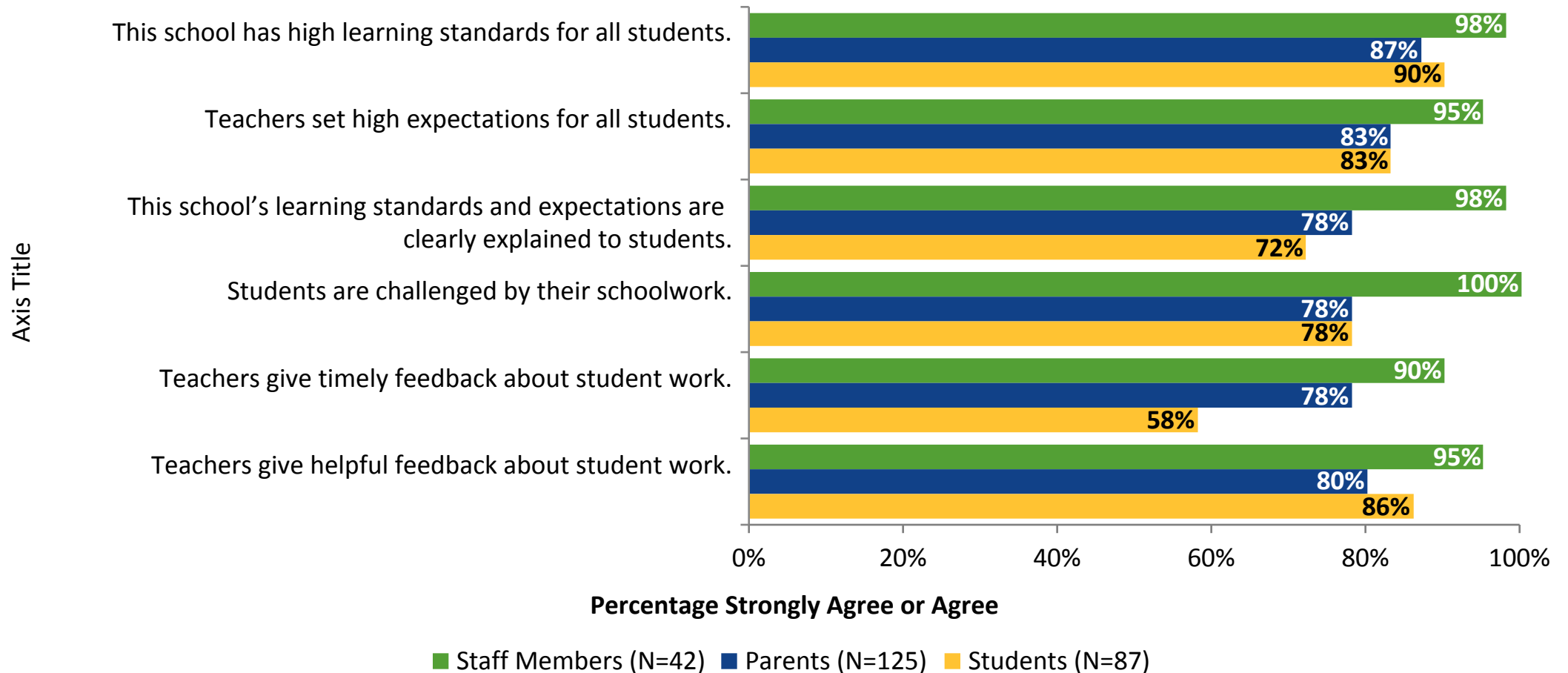
Answer Options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know



# Academic Support

How strongly do you disagree or agree with the following statements?

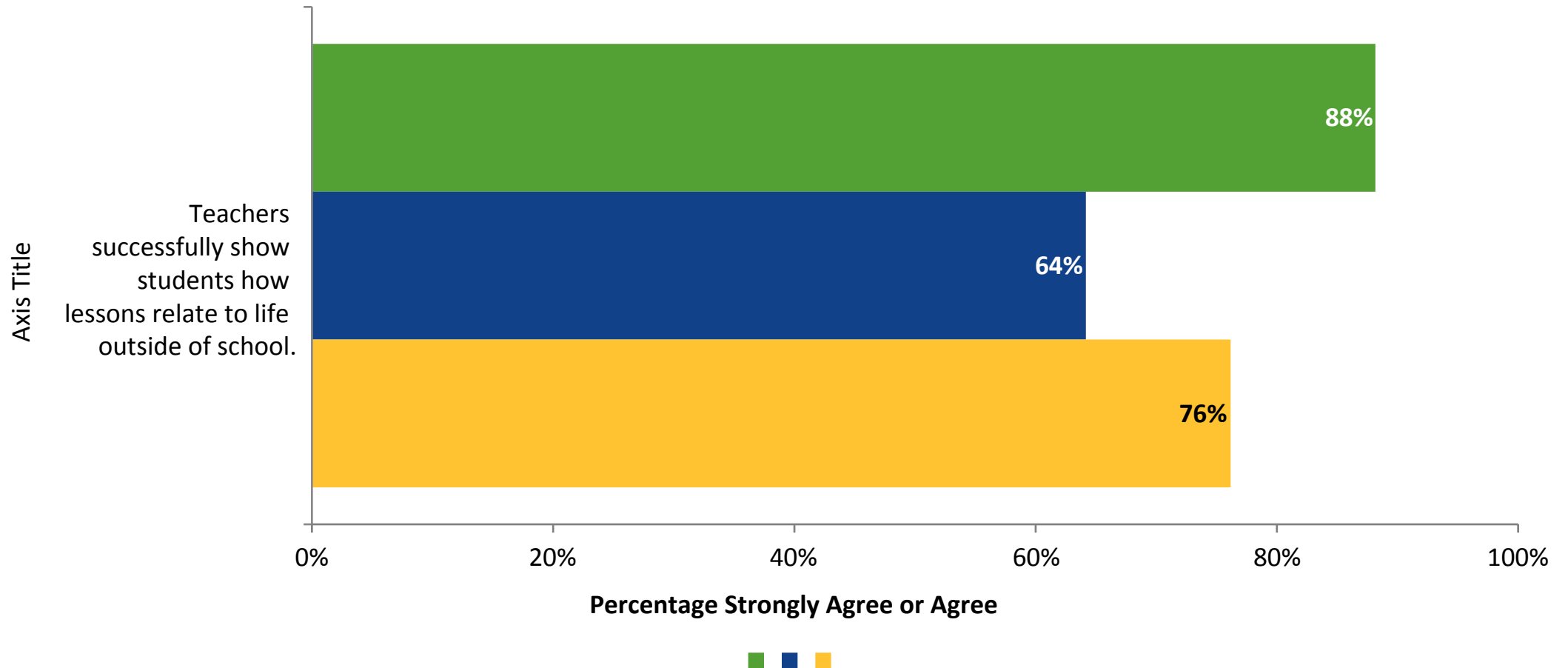
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Academic Support (Continued)

How strongly do you disagree or agree with the following statements?

