

# The Single Plan for Student Achievement

**School:** Frederiksen Elementary School  
**CDS Code:** 01-75093-6001390  
**District:** Dublin Unified School District  
**Principal:** Claire Mognaga  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Frederiksen Elementary School's Vision and Mission Statements

At Frederiksen, we celebrate the diversity of our community and provide research-based instructional practices to ensure high levels of learning for our students. Our mission is to build for the future together by laying the foundation for lifelong learning, pride in character, and a lasting commitment to the community.

## School Profile

Frederiksen Elementary School is a beautiful campus located in west Dublin and has 29 self-contained classrooms, one Developmental Kindergarten Academy, and two Special Day Preschool classrooms. We are a Title I school with an enrollment of 801 students. Our students represent over 30 different languages and rich cultural and racial backgrounds. We are proud of the diversity our school community brings to our educational setting.

At Frederiksen, we place an emphasis on rigor, relevance, and relationships. We believe that collaboration is the most essential element to ensuring student success. We explore student data together to determine next steps in instructional strategies and interventions. Our underlying philosophy is the belief that all children can learn, that our teaching is powerful, and that research-based instructional practices lay the groundwork for the academic growth of our children. Our teachers have on-going professional development time that is dedicated to analyzing data and collaboratively developing strong instructional lessons focused on the Common Core Standards. We are a true Professional Learning Community.

Pride, integrity, and collaborative leadership have joined forces at Frederiksen to create a progressive and fully inclusive learning environment for our entire community. Our commitment to excellence is evident in our broad range of programs and services. Weekly preps by a PE Specialist and Fine Arts Specialist are offered to our students. The use of technology to enhance the learning experience is a continual focus. All classrooms have voice enhancement systems, document cameras, tablets and Interactive SMART boards for classroom instruction. Chromebook cabinets house a half-class set of laptops in each classroom, in addition to eight chromebook carts located around our campus. This provides opportunities for one-to-one computing in classrooms. We also have a computer lab, which is used on a daily basis for computer-based intervention services. Classrooms in grades Pre/K through five are using a multitude of software and technology to support students in math, language arts, and reading. Two part-time psychologists, one full-time counselor, one resource specialist, two part-time and one full-time speech therapist, one English Language specialist, and one intervention specialist make up our support team to serve student needs. In addition, Frederiksen's staff and parents are committed to a strong character education program. They promote and acknowledge life skills in our classrooms and through grade-level workshops and a peacekeeper program. At Frederiksen, the whole child is celebrated and supported through academics (skill) and social emotional learning (will).

Our community has joined together to ensure that all our students have the skills, resources, knowledge, and experiences to prepare them for the 21st century. In classrooms and on the playground, we want our students to value diversity and to be inclusive leaders, problem solvers, effective communicators, and creative thinkers. Our goal is for our diverse population of students to become compassionate, ethical, and inquisitive global citizens. To fulfill this vision, Frederiksen Elementary School aligns their goals with DUSD's Vision 2020 Strategic Initiatives:

- Maximizing student learning and achievement.
- Fostering a collaborative and safe learning environment that continuously seeks improvement in student learning.
- Monitoring results in a systematic and timely fashion such that financial, technological, and human resources can be aligned to enhance student learning.
- Partnering with our community to provide access, knowledge, and experiences that support student learning.

We are proud of the work we are accomplishing at Frederiksen Elementary School. The measurable academic gains that are observed and continuously monitored and adjusted at our site are the result of effective collaborative efforts and lifelong learning practices.

## **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).

Our School Site Council offers an annual Parent Survey in order to provide information about our general school atmosphere. The analysis of this year's survey are as follows:

68 Parents responded to the survey, the majority from Grades K and 1.

Parents are informed about school events and news mostly via direct communication, flyers, and Panther newsletters.

90% of the respondents agree/strongly agree that the teachers help their child succeed academically.

88% of the respondents agree/strongly agree that report cards are clear.

81% of the respondents agree/strongly agree that their child is learning computer skills to enhance their learning experience.

92% of the respondents agree/strongly agree that their child is safe at school.

95% of the respondents agree/strongly agree that they feel welcomed at Frederiksen when they come to school.

90% of the respondents agree/strongly agree that the school staff is accessible when needed.

85% of the respondents agree/strongly agree that teachers and administrators enforce school rules in a fair and consistent manner.

74% of the respondents agree/strongly agree that Character and Bullying Education is being properly addressed with students.

92% of the respondents agree/strongly agree that the importance of daily attendance is communicated.

87% of the respondents agree/strongly agree that their child is being adequately prepared for the next school year.

88% of the respondents are satisfied with the campus security procedures.

Parents would like to see Technology-Coding, Spanish, Lego Robotics, and Spectrum of Science offered as after-school options next year.

The Leadership Team at Frederiksen continued another year of implementation from our Academic Program Survey Results from the 2014-2015 school year. Our findings noted that our Instructional Focus document is helping us address areas of need. We are implementing Common Core standards through grade level designed units. Grade level staff are creating units of study and Common Formative Assessments to determine and address student needs (intervention and enrichment). Instructional time is adhered to with uninterrupted ELA/Literacy blocks. The daily schedule has been created to offer intervention services in support of our RTI needs with 30 minutes of no new instruction daily in order to focus on intervention in the essential standards for identified students. The OARS system supports staff in monitoring student achievement and modifying instruction. Bi-monthly teacher collaboration using student achievement data informs our practice. Ongoing instructional assistance, intervention, and support is offered to teachers by our school specialists, our Title I Intervention Specialist, and five Title I instructional aides. Our teachers are fully credentialed and highly qualified. We used state adopted ELA and math instructional materials.

