School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wren Avenue Elementary: School of the Arts	07-61754-6004402	November 12, 2019	

Purpose and Description

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

Schoolwide Program

The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and

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

Wren Avenue Elementary's three goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners key to providing a program for our students that will prepare them for post-graduation success. In an effort to meet these goals the following are essential components to overall student success:
*PLC specific to Arts Integration
*Learning focus on Trauma-Informed Practices
*1 to 1 Technology

Table of Contents

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).

Wren Avenue uses: Self Assessment Survey (SAS), Healthy Kids Survey, as well as information gathered from parents at our annual Title I

Parent Meeting, monthly ELAC, School Site Council and PTA Meetings help inform actions to address identified concerns and inform the School Plan.

Students, staff, and parents are surveyed on-site budget priorities, campus culture, and school safety. Priorities identified are: increasing integration of visual arts and technology into

Instruction and technology support, social-emotional support, utilizing data to inform instruction and student behavior

support systems, and increasing opportunities for parent engagement.

Each year teachers are surveyed on-site budget priorities in the areas of grade-level support, campus safety, professional development/collaboration, instructional support, arts, and

technology integration. Teachers prioritized: increased academic achievement for all students, instructional support, professional development for arts and technology integration

Feedback from parents has been through polling and informal discussions at each of the meetings. All meetings include a time for public comment to hear any ideas, questions

or concerns from all stakeholders.

The CA Parent Survey revealed the following strengths for our school:
- School motivates students to learn.
- School clearly communicates the consequences of breaking rules.
- The school promotes respect for all cultural beliefs and practices.

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

Classes are consistently visited on a daily basis by the site principal. Along with daily and weekly informal visits, each teacher receives a formal observation bi-yearly. Classroom visits are made to ensure the delivery of grade level standards and school wide implementation of Wren Avenue's initiatives: Art Integration and Trauma Informed Practices. District staff visit classrooms periodically to give feedback on how the initiatives are fitting into the larger district goals as they participate in these learning walks with the Principal.

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

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

Over the course of the 2018-2019 school year, students were assessed school-wide three times using the iReady Diagnostic Assessment in grades K-5 in math and English Language Arts. Scores on Diagnostic #2 (mid-year) indicated 43% of students were on or above grade-level in ELA and 44% of students were on or above trade level in math. The iReady diagnostic measures student growth and assists teachers with goal setting for individual students as well as helping to create intervention groups both inside and out of the classroom following the RTI model.

Additional formative and summative assessments using ESGI are also used in Kindergarten. First, second, and third grades use individually administered RAP progress monitoring to assess student reading growth three times throughout the school year. Running record data is also used in grades 4-5 for more frequent assessments in reading comprehension.

Teachers also give district-wide assessments in each trimester in the form of a common writing assessment, iO, and IAB ELA and Math assessments. Data is examined by teams to reflect on instruction and see what areas they need to review and reteach to optimize student learning and achievement.

CAASPP data shows that in ELA in grades 3-5 overall 36% of students met or exceeded standard and in math, 23.6% of students met or exceeded standard. This data is based on 161 students grades 3-5 tested in ELA and 161 students grades 3-5 tested in math.

The data gathered from these sources is used to guide Tier 2 and Tier 3 instruction as well as guiding ELD interventions. The data gathered is looked at by various groups to plan professional development and instructional practices to meet the needs of all students.

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

Grade level teams meet regularly: weekly and monthly during professional learning community time. Time is used to review student data to modify instruction, refer students to intervention classes during the school day, and refer students to the CARE Team for review. Teachers and the CARE Team will request Student Success Team meetings with families.

Teachers review the iReady diagnostic along with other assessment data (ESGI and RAP) for their own students and for their grade level classes during collaboration meetings. This data, combined with classroom
performance and grade level common assessments provides further information for their formation of RTI groups and in-class guided reading and small group math work. Data is shared with staff during staff meetings and ELRT meetings, and with parents at SSC, PTA, ELAC, and Title I meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Wren Avenue Elementary meet state credentialing requirements.