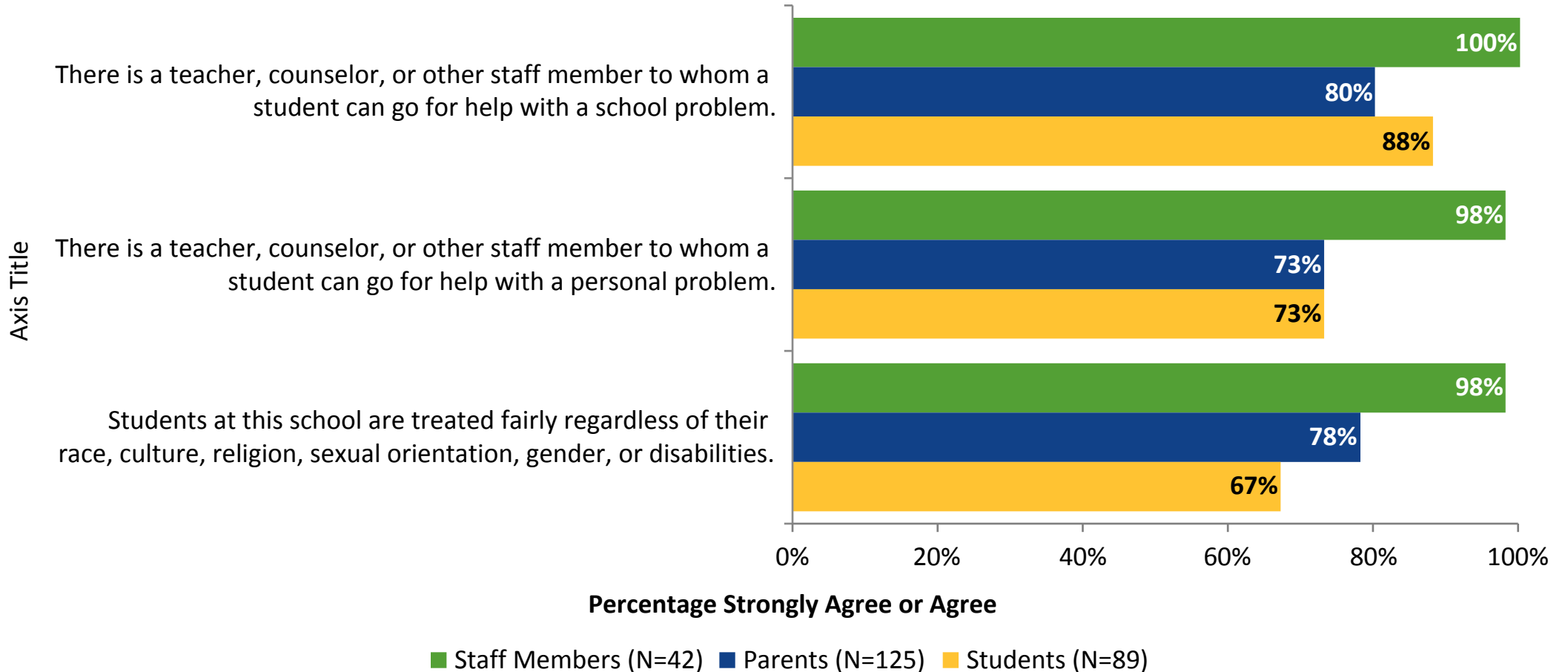
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Student Support

How strongly do you disagree or agree with the following statements?

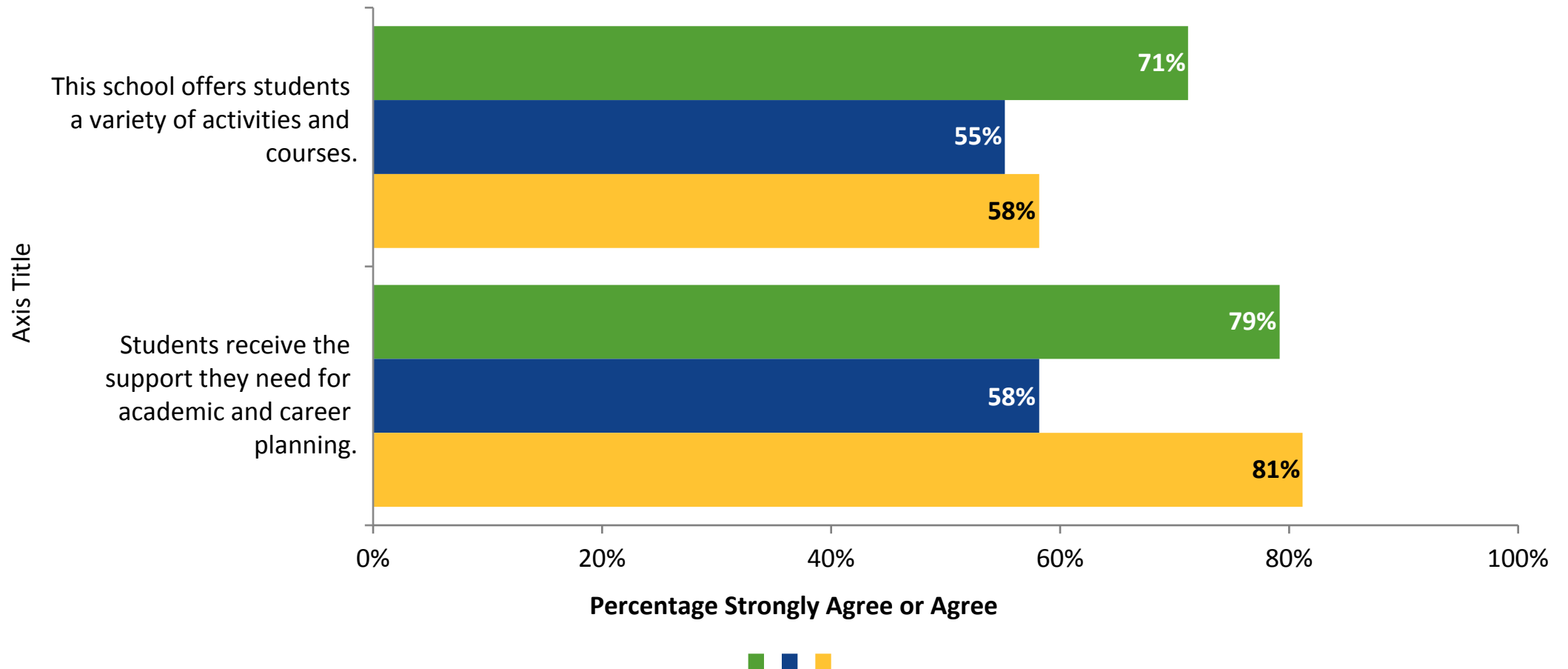
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Student Support (Continued)

How strongly do you disagree or agree with the following statements?

Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*





# Areas of Perceived Unfair Treatment

In which area(s) do you think students at your campus are treated unfairly?