Each year, fifth grade teachers are surveyed by middle school counselors about the academic and social emotional needs of students. These results are utilized in the placement of incoming sixth grade students.

Educators are also surveyed about the effectiveness and application of professional development in our district and their desires for staff development at the site.

### **Classroom Observations**

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

Parent/ outside agency classroom observations are offered following "Frederiksen's Observation Policy".

All classified and certificated employees are on an evaluation cycle for formal observations. Informal visits of classrooms and site monitoring occur daily. We find that teachers are utilizing technology much more frequently than in past years. Students are often found with chromebooks on their desk, logging into google classroom sites for technologically enhanced interactive instruction.

### **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)

Standards, Assessment, and Accountability LCAP Priority:

#2 Implementation of Common Core Standards-Smarter Balanced Assessments

#4 Pupil Achievement

#5 Pupil Engagement

Analyze Students' ongoing progress using the Professional Learning Community model

Use student data for the Response to Intervention Model focusing on Skill and Will

Use of formative and summative assessments to disaggregate data and to monitor the students' academic progress through the use of Excel Spreadsheets, grade level analysis reports, and the Online Assessments and Reporting System (OARS) and to create action plans to address the academic needs of students that are not meeting grade level standards

Analyze content clusters from standardized multiple measures to determine individual student needs and grade level strengths and weaknesses (OARS, STAR - AR reports, Science CST, District Math Fluencies, DRA, Report Cards, IXL, iREAD, Starfall, and ESGI)

On-Demand Writing Assessments

Emergent Literacy Assessment (K)

EnVision Math Topic Tests

Grade level teams utilize essential Common Core Standards to organize units of study, develop common formative assessments and examine results such that instructional practices, resources and interventions are aligned

CELDT Testing for English Language Learners

Analyze Focus Students' ongoing progress using the Cycle of Inquiry

Kindergarten Spring Assessment Days to identify students for our Kindergarten and Developmental Kindergarten Programs

Ability group in math based on common formative assessments and classroom assessments. Groups are flexible based on assessed content.

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

Standards, Assessment, and Accountability LCAP Priority:

#2 Implementation of Common Core Standards-Smarter Balanced Assessments

#4 Pupil Achievement

#8 Pupil Outcomes

Teachers create common formative assessments and use the data to direct instruction. Students are then directed to intervention, reteaching or extension activities as prescribed by the Frederiksen Response to Intervention model. We address the "skill" and "will".

Staffing and Professional Development

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

Staffing and Professional Development LCAP priority:

#1 Williams Act Criteria

Frederiksen's staff all meet or exceed California's requirements

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

Staffing and Professional Development LCAP priority:

#1 Williams Act Criteria

Each year, certificated and classified employees receive professional development opportunities. This training include, but are not limited to: Response to Intervention by DuFours, Writers' Workshop, ELA CCSS, ELD, Math CCSS, Science with STEAM Components, and Technology by District Instructional Coaches, Capturing Kids Hearts, and Crisis Prevention Institute (CPI) support.

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

Staffing and Professional Development LCAP priority:

#1 Williams Act Criteria

#2 Implementation of Common Core Standards-Smarter Balanced Assessments

#4 Pupil Achievement

#5 Pupil Engagement

#7 Student Access to Core Courses

#8 Pupil Outcomes

Professional Learning Communities (PLC's)

Rigor & Relevance Training by Dr. Willard Daggett

Rigorous Curriculum Design Training by Dr. Connie Kamm

Capturing Kid's Hearts Training by the Flippen Group

Writer's Workshop Training

Education and Environment Initiative (Science Curriculum)

Gifted and Talented Education (GATE) Training by John DeLandsheer

GATE Lead Teacher coordinator

Tech Liaisons, primary and upper

Math, ELA, Science, ELD, Technology Coaches

Guided Language Acquisition Design (GLAD) Training for Teachers

Leadership Team meetings

Response to Intervention Team (weekly meetings)

Response to Intervention Book Study

Alameda County Collaborative for Learning and Instruction in Mathematics (ACCLAIM) training for all teachers

Culturally Responsive Teaching training by The Center for Culturally Responsive Teaching and Learning

TriValley Teacher Induction Project (TV/TIP) for new teachers

RTI time for Language Arts and Math to reteach material

Monthly professional staff meeting to analyze school, grade level, and classroom data

Technology training for a variety of software and hardware

Accelerated Reader Implementation and Training

Trimester benchmark assessments in Mathematics

Trimester benchmark assessments in ELA

Trimester benchmark assessments in Writing

Common collaboration time for grade levels

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

Staffing and Professional Development LCAP priority:

#1 Williams Act Criteria

Ongoing coaching support from district instructional coaches in ELA, Math, ELD, Science and Technology

Grade level release days for Common Core unit planning in ELA, Math, and Science

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

Staffing, Teaching and Learning and Professional Development LCAP priority:  
#1 Williams Act Criteria

Teachers collaborate formally 21 times a year during negotiated collaboration days

Frederiksen grade levels have been given 3 days to collaborate during the school year - one each trimester to plan a "guaranteed curriculum"

The district has provided multiple days for district-wide grade level professional development

### Teaching and Learning

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

Teaching and Learning LCAP priority:

#1 Williams Act Criteria

#2 Implementation of Common Core Standards-Smarter Balanced Assessments

#7 Student Access to Core Courses

Dublin Unified School District provides curriculum and supplementary Common Core materials that are aligned with both district and state Common Core standards. Adopted textbooks in all core subject areas are chosen from state adoptions in ELA, Math, History, and Science.