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

All teachers at Wren Avenue Elementary are credentialed and partake of professional development on a regular basis. Once a month the staff is provided professional growth opportunities in the arts since Wren Avenue Elementary is now an arts magnet school. Teachers are encouraged to visit other art magnet schools and to attend art conferences and workshops through the SFMOMA, Oakland Museum, Asian Art Museum, the Bedford Gallery, and the Lesher Center with the goal of aligning arts development with Common Core State Standards-based curriculum. Professional development also is provided in restorative justice--peer peacemaker opportunities, PBIS, technology--CUE conference and web design, science-EIE training and Next Generation Science Standards, systematic ELD, and proficiency standards in ELA curriculum. Previously Wren staff have participated in professional development training in professional learning communities, Response to Intervention, Singapore Math, Being a Writer, , Positive Behavior Intervention System, and various software training (Lexia, Learning A-Z, iReady). Other professional development opportunities for the 2018-2020 school year will include writing instruction, Trauma-Informed Practices, and other Visual and Performing Arts besides specific magnet school training in the 5 pillars.

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

Professional development is aligned to goals outlined in the SPSA. Teachers will bring their knowledge back to the staff during in-service magnet and monthly staff meetings. During staff meetings, the PBIS team will share strategies to implement check-in and check-out methods for Tier II intervention along with Tier I implementations to use throughout the school and each classroom. Collectively, staff will work on continuing to improve school culture and student engagement through PBIS methodologies, Trauma-Informed Practices and the 5 principal pillars of magnet schools.

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

All teachers have access to work with district-level teachers on special assignment for guided instruction in ELD, ELA, and math. District level TOSAs spend time with teachers collaborating and coaching teachers on identified needs to improve the overall instructional program. Staff meetings are dedicated throughout the year to iReady Data Analysis as well as to Arts Integration and Trauma-Informed Practices.

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

Teachers regularly collaborate with their grade level teams on district designated Wednesdays. Additionally, teachers are offered release time or additional pay stipends to collaborate as needed. The culture of the school encourages teachers to pursue additional collaboration time for grade level projects and initiatives. Many grade level groups meet on their own before the district designated Wednesday meetings. Wren Avenue began the new school year with individual classroom art projects that are project-based and that tie directly to the common core. During the second trimester, the students per grade level will work on a thematic project to be showcased during a parent art night through a gallery walk venue. Lastly, by the third trimester, the entire school will be working on a thematic art project--the staff will be collaborating altogether.

Teaching and Learning

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

McGraw Hill Wonders ELA and ELD programs are in use in all classrooms. Engage New York is the board adopted program for math. Additionally, supplemental NGSS Engineering is Elementary materials have been distributed by the district to the elementary schools to promote STEM programs and 21st-century skills. Teachers were also encouraged to implement Number Talks and Silicon Valley Math Initiative programs with help from TOSAs and workshop trainings. Art Integration is being implemented school-wide with the support of Arts Ed Matters and Young Audiences of Northern California.

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

Daily instructional minutes are based on state and district requirements. Instructional minutes are submitted to the assistant superintendent each year to monitor compliance to state and district guidelines. Total required minutes for reading and math are met with minimal interruption. Schedules for PE, library, music, art, RTI, ELD intervention, and time in the computer lab are created collaboratively and monitored to reduce disruptions. Teachers are expected to connect all classroom activities to Common Core State Standards through project-based hands-on art curriculum that emphasis the 5 pillars of a magnet school.

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

Wren Avenue Elementary's RTI model allows for scaffolded interventions in and out of the classroom. Students received 30 minutes daily of integrated and inclusionary ELD/ALD instruction, whereas identified students received designated ELD instruction. Additionally, after school intervention is offered to students who need extra support. Teachers regularly review student progress and pacing schedule to meet the needs of students.

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

Wren Avenue Elementary is compliant with the William's Act, and all students have access to the standards based materials that have been adopted by the district and approved by the school board.

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

In addition to SBE adopted curriculum, teachers and students have access to additional instructional materials to support Common Core State Standards. In addition to iReady assessments and reviews, web-based programs like Accelerated Reader, Lexia, ESGI, RAP, Raz Kids, and Class Dojo are in use to support both academic and social-emotional needs (former Soul Shoppe curriculum). Instructional materials from Engage New York, and Engineering is Elementary, as well as Number Talks and SMVI are used to supplement SBE adopted materials in math and science.