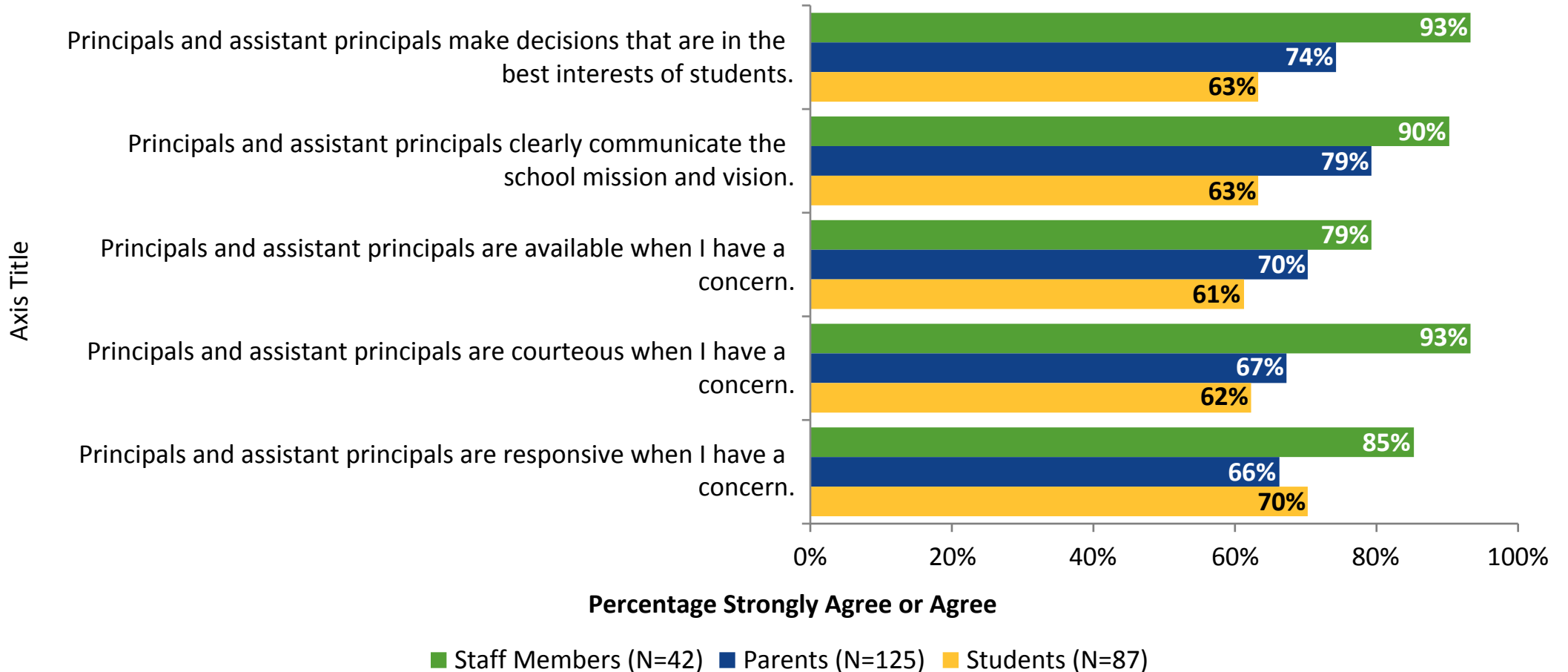
Response	Staff Members (N=1)	Parents (N=15)	Students (N=15)
Culture	0%	47%	60%
Disabilities	0%	53%	67%
Gender	0%	0%	33%
Race/Ethnicity	100%	53%	80%
Religion	0%	13%	27%
Sexual Orientation	0%	0%	47%

*Note: Only participants who responded Disagree or Strongly Disagree to the statement “Students at this school are treated fairly regardless of their differences, such as culture, race, disability, or gender” were shown this question. Percentages may exceed 100 because respondents could choose more than one response.*

# School Leadership

How strongly do you disagree or agree with the following statements?

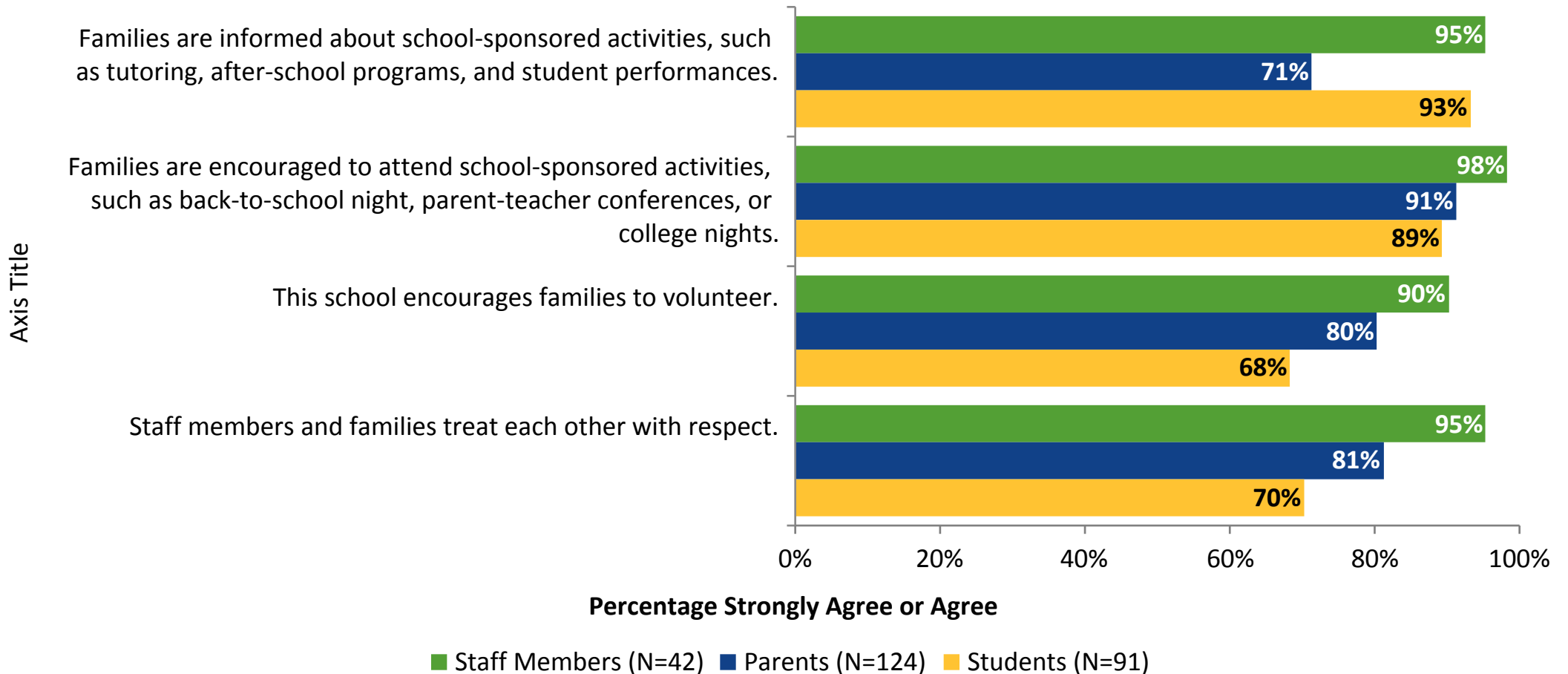
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Family Involvement

How strongly do you disagree or agree with the following statements?