Common Core State Standards (CCSS) Unit Planning

OARS benchmark assessments

District adopted standards based core texts

CCSS Essential Standards

Common Formative Assessments

DRA

Emerging Lit Survey (K)

Next Generation Science Standards

Writer's Workshop

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

Teaching and Learning LCAP priority:

#7 Student Access to Core Courses

We adhere to the recommended instructional minutes for reading/language arts and mathematics



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

Teaching and Learning LCAP priority:  
#4 Pupil Achievement

We offer Response to Intervention daily. It is built into our instructional day with 30 minute "no new instruction" blocks of time. (strategic RTI services)

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

Teaching and Learning LCAP priority:  
#1 Williams Act Criteria  
#7 Student Access to Core Courses

All standards-based instructional materials are available to students, K-5, including all identified sub-groups (English Language Learners, Students with Disabilities, GATE, Gender, Ethnicity, and Economically Disadvantaged).

Houghton Mifflin Harcourt - English Language Arts  
Harcourt Brace - Science  
Pearson (EnVision Math) - Mathematics  
Scott Foresman - Social Studies  
Houghton Mifflin Leveled Readers, Extra Support Handbook (ELD Language Arts)  
Houghton Mifflin Little Readers are used for guided reading for Early Emergent Readers for Language Arts  
SIPPS  
System 44  
Accelerated Reader  
DRA  
Qwerty Town  
IXL  
Reading A-Z  
Brain Pop  
RAZ Kids  
Starfall  
Discovery Education  
Game Day - Physical Education

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)

Teaching and Learning LCAP priority:  
#1 Williams Act Criteria

We use adopted, standards aligned instructional and intervention materials.

## Opportunity and Equal Educational Access

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

Opportunity and Equal Educational Access LCAP priority:

#4 Pupil Achievement

#5 Pupil Engagement

#7 Student Access to Core Courses

#8 Pupil Outcomes

The school monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention support in Reading Language Arts and mathematics, using the current state-adopted, standards-based, basic core materials.

Response to Intervention Focus Students by grade level

Counselor

SDAIE Strategies / ELD vocabulary strategies

Smarter Balanced Assessment training for students and staff

Response to Intervention groups provided with pull out - push in small group for Skill and Will

Cycle of Inquiry/Focus Students by each teacher and by grade level

Provide interventions for under performing students (ie: SIPPS/Reading Intervention)

Instructional Coaches

ELD Specialist student/staff support

Test prep strategies

Free and reduced breakfast and lunch program (if family qualifies)

SARB

Curriculum differentiation

Access to technology

Re-teaching during School Day

### 14. Research-based educational practices to raise student achievement

Opportunity and Equal Educational Access LCAP priority:

#2 Implementation of Common Core Standards-Smarter Balanced Assessments

#4 Pupil Achievement

#5 Pupil Engagement

#7 Student Access to Core Courses

Full-time Intervention Specialist for student/staff support

Utilize state monies for before/after school intervention

Instructional blocks built in for strategic intervention services by highly qualified professionals

Use of Common formative assessments to monitor growth

Chris Weber Response to Intervention

DuFour model of Professional Learning Communities

Total School Solutions in strategies for closing the achievement gap

Dr. Sharoky Hollie Participation Protocols for closing the achievement gap

## Parental Involvement

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

Parental Involvement LCAP priority:

#1 Williams Act Criteria

#3 Parental Involvement

ELAC Meetings

Parent Faculty Club

Response to Intervention Aides

RTI Student Study Teams

School Site Council

Vision screenings

Hearing screenings

Back (scoliosis) screenings

District Nurse/ Health Clerk

Rotary Club (dictionaries)

CCSS Math Parent night

School/Teacher Web sites

Curriculum access online for Math and Science

Character Education

Buddy Bench

Buddy Classroom

School Supplies (from local business/organization donations)

High School/Elementary School Mentor Program

Homework Club

Professional Learning Community

Frederiksen 'Caught Being Good' store

Title I Meeting/Literacy Support Night

Reading Incentive Programs (Book It, A's Homerun Readers, Book Bucks, Six Flags)

PFC Literacy Events - Letter writing night, Bedtime Books, Book Fair

Parent Project Classes

Monthly Parent Outreach Project (held at Wexford Way)

Enrichment fee based programs - Art, Robotics

Woman's Assistance League of Amador Valley (School Bell Program - clothes shopping)

Healthy Heart Weekend Lunch program

Puentes Unidos Program

### 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)

## Funding

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

Funding LCAP priority:

#4 Pupil Achievement

#5 Pupil Engagement

#7 Student Access to Core Courses

#8 Pupil Outcomes

All teachers provide targeted instruction during Response to Intervention (RTI) times within the school day.