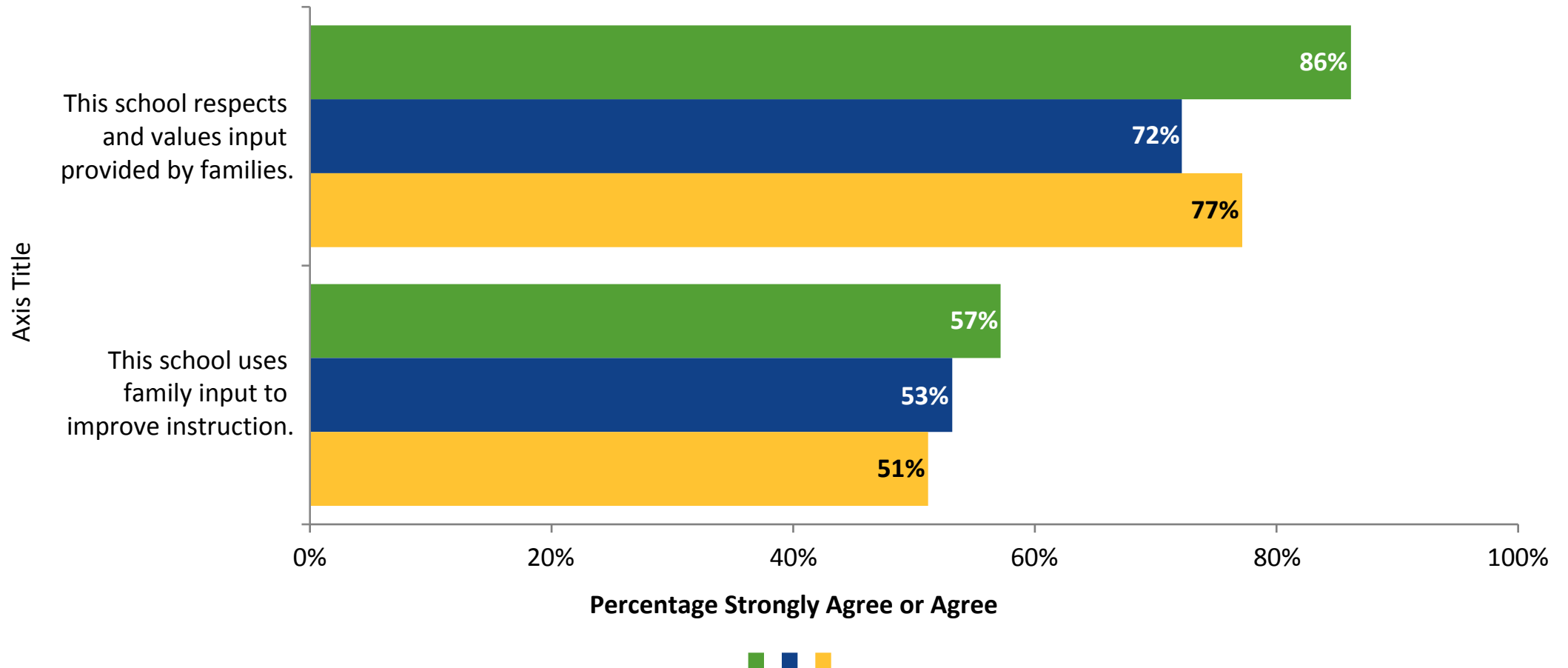
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?

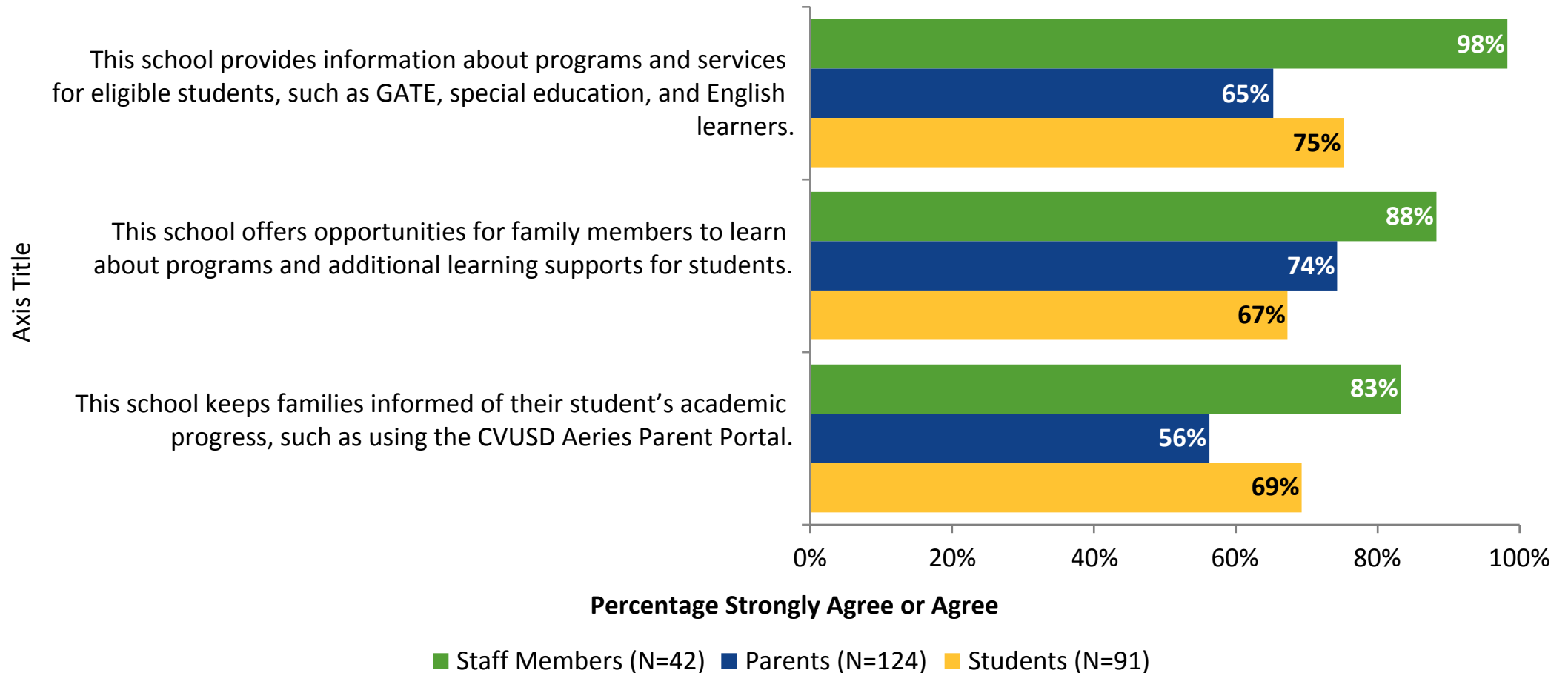
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Communication

How strongly do you disagree or agree with the following statements?