RTI Student Study Team meetings with families of under-performing students

RSP/Intervention support

English Learner specialist

Title I Funding to support RTI

Title I to support additional resources

Intervention aides

Homework Club

Substitute support for 3 full days of collaboration

Site Counselor

Teacher collaboration times for staff to focus on student learning

Intervention/ Title I Teacher

Title I Aides for intervention services - push in and pull out

### 18. Fiscal support (EPC)

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

In accordance with the DUSD Strategic Goals outlined in Vision 20/20 and the LCAP Eight Priorities, Frederiksen Elementary School is focused on the opportunity gap. The following shows the subgroup populations we are monitoring at our site:

- African-American
- Asian
- Hispanic
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

Within our Professional Learning Communities (PLC), we are doing the following to increase student achievement:

- Identifying Essential Common Core Standards in ELA/Literacy and Math
- Providing targeted and timely instruction based on grade level Curricular Scope and Sequences
- Implementing grade level RTI blocks of time
- Implementing Intensive Kindergarten Focus Groups
- Developing grade level Common Formative Assessments by skill and standard
- Analyzing data
- Implementing ELA/Literacy and Math SMART goals
- Providing targeted and timely Tier 2 and 3 academic interventions with a certificated intervention specialist

- Providing targeted and timely Tier 2 and 3 social-emotional/behavioral interventions with a certificated counselor

Challenges in Data Analysis - Lack of longitudinal CAASPP data

Time Limitations - It takes significantly more time and staff energy to increase proficiency in students below grade level. This requires Student Study Team meetings, increased levels of parent-teacher communication, and in-school and after-school intervention programs as identified in our RTI Pyramid.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	129	123	95.3	123	2443.5	26	30	24	20
Grade 4	118	117	99.2	116	2484.2	34	19	22	24
Grade 5	119	113	95.0	113	2527.8	28	35	19	18
All Grades	366	353	96.4	352		29	28	22	20

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	25	54	21	32	51	16	25	64	11	33	47	20
Grade 4	29	45	26	30	51	19	22	64	14	32	49	19
Grade 5	26	50	25	35	45	19	17	74	9	42	48	11
All Grades	27	49	24	32	49	18	22	67	11	35	48	17

#### Conclusions based on this data:

1. 56% of all Frederiksen third grade students tested on the CAASPP in ELA/literacy met or exceeded the standards.
2. 53% of all Frederiksen fourth grade students tested on the CAASPP in ELA/literacy met or exceeded the standards.
3. 63% of all Frederiksen fifth grade students tested on the CAASPP in ELA/literacy met or exceeded the standards.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	129	125	96.9	125	2454.9	23	41	23	13
Grade 4	118	115	97.5	114	2493.4	30	24	31	14
Grade 5	119	115	96.6	115	2523.5	23	27	29	21
All Grades	366	355	97.0	354		25	31	28	16

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	41	42	18	27	58	15	41	45	14
Grade 4	42	30	28	30	48	22	35	41	24
Grade 5	30	43	25	26	48	26	21	57	22
All Grades	38	38	23	28	51	21	32	47	20

#### Conclusions based on this data:

- 64% of all Frederiksen third grade students tested on the CAASPP in Mathematics met or exceeded the standards.
- 54% of all Frederiksen fourth grade students tested on the CAASPP in Mathematics met or exceeded the standards.
- 50% of all Frederiksen fifth grade students tested on the CAASPP in Mathematics met or exceeded the standards.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			2	33	2	33	2	33			6
<b>1</b>	4	29	6	43	4	29					14
<b>2</b>	1	6	7	39	9	50	1	6			18
<b>3</b>	1	9	3	27	5	45	1	9	1	9	11
<b>4</b>			***** *	***							*****
<b>5</b>	1	11	3	33	3	33	1	11	1	11	9
<b>Total</b>	7	12	23	38	23	38	5	8	2	3	60



Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			***** *	***			***** *	***			*****
<b>1</b>	2	10	7	35	9	45	2	10			20
<b>2</b>	2	10	7	35	8	40	2	10	1	5	20
<b>3</b>	6	21	11	39	7	25	3	11	1	4	28
<b>4</b>	3	23	4	31	6	46					13
<b>5</b>	2	50			2	50					4
<b>Total</b>	15	17	30	34	32	37	8	9	2	2	87

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	2	6	7	22	9	28	9	28	5	16	32
<b>1</b>	6	27	7	32	6	27			3	14	22
<b>2</b>	3	12	9	35	10	38	2	8	2	8	26
<b>3</b>	2	15	3	23	5	38	2	15	1	8	13
<b>4</b>			4	67	1	17	1	17			6
<b>5</b>	2	20	3	30	3	30	1	10	1	10	10
<b>Total</b>	15	14	33	30	34	31	15	14	12	11	109

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	4	9	11	23	10	21	13	28	9	19	47
<b>1</b>	5	15	11	33	9	27	2	6	6	18	33
<b>2</b>	4	15	11	41	8	30	2	7	2	7	27
<b>3</b>	10	30	11	33	7	21	3	9	2	6	33
<b>4</b>	5	31	4	25	6	38			1	6	16
<b>5</b>	4	44	1	11	4	44					9
<b>Total</b>	32	19	49	30	44	27	20	12	20	12	165

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	49	60	90
Percent with Prior Year Data	100.0%	100.0%	96.7%
Number in Cohort	49	60	87
Number Met	35	34	56
Percent Met	71.4%	56.7%	64.4%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	71	4	78	10	114	10
Number Met	21	--	23	--	39	--
Percent Met	29.6%	--	29.5%	--	34.2%	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	--		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	--		--

#### Conclusions based on this data:

1. In 2013, English Language Learners at Frederiksen met their annual growth goals in English Language Arts and Mathematics.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	388	404	524
Percent with Prior Year Data	100.0	100.0	99.2
Number in Cohort	388	404	520
Number Met	266	285	351
Percent Met	68.6	70.5	67.5
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	404	104	458	116	610	127
Number Met	152	58	158	71	206	75
Percent Met	37.6	55.8	34.5	61.2	33.8	59.1
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	Yes	Yes	N/A
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. In 2012-2013, English Language Learners in the Dublin Unified School District did not meet AYP in English Language Arts and Math.