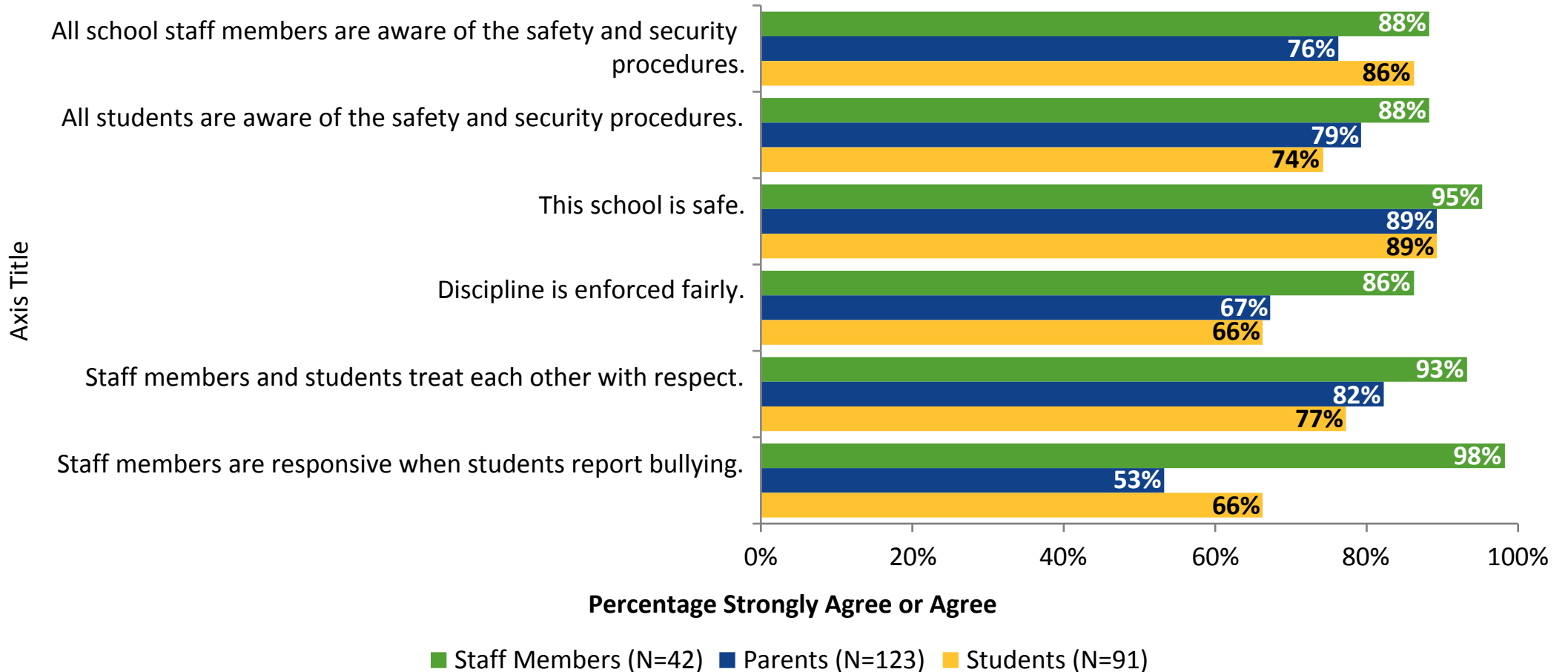
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Safety and Behavior

How strongly do you disagree or agree with the following statements?

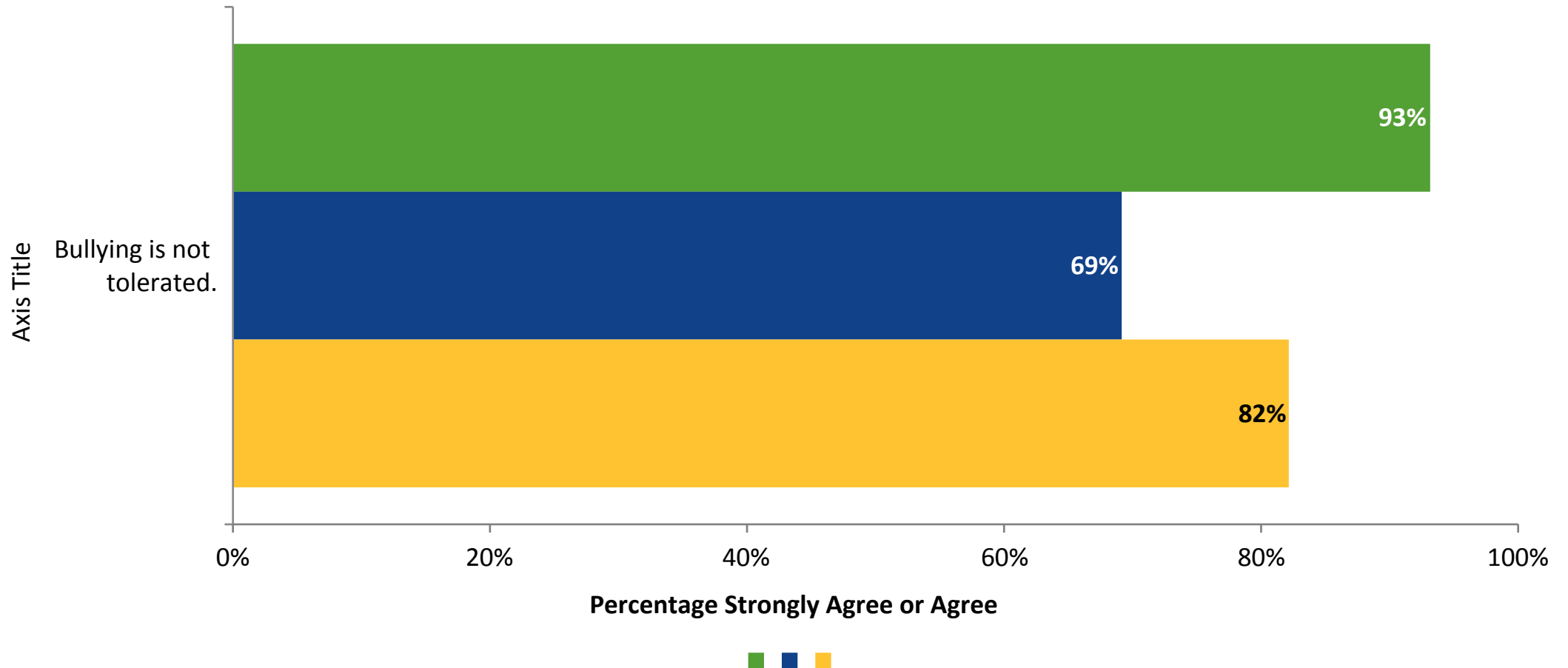
Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Safety and Behavior (Continued)