## 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Student Learning: English Language Arts/Literacy</b>
<b>LEA GOAL:</b>
ELA Vision 20/20: To improve the achievement of all students on Common Core State Standards and California Assessment of Student Performance and Progress (CAASPP)
LCAP Goal 1: We will increase California Assessment of Student Performance and Progress proficiency by 5% annually.
LCAP state priorities: #1 Williams Act Criteria, #2 Implementation of CCSS in CAASPP, #4 Pupil Achievement, #5 Pupil Engagement, #7 Student Access to Core Courses, #8 Pupil Outcomes in English Language Arts (ELA)
<b>SCHOOL GOAL #1:</b>
By June 2017, we will have a minimum of 63% of our students in third through fifth grade scoring at "standard met" or "standard exceeded" on the English Language Arts/Literacy portion of the CAASPP Assessment, which demonstrates a 5% increase from the 2015 baseline score.
<b>Data Used to Form this Goal:</b>
DUSD Second Trimester benchmark assessments for English Language Arts/Literacy: Kindergarten = Starfall Summary Score/Overall Total and ESGI Literacy Assessments First = Developmental Reading Assessment (DRA) Second = Developmental Reading Assessment (DRA) Third = CAASPP 2015 Results, and Accelerated Reader (AR)/STAR Scores Fourth = CAASPP 2015, and Accelerated Reader (AR)/STAR Scores Fifth = CAASPP 2015, and Accelerated Reader (AR)/STAR Scores

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

Findings from the analysis of this trimester 2 data showed:

Kindergarten:

73% of students (100 of 137 students) 'met' or 'exceeded' benchmark on the starfall summary score/overall total; trimester 2, Feb. 2016

98% of students know all uppercase letters

96% of students know all lowercase letters

91% of students know uppercase letter sounds

90% of students know lowercase letter sounds

87% of students know '100' high frequency words

DRA Assessment:

First Grade =

89 out of 121 tested were Proficient/Above

11 students were far below, 21 approaching

Second Grade =

79 out of 99 tested were Proficient/Above

8 students were far below, 12 approaching

AR STAR Assessment:

Third= 82% At/Above Benchmark

Fourth= 81% At/Above Benchmark

Fifth= 66% At/Above Benchmark

CAASPP ELA/Literacy Assessment:

Grade 3 = 56% Met or Exceeded the Standards

Grade 4 = 53% Met or Exceeded the Standards

Grade 5 = 61% Met or Exceeded the Standards

The CAASPP ELA/Literacy Subgroup break-down is as follows:

Black = 39% Met or Exceeded the Standards

Asian = 65% Met or Exceeded the Standards

Hispanic = 46% Met or Exceeded the Standards

White = 59% Met or Exceeded the Standards

Economically Disadvantaged = 38% Met or Exceeded the Standards

English Language Learners = 48% Met or Exceeded the Standards

Students with Disabilities = 17% Met or Exceeded the Standards

Findings from the analysis of this data showed the importance of:

Early, targeted, and systematic intervention through differentiated instruction in the classroom and flexible Response to Intervention groups

Monitoring of the academic progress for students in specific sub-groups (focus students)

Developing grade level Common Formative Assessments by skill and standard

Data driven instruction to ensure that all students attain academic progress

Use of Academic Vocabulary, Rigor & Relevance Framework, and Quadrant D Questioning Strategies



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

Data analysis of all students, with a more in-depth approach to focus students, and instructional planning will occur during:

- Professional Learning Community meetings
- Grade Level Collaboration meetings
- Leadership Team meetings
- Response to Intervention Team meetings

Data to be considered during team meetings:

- Accelerated Reader/STAR Reading and DRA Assessments
- Grade Level Common Formative Assessments (CFA)
- District 'On Demand Writing' Assessments
- Teacher Observation-Evaluation of student performance
- Publisher Assessments
- CAASPP data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide collaboration time that focuses on developing ELA/Literacy strategies for balancing whole class and small group instruction as determined by common formative assessments in a timely and targeted manner. (totaling one full release day)	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration	Grade level collaboration day requiring site teacher release (substitute needed)	1000-1999: Certificated Personnel Salaries	District Funded	3850.00
Print data such that the information collected is time-sensitive, relevant, and targeted towards specific SMART goals. Purchase color printing cartridges for data projections and certificates, ribbons, medals, and/or trophies for appropriate celebrations of assessment growth.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration, SSC	Assessment growth supplies	4000-4999: Books And Supplies	District Funded	500.00
Provide staff with professional development opportunities that target CCSS essential standards in ELA/Literacy at grade level.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration	District collaboration meetings	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time for on-going Student Success Team meetings for students who are not making progress in grade level English Language Arts standards.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration,	Response to Intervention SST meeting	1000-1999: Certificated Personnel Salaries	District Funded	
Provide intervention services for students who are not proficient in English Language Arts during RTI for grades K-5 (aides push in so that teachers can work with focus students or grade levels can switch students to address learning needs). Pull-out services for SIPPS and System 44 will also be provided utilizing aides.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration, Classified Staff	Intervention Instructional Aides	2000-2999: Classified Personnel Salaries	Title I	17,450.00
Provide enrichment opportunities which reflect authentic ELA situations to support depth, rigor, and relevance. Provide activities that support English Language Arts goals in grades K-5.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff	Supplies	4000-4999: Books And Supplies	District Funded	1500.00
Provide students with access to books at their reading level of their interest area (lower level readers). Purchase phonics consumable materials for SIPPS and System 44 readers used by Intervention teacher with students.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration, Classified Staff, SSC	Intervention Materials		District Funded	500.00
Integrate software (such as Starfall) and instructional materials that support English Language Arts lessons at all grade levels.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration	Software	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning time (RTI): Provide interventions for under-performing students and ELL students that include pull out interventions during "no new instruction" time of the day and Before/After school interventions. Offer Study Hall during recess in support of literacy and student homework practice.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration, Classified Staff	1 FTE Intervention Specialist - ongoing .6 District Intervention Funds .4 Title 1 Funds	1000-1999: Certificated Personnel Salaries	Title I	40000.00
			1 FTE ELD Specialist	1000-1999: Certificated Personnel Salaries	District Funded	
			Teacher paid hourly for Before/After school ELA Intervention Services and Homework clubs in grades 3-5	1000-1999: Certificated Personnel Salaries	District Funded	
Provide on-going monitoring/data tracking of our Redesignated English Fluent Proficient (RFEP) learners through RTI team meetings.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration	Technology	4000-4999: Books And Supplies	District Funded	
Purchase ESGI web-based assessment for Kindergarteners.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration, District Office	Technology	4000-4999: Books And Supplies	District Funded	1500.00
Hold weekly RTI team meetings to analyze data, discuss student literacy needs and coordinate intervention services. Provide opportunity for book club experience utilizing a current educational publication.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration	RTI team meetings		District Funded	500.00
Facilitate Title I Parent Information and Literacy Learning Evening	September, 2016	Certificated staff, Administration	Parent Literacy Night		Title I	50.00
Provide training opportunities to staff on targeted, timely Tier II Literacy Interventions.	Start: August 15, 2016 Completion: June 2, 2017	Certificated staff, Administration	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1500.00