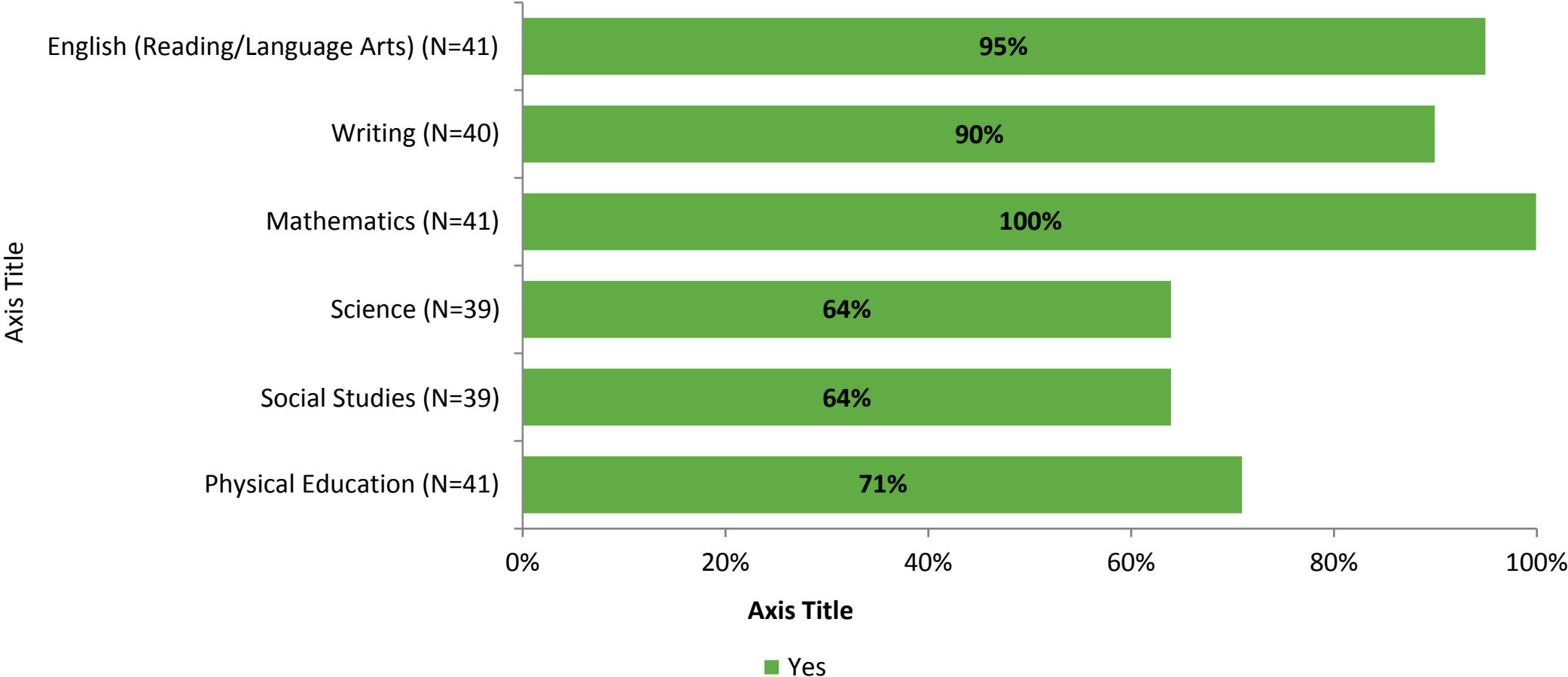
How strongly do you disagree or agree with the following statements?

Answer Options: *Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know*



# Challenging Curriculum

The school provides a challenging academic curriculum in the following content areas:

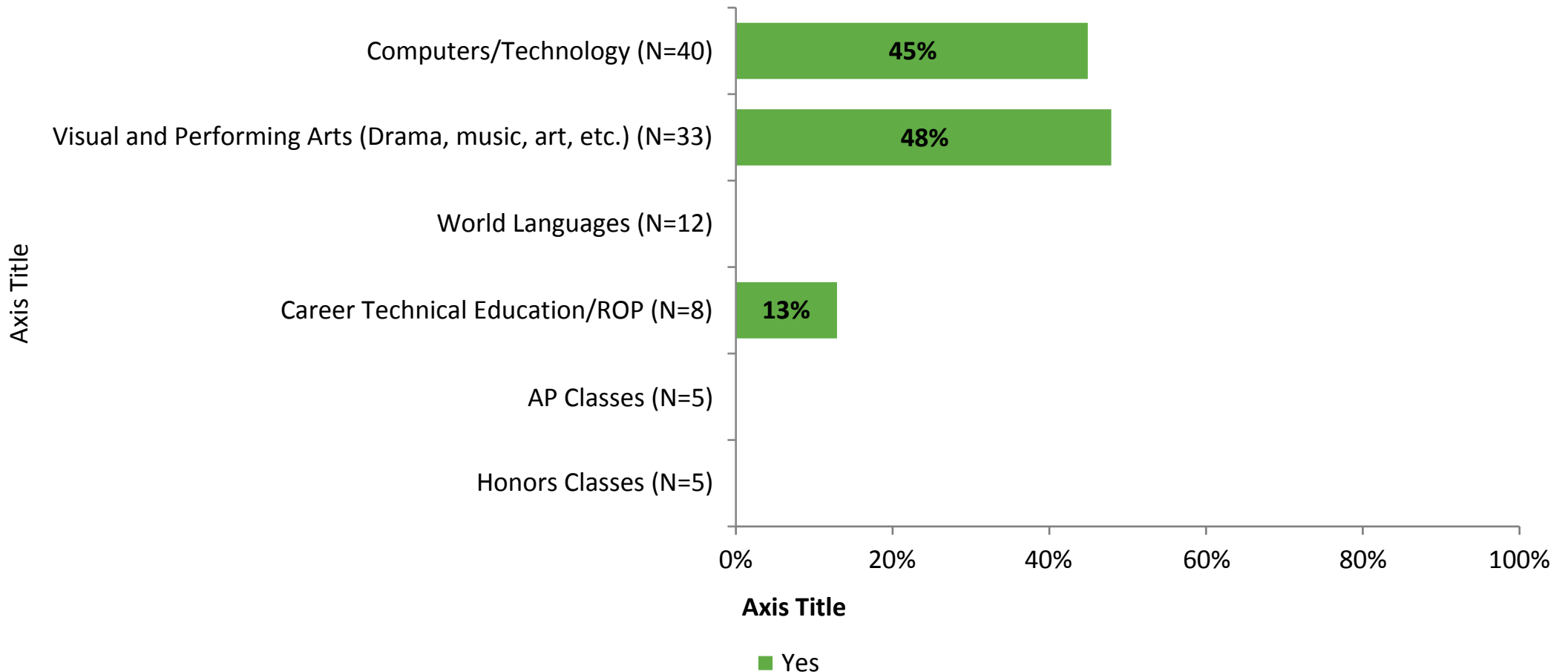


Not Applicable responses have been excluded from calculations.  
Answer Options: Yes, No, Not Applicable