## 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Student Learning: Math</b>
<b>LEA GOAL:</b>
Vision 20/20 Goal: To improve the achievement of all students as we continue to transition toward the Common Core State Standards and Smarter Balanced Assessments. LCAP Goal 1 LCAP priorities #1 Williams Act Criteria, #2 Implementation of CCSS in SBAC, #4 Pupil Achievement, #5 Pupil Engagement, #7 Student Access to Core Courses, #8 Pupil Outcomes in Mathematics
<b>SCHOOL GOAL #2:</b>
By June 2017, we will have a minimum of 61% of all of our students in third through fifth grade scoring at "standard met" or "standard exceeded" on the Mathematics portion of the CAASPP Assessment, which demonstrates a 5% increase from the 2015 baseline score.
<b>Data Used to Form this Goal:</b>
DUSD Second Trimester benchmark assessments for Mathematics: Kindergarten = ESGI web-based assessments and addition concepts to five District-wide grade level fluency assessments for Grades 1-5 Third - Fifth Grade = CAASPP 2015 Results

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

Findings from the analysis of this trimester 2 data showed:

Kindergarten= 94% met benchmark for number recognition, 88% met benchmark addition concepts to five

Fluency Assessments:

Grade 1

Addition = 44.5% At or Above Target

Subtraction = 19.8% At or Above Target

Grade 2

Addition = 63.8% At or Above Target

Subtraction = 45.3% At or Above Target

Grade 3

Addition = 62.4% At or Above Target

Subtraction = 44.8% At or Above Target

Multiplication = 26.6% At or Above Target

Grade 4

Addition/Subtraction = 79.8% At or Above Target

Multiplication = 77.8% At or Above Target

Division = 69.2% At or Above Target

Grade 5

Addition/Subtraction = 55.1% At or Above Target

Multiplication/Division = 68.2% At or Above Target

CAASPP Math Assessment:

Grade 3 = 64% Met or Exceeded the Standards

Grade 4 = 55% Met or Exceeded the Standards

Grade 5 = 50% Met or Exceeded the Standards

The CAASPP Math Subgroup break-down is as follows:

Black = 30% Met or Exceeded the Standards

Asian = 72% Met or Exceeded the Standards

Hispanic = 42% Met or Exceeded the Standards

White = 60% Met or Exceeded the Standards

Economically Disadvantaged = 37% Met or Exceeded the Standards

English Language Learners = 53% Met or Exceeded the Standards

Students with Disabilities = 24% Met or Exceeded the Standards

Findings from the analysis of this data showed the importance of:

Early, targeted, and systematic intervention through differentiated instruction in the classroom and flexible Response to Intervention groups

Monitoring of the academic progress for students in specific sub-groups (focus students)

Developing grade level Common Formative Assessments by skill and standard

Data driven instruction to ensure that all students attain academic progress

Use of Academic Vocabulary, Rigor & Relevance Framework, and Quadrant D Questioning Strategies

Identifying Essential Common Core Standards in ELA/Literacy and Math

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

Data analysis of all students, with a more in-depth approach to focus students, and instructional planning will occur during:

- Professional Learning Community meetings
- Grade Level Collaboration meetings
- Leadership Team meetings
- Response to Intervention Team meetings

Data to be considered during team meetings:

- Accelerated Reader/STAR Reading and DRA Assessments
- Grade Level Common Formative Assessments (CFA)
- District 'On Demand Writing' Assessments
- Teacher Observation-Evaluation of student performance
- Publisher Assessments
- CAASPP data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide collaboration time that focuses on developing math strategies for balancing whole class and small group instruction as determined by common formative assessments in a timely and targeted manner. (total of one release day)	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration, SSC	Grade level collaboration day requiring site teacher release (substitute needed)	1000-1999: Certificated Personnel Salaries	District Funded	3850.00
Provide IXL web-based math program for all students	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Assessment materials	4000-4999: Books And Supplies	District Funded	
Provide staff and professional development opportunities that incorporate conceptual and deeper level thinking of mathematics. (such as ACCLAIM and the Silicon Valley Math Initiative, SVMI) that target CCSS Essential Standards in Mathematics at each grade level.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Site and Grade Level Collaborations, District-release PD days	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate software and instructional materials that support lessons in CCSS Mathematics at all grade levels utilizing Bloom's Taxonomy. Supply math projects, assignments, enrichment activities which reflect authentic math situations to support depth, rigor, and relevance in math.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Technology and Supplies	4000-4999: Books And Supplies	District Funded  Donations	
Extended learning time: Provide interventions for under-performing students that may include pull out interventions during "no new instruction" time of the day and Before/After school interventions. Offer Study Hall during recess in support of math and student homework practice.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Teacher paid hourly for before/after school Math RTI grades 3-5	1000-1999: Certificated Personnel Salaries	District Funded  Title I	
Use data to drive instruction for all students. Purchase color printing cartridges for assessment analysis.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Site and Grade Level Collaborations	4000-4999: Books And Supplies	District Funded	
Provide time and resources for on-going Student Study Teams for students who are not making progress in grade level math standards.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Response to Intervention SST Meetings	1000-1999: Certificated Personnel Salaries	District Funded	
Provide CCSS Math Education Night for families, at least one per year.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Parent Education	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	
Hold weekly RTI team meetings to analyze data, discuss student math needs and coordinate intervention services.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Response to Intervention	1000-1999: Certificated Personnel Salaries	District Funded	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide targeted and timely push-in math services to focus students through model lessons and small group instruction.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Response to Intervention	1000-1999: Certificated Personnel Salaries	Title I	
Provide hands-on approaches to math.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Response to Intervention Supplies		District Funded	500.00
Provide training opportunities to staff on targeted, timely Tier II Math Interventions.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1500.00

## 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Learning Environment/Engagement: Character Education</b>
<b>LEA GOAL:</b>
Vision 20/20 Goal: To provide a safe learning environment for all students.  LCAP priorities #3 Parent Involvement, #4 Pupil Achievement, #5 Pupil Engagement, #6 School Climate, #8 Pupil Outcomes all students at Frederiken Elementary will participate in character development activities including anti-bullying programs.
<b>SCHOOL GOAL #3:</b>
By June 2017, all students DKA - 5 will participate, understand, and demonstrate character development within a social emotional school wide wellness program.
<b>Data Used to Form this Goal:</b>
Suspension Rates Capturing Kids' Hearts / Student Behavior Reflection Forms Discipline information Student office referrals Student Classroom Behavior Contracts Classroom Observations Recess/Lunch Observations
<b>Findings from the Analysis of this Data:</b>
We have a strong need for a streamlined approach to documenting disciplinary issues that arise. We have more students who are coming to the office due to occurrences outside during recess and lunch than for situations in the classrooms.  The school has instituted a school wide Behavior Expectations Matrix (BEM) and communication system around expectations. The staff will review the effectiveness of the BEM and communication to ensure consistency of implementation by staff. The staff also monitored social and emotional behavior needs through a google tracking sheet. We will provide behavioral RTI for the "will" side of our student needs.

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

Grade level meetings  
 Leadership team meetings  
 Documentation of office visits  
 Response to Intervention Meetings - weekly  
 Formative Parent Conversations and Parent Survey  
 Student Conflict Survey (grades 4 - 5)  
 Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Screening Scale (SIBSS)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote positive character traits through morning announcements and weekly Friday drawings from Panther Coupons given to students	Start: August 15, 2016 Completion: June 2, 2017	Certificated and Classified Staff, Administration	Character committee and Supplies	4000-4999: Books And Supplies	Donations	
Implement Character Education Program <ul style="list-style-type: none"> <li>Grade Level Assemblies</li> <li>Character Committee</li> </ul>	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Site and Grade Level Collaboration  Assemblies	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	
Establish and train students grades 3 - 5 to be part of our Peacemaker student mediator program	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Site and Grade Level Collaboration	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	
Honor exemplar students at awards assemblies for the monthly character traits and publish awards on a public bulletin board at school. Positive reinforcement and recognition of character traits within the classroom.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Supplies	4000-4999: Books And Supplies	District Funded	500.00
School and Student Council activities that support character development. Student store for Panther Coupons that are earned by students showing/modeling positive behavior.	Start: August 15, 2016 Completion: June 2, 2017	Certificated and Classified Staff, Administration, Student Council	Site and Grade Level Collaboration	4000-4999: Books And Supplies	Donations	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Institute and train students for Panther Patrol - fifth graders to help out with morning greetings and drop-off safety	Start: August 15, 2016 Completion: June 2, 2017	Certificated and Classified Staff, Administration	Program training and monitoring	1000-1999: Certificated Personnel Salaries	District Funded	50.00
School Safety supervision during drop off and pick up times, and recess and lunch by Campus Supervisors.	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Classified Staff, Administration	School safety	2000-2999: Classified Personnel Salaries	District Funded	
Full-time site based counseling program to work one-to-one with students, facilitate social skills groups, and model push-in characterized lessons	Start: August 15, 2016 Completion: June 2, 2017	Counseling Staff	Social-emotional learning	1000-1999: Certificated Personnel Salaries	District Funded	
Capturing Kids' Hearts Training for certificated staff members, to focus on classroom environment	Start: August 15, 2016 Completion: June 2, 2017	Certificated and Classified Staff	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
Dublin High School-Frederiksen Buddy Mentoring Program to promote healthy relationships and team building skills	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff	Bi-monthly buddy mentoring activity meetings	4000-4999: Books And Supplies	District Funded	
Improved Attendance Campaign - personal student visits and home calls, attendance meetings, and newsletter updates, incentive program (TARP = Truancy and Attendance Recovery Program)	Start: August 15, 2016 Completion: June 2, 2017	Certificated and Classified Staff, Administration	Communication	1000-1999: Certificated Personnel Salaries	District Funded  Donations	
Provide training to staff on school culture, climate, and behavior	Start: August 11, 2016 Completion: June 2, 2017	Certificated Staff, Administration	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	4000.00