## Challenging Curriculum (Continued)

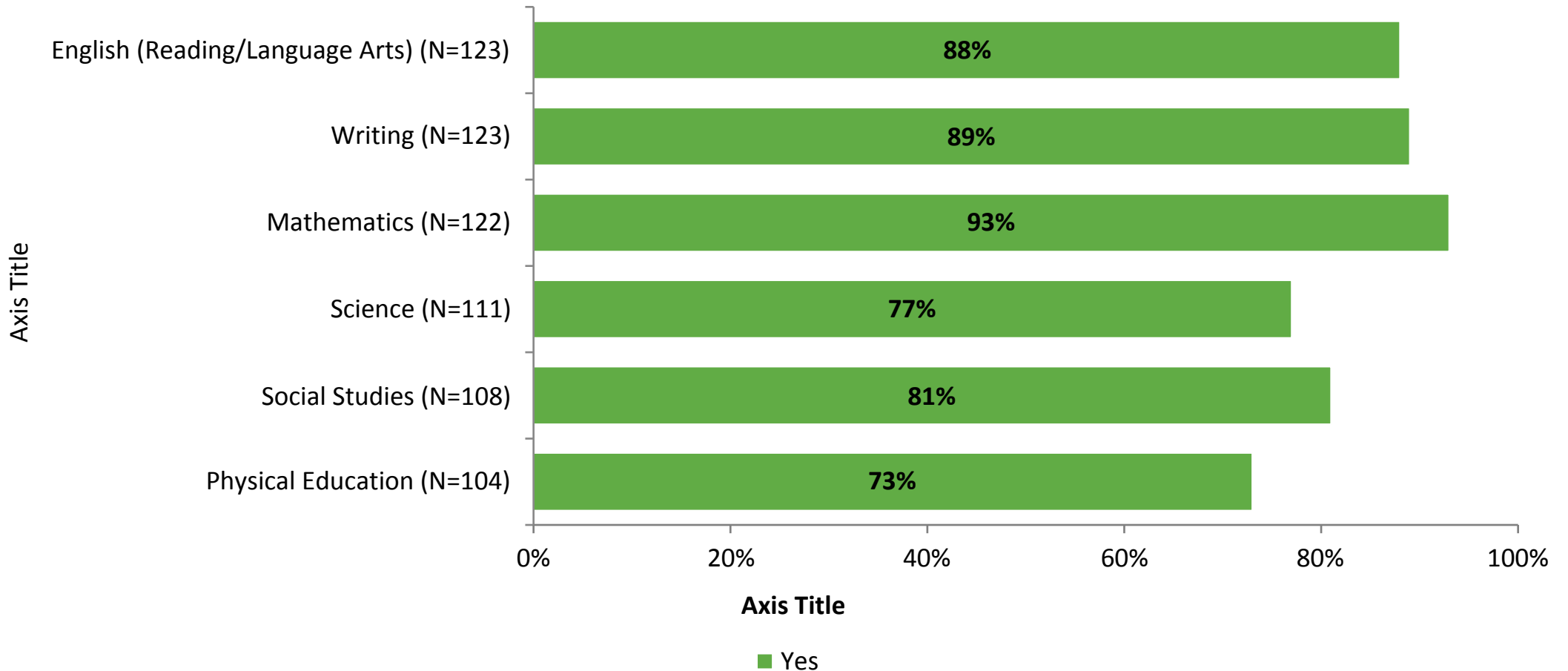
The school provides a challenging academic curriculum in the following content areas:



Not Applicable responses have been excluded from calculations.  
Answer Options: Yes, No, Not Applicable

# Challenging Curriculum

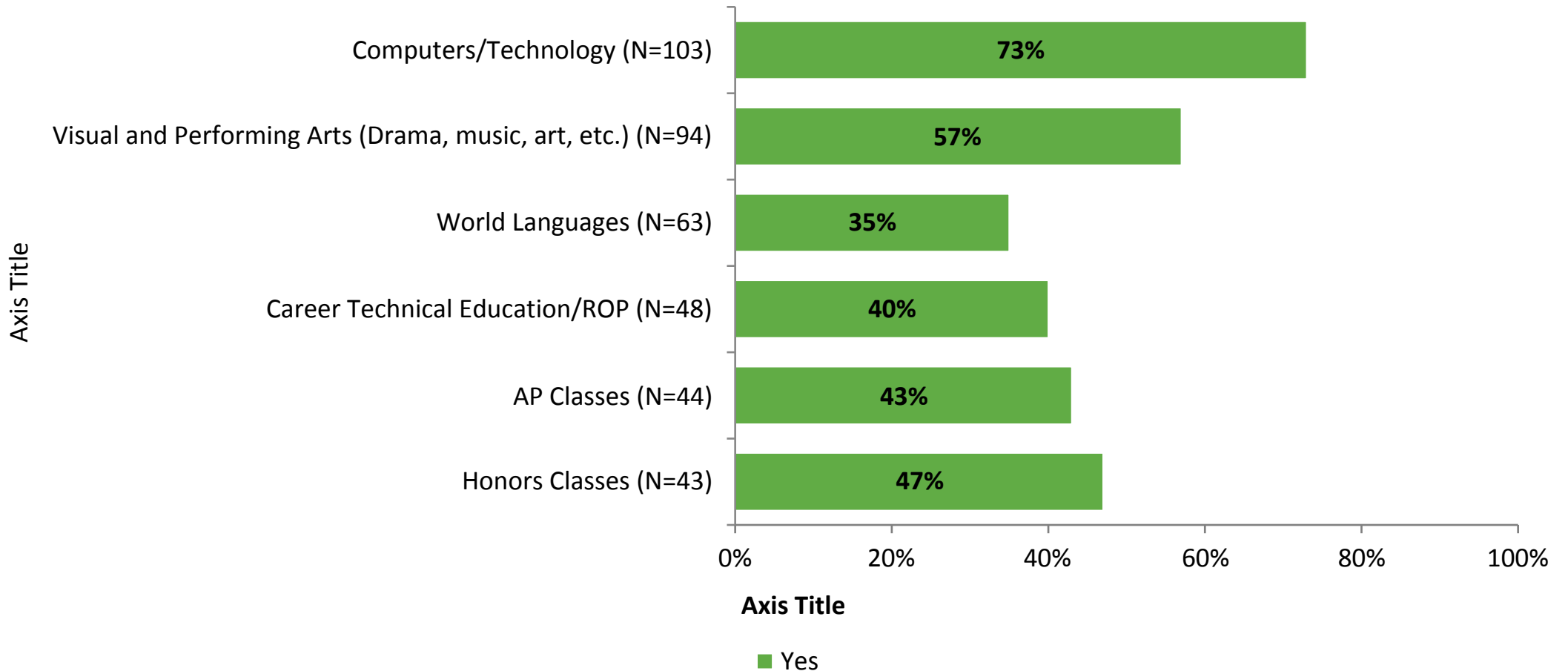
The school provides a challenging academic curriculum in the following content areas:



Not Applicable responses have been excluded from calculations.  
Answer Options: Yes, No, Not Applicable

# Challenging Curriculum (Continued)

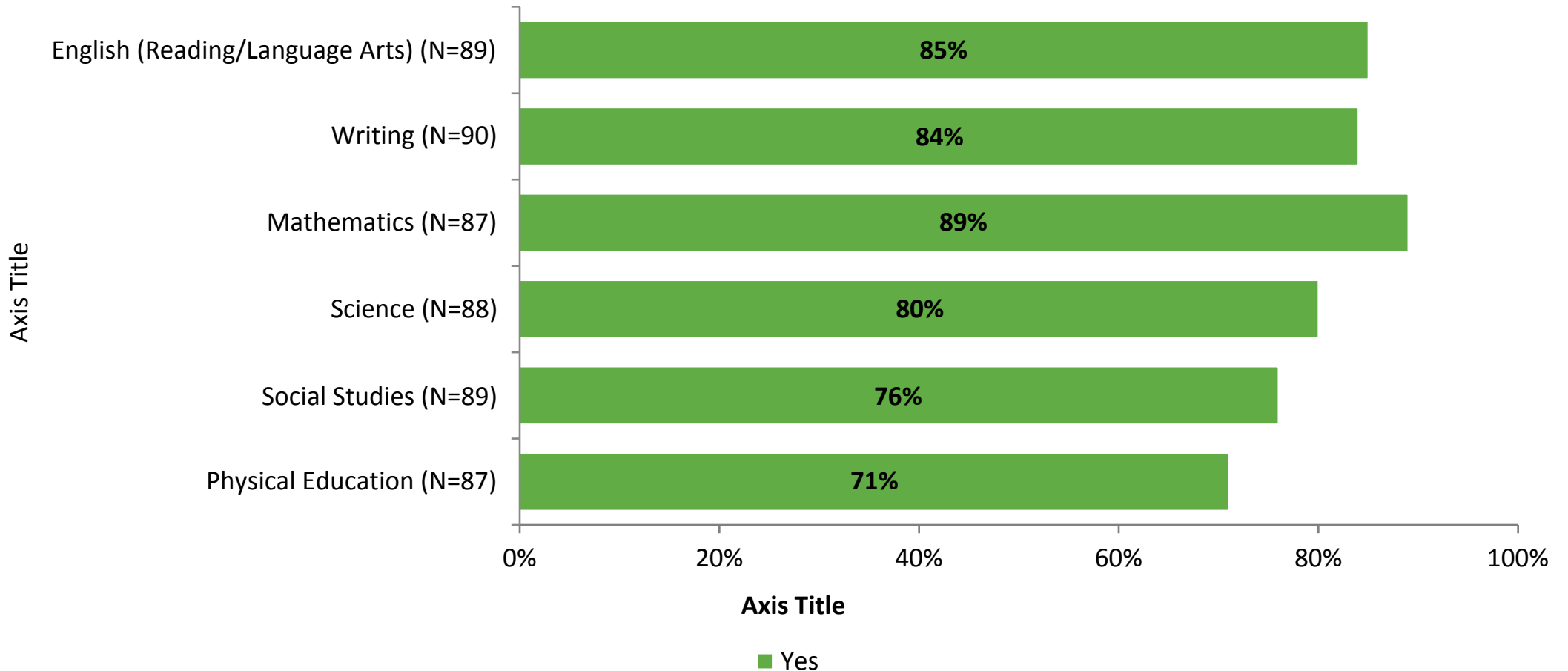
The school provides a challenging academic curriculum in the following content areas:



Not Applicable responses have been excluded from calculations.  
Answer Options: Yes, No, Not Applicable

# Challenging Curriculum

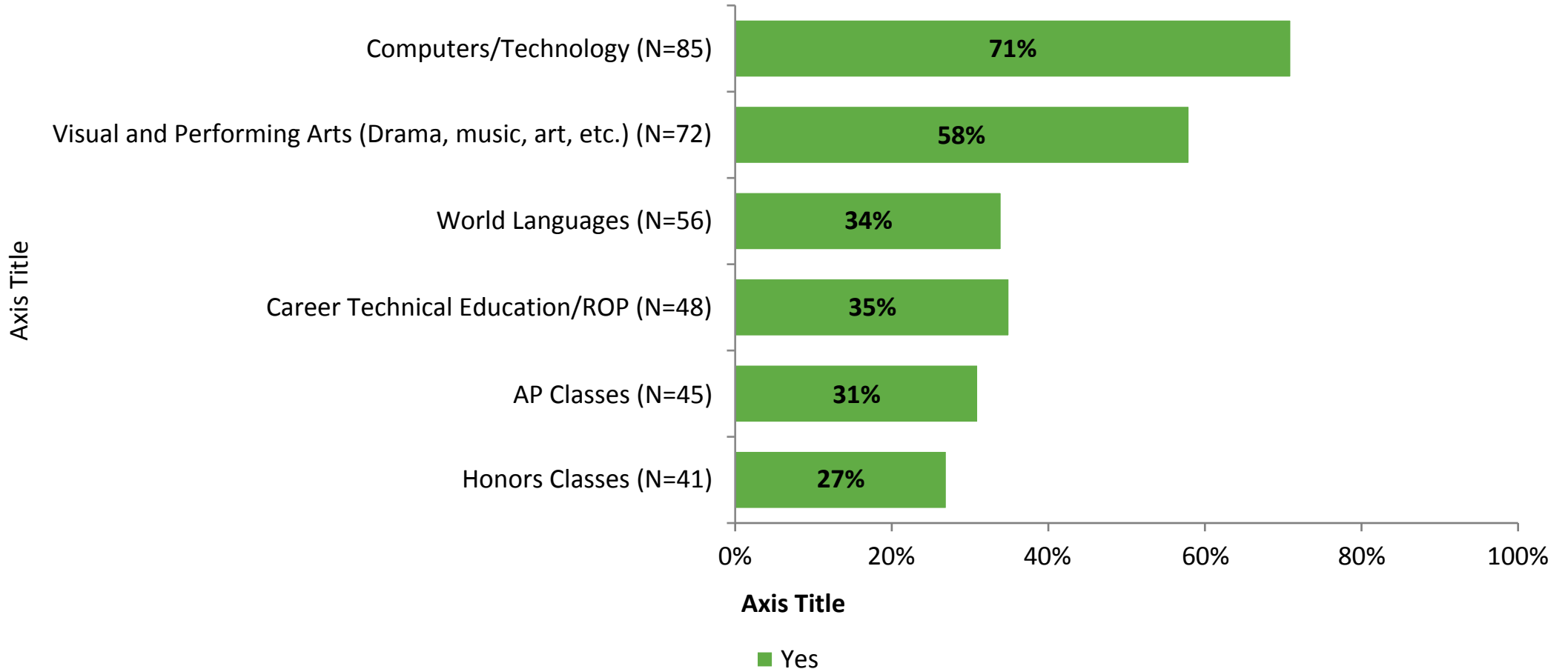
The school provides a challenging academic curriculum in the following content areas:



Not Applicable responses have been excluded from calculations.  
Answer Options: Yes, No, Not Applicable

# Challenging Curriculum (Continued)

The school provides a challenging academic curriculum in the following content areas:



Not Applicable responses have been excluded from calculations.  
Answer Options: Yes, No, Not Applicable

## Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Students are challenged by their schoolwork.	100%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	100%	Student Support
This school has high learning standards for all students.	98%	Academic Support
This school's learning standards and expectations are clearly explained to students.	98%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	98%	Student Support

# Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
This school uses family input to improve instruction.	24%	Family Involvement
Principals and assistant principals are available when I have a concern.	21%	School Leadership
This school offers students a variety of activities and courses.	21%	Student Support
Principals and assistant principals are responsive when I have a concern.	15%	School Leadership
Discipline is enforced fairly.	14%	Safety and Behavior

# Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights.	91%	Family Involvement
This school is safe.	89%	Safety and Behavior
This school has high learning standards for all students.	87%	Academic Support
Teachers set high expectations for all students.	83%	Academic Support
Staff members and students treat each other with respect.	82%	Safety and Behavior



## Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
This school offers students a variety of activities and courses.	35%	Student Support
This school keeps families informed of their student's academic progress, such as using the CVUSD Aeries Parent Portal.	26%	Communication
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	23%	Family Involvement
This school uses family input to improve instruction.	23%	Family Involvement
Teachers give timely feedback about student work.	22%	Academic Support

## Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	93%	Family Involvement
This school has high learning standards for all students.	90%	Academic Support
Families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights.	89%	Family Involvement
This school is safe.	89%	Safety and Behavior
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	88%	Student Support

# Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
This school offers students a variety of activities and courses.	36%	Student Support
Principals and assistant principals are available when I have a concern.	28%	School Leadership
Principals and assistant principals make decisions that are in the best interests of students.	23%	School Leadership
This school encourages families to volunteer.	21%	Family Involvement
Staff members are responsive when students report bullying.	20%	Safety and Behavior

*K12 Insight* 

Follow us on Twitter: @k12insight

[www.k12insight.com](http://www.k12insight.com)