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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: Student Learning: Science</b>
<b>LEA GOAL:</b>
Science Vision 2020: To improve the achievement of all student as we transition toward the Next Generation Science Standards and California Assessment of Student Performance and Progress.
LCAP Goal #1: We will increase CST proficiency scores by 5% annually.
Vision 2020 Goal and LCAP Priorities # 1 Williams Act Criteria, #2 Implementation of CCSS and CAASPP, #4 Pupil Achievement, #5 Pupil Engagement, #7 Student Access to Core Courses, and Priority #8 Pupil Outcomes in Science.
<b>SCHOOL GOAL #4:</b>
We will strive for 100% of our fifth grade students to score 'Proficient' or 'Advanced' on the Science CST, which is a 6% increase from the 2015 score.
<b>Data Used to Form this Goal:</b>
2015 Science CST scores: 1% Below Basic, 6%Basic, 49% Proficient, 45% Advanced, Grade level Science Common Formative Assessments
<b>Findings from the Analysis of this Data:</b>
Findings from the Analysis of this data showed:  CST 2015 5th Grade Students that demonstrated 'Proficient' or 'Advanced' in Science: 94% of All Students (107 Total Students Assessed)  Additionally, the findings demonstrated the importance of: Analysis of Assessments Data driven instruction to ensure all students attain academic progress PLC collaboration meetings Grade level meetings DUSD Science Steering Committee Education of the staff in Next Generation Science Standards Use of Academic Vocabulary

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

Grade Level data analysis and planning will take place during grade level collaboration meetings  
 Staff updates and trainings will occur at staff meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Regularly analyze science instructional techniques, lesson plans, and assessments.</p> <p>Review data (including but not limited to state CST science results) to drive instructional planning.</p> <p>Implement and continue to transition to Next Generation Science Standards.</p>	<p>Start: August 15, 2016</p> <p>Completion: June 2, 2017</p>	<p>Certificated Staff, Administration, SSC</p>	<p>Grade level collaboration</p> <p>Staff Meetings</p> <p>Leadership Meetings</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>	
<p>Attend district-wide grade level collaboration with district science coaches to build units of study, explorations, and labs that meet NGSS components.</p>	<p>Start: August 15, 2016</p> <p>Completion: June 2, 2017</p>	<p>Certificated Staff, Administration</p>	<p>District-wide collaboration</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>	
<p>Teacher professional development through the K-12 Science Alliance.</p>	<p>Start: August 15, 2016</p> <p>Completion: June 2, 2017</p>	<p>Certificated Staff, Administration</p>	<p>District-wide collaboration</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>	
<p>Outdoor Education for 5th grade students through Camp Arroyo. Hands-on, experiential learning approach provided for 4 days of instruction.</p>	<p>October 25-October 28, 2016</p>	<p>Certificated Staff, Administration, PFC</p>	<p>Outdoor Education</p>	<p>4000-4999: Books And Supplies</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p>	
<p>Purchase and utilize science materials/supplies/manipulatives/software in order to create rigorous and relevant NGSS lessons.</p>	<p>Start: August 15, 2016</p> <p>Completion: June 2, 2017</p>	<p>Certificated Staff, Administration, PFC</p>	<p>Supplies</p>	<p>4000-4999: Books And Supplies</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Trimester Engineering Challenges to incorporate STEM enrichment activities for students	Start: August 15, 2016 Completion: June 2, 2017	Certificated Staff, Administration, SSC, and PFC	Supplies	4000-4999: Books And Supplies	Donations	

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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



## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	17,250.00
Title I	57,500.00
Title I Part A: Professional Development (PI Schools)	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
	1,550.00
1000-1999: Certificated Personnel Salaries	47,750.00
2000-2999: Classified Personnel Salaries	17,450.00
4000-4999: Books And Supplies	4,000.00
5800: Professional/Consulting Services And Operating	7,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	1,500.00
1000-1999: Certificated Personnel Salaries	District Funded	7,750.00
4000-4999: Books And Supplies	District Funded	4,000.00
5800: Professional/Consulting Services And	District Funded	4,000.00
	Title I	50.00
1000-1999: Certificated Personnel Salaries	Title I	40,000.00
2000-2999: Classified Personnel Salaries	Title I	17,450.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	3,000.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	67,350.00
<b>Goal 2</b>	5,850.00
<b>Goal 3</b>	4,550.00

## 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
Claire Mognaga	X				
Elena Ball			X		
Cathy Rubert			X		
Erika Brown		X			
Aimee Auer		X			
Michelle Florkowski				X	
Elaine Harmon				X	
David Recoder				X	
Matthew Polk				X	
Michelle Defaee				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</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

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X 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 .

Attested:

Claire Mognaga

\_\_\_\_\_  
Typed Name of School Principal

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

\_\_\_\_\_  
Date

Michelle Florkowski

\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date