Opportunity and Equal Educational Access

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

Wren Avenue Elementary uses a Response to Intervention model that utilizes both in class, and small group support for struggling students. The CARE Team and PBIS Team monitors student progress and recommend further interventions as necessary. Our English Learners receive 30 minutes daily of designated ELD support at their level to help them acquire English proficiency. Research-based education practices are in place to raise student achievement. Additionally, we have a part-time school counselor to help meet the social and emotional needs of students so they can focus on learning.

Evidence-based educational practices to raise student achievement

Wren Avenue Elementary uses a variety of instructional strategies that are research based for student achievement including Thinking Maps, Best Practices, and Restorative Practices--Peer Peacemaker Program via student "Peace Patrol." After conducting a comprehensive needs assessment, the school has identified evidence-based strategies or programs incorporating arts instruction to improve student achievement.

Parental Engagement

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

All stakeholders may participate regularly in School Site Council, English Language Advisory Committee, and PTA meetings and help to plan, implement, and evaluate school programs. Parents have many opportunities to get involved. Our school counselor offers social groups to students, and support for any emotional need. The HOPE and Foster Youth programs offer assistance to some of our families. In addition, JCL tutoring, Diablo Valley Assistance League, the Concord Rotary Club, and St. Mary's College undergraduate volunteers during the January term provide services.

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)

Parents and community members receive information and engage in conversations related to student learning and positive school climate throughout the year via the school website, newsletters, School Site Council, PTA, and parent nights. A community service liaison position is funded through site funds to help gather and disseminate information and resources to share with our community both in English and Spanish.

Funding

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

All services provided by categorical funds are related to the SPSA. All students performing below proficient have access to RTI during the school day and Tier II or Tier III interventions to those who qualify. Title I funds are dedicated to an intervention teacher as well as a community service liaison and a technology site tech to help connect families and students to community resources.

Fiscal support (EPC)

Mt. Diablo Unified distributes targeted supplemental funds to support initiatives in the Local Control Accountability Plan and in each school's School Plan for Student Achievement. For the 2019-2020 school year, Wren Avenue Elementary received base funding as well as Title I and LCFF funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Wren Avenue staff provided input on the 2019-2020 SPSA through one-on-one conversations with the principal over a two week period in October 2019. Wren Avenue's Leadership Team reviewed and gave input on the 2019-2020 SPSA on 11/5/19. Wren Avenue's SSC reviewed and gave feedback on the 2019-2020 SPSA on 11/12/19.

Resource Inequities

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

Wren Avenue has a high proportion of English Learners and students who come from Socioeconomically Disadvantaged backgrounds. Research shows that students from those demographic groups struggle with performing at high levels on standardized tests. We do provide teacher training to help address those challenges, but it is difficult to manage change as this would take a huge amount of supervision and coaching resources to assure that the strongest strategies are implemented in the most effective ways at all times. The fiscal resources that we do have are used to provide a measure of part time reading intervention, but more resources would allow full time reading intervention and possibly some math intervention as well, which we currently cannot fund.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.25%	0.3%	2	1	1
African American	2.5%	4.21%	2.38%	13	17	8
Asian	4.2%	3.96%	6.25%	22	16	21
Filipino	4.2%	3.96%	3.27%	22	16	11
Hispanic/Latino	60.8%	61.88%	59.23%	318	250	199
Pacific Islander	1.7%	0.74%	1.79%	9	3	6
White	19.1%	14.85%	13.99%	100	60	47
Multiple/No Response	4.0%	5.69%	7.14%	21	23	24
			Total Enrollment	523	404	336

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	108	65	46
Grade 1	80	67	62
Grade 2	73	71	67
Grade3	73	61	57
Grade 4	99	55	56
Grade 5	90	85	48
Total Enrollment	523	404	336

Student Enrollment by Grade Level

Conclusions based on this data:

1. Overtime Wren Avenue's student enrollment has decreased.

2. Wren Avenue's White student population has decreased by 5.11%.

3. The majority of Wren Avenue's population is Hispanic/Latino.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	222	189	135	42.4%	46.8%	40.2%
Fluent English Proficient (FEP)	57	36	53	10.9%	8.9%	15.8%
Reclassified Fluent English Proficient (RFEP)	27	21	40	11.2%	9.5%	21.2%

Conclusions based on this data:

1. Although Wren Avenue's student enrollment has decreased overtime, the percentage of RFEPed students has increased.

2. Although Wren Avenue's student enrollment has decreased overtime, the percentage of FEP students has increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	60	62	70	60	61	70	59	61	92.1	100	98.4
Grade 4	98	55	59	95	52	53	95	52	53	96.9	94.5	89.8
Grade 5	87	91	49	85	90	48	84	89	48	97.7	98.9	98
All	261	206	170	250	202	162	249	200	162	95.8	98.1	95.3

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2388.	2374.	10.00	3.39	9.84	25.71	23.73	16.39	31.43	35.59	22.95	32.86	37.29	50.82
Grade 4	2419.	2447.	2439.	13.68	13.46	7.55	12.63	28.85	24.53	26.32	25.00	24.53	47.37	32.69	43.40
Grade 5	2486.	2460.	2492.	13.10	14.61	10.42	29.76	19.10	41.67	26.19	19.10	20.83	30.95	47.19	27.08
All Grades	N/A	N/A	N/A	12.45	11.00	9.26	22.09	23.00	26.54	27.71	25.50	22.84	37.75	40.50	41.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.43	6.90	11.48	41.43	55.17	50.82	47.14	37.93	37.70
Grade 4	12.77	19.23	7.55	45.74	51.92	52.83	41.49	28.85	39.62
Grade 5	15.66	18.99	16.67	54.22	40.51	60.42	30.12	40.51	22.92
All Grades	13.36	15.34	11.73	47.37	48.15	54.32	39.27	36.51	33.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.57	7.02	4.92	48.57	54.39	39.34	32.86	38.60	55.74
Grade 4	15.05	20.00	10.42	44.09	48.00	58.33	40.86	32.00	31.25
Grade 5	19.05	21.62	20.83	61.90	44.59	58.33	19.05	33.78	20.83
All Grades	17.41	16.57	11.46	51.42	48.62	50.96	31.17	34.81	37.58

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	4.29	8.62	14.75	68.57	62.07	59.02	27.14	29.31	26.23
Grade 4	11.70	9.62	7.55	44.68	73.08	79.25	43.62	17.31	13.21
Grade 5	10.71	2.56	8.33	72.62	66.67	68.75	16.67	30.77	22.92
All Grades	9.27	6.38	10.49	60.89	67.02	68.52	29.84	26.60	20.99

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	14.29	6.90	6.56	48.57	58.62	39.34	37.14	34.48	54.10
Grade 4	14.89	9.62	5.66	43.62	57.69	60.38	41.49	32.69	33.96
Grade 5	21.43	20.00	31.25	50.00	46.25	39.58	28.57	33.75	29.17
All Grades	16.94	13.16	13.58	47.18	53.16	46.30	35.89	33.68	40.12

Conclusions based on this data:

1. The percentage of students at or above standard has remained the same for the past 3 years.

2. Overall the percentage of students in grades 3-5 scoring at or above standard in Reading is greater than 50 percent.

3. Of the 4 domains, Research/Inquiry has the smallest percentage of students scoring at or above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	60	62	73	59	61	73	59	61	96.1	98.3	98.4
Grade 4	98	55	59	97	52	57	97	52	57	99	94.5	96.6
Grade 5	87	91	49	83	87	48	83	85	48	95.4	95.6	98
All	261	206	170	253	198	166	253	196	166	96.9	96.1	97.6

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.	2404.	2369.	10.96	3.39	1.64	21.92	33.90	13.11	32.88	25.42	31.15	34.25	37.29	54.10
Grade 4	2432.	2449.	2429.	8.25	7.69	0.00	19.59	28.85	22.81	30.93	38.46	36.84	41.24	25.00	40.35
Grade 5	2454.	2446.	2481.	6.02	8.24	12.50	12.05	11.76	22.92	27.71	21.18	27.08	54.22	58.82	37.50
All Grades	N/A	N/A	N/A	8.30	6.63	4.22	17.79	22.96	19.28	30.43	27.04	31.93	43.48	43.37	44.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.18	15.25	6.56	41.10	35.59	31.15	39.73	49.15	62.30
Grade 4	20.83	15.38	15.79	27.08	38.46	29.82	52.08	46.15	54.39
Grade 5	10.84	9.64	16.67	18.07	22.89	37.50	71.08	67.47	45.83
All Grades	17.06	12.89	12.65	28.17	30.93	32.53	54.76	56.19	54.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.92	11.86	9.84	42.47	55.93	40.98	35.62	32.20	49.18
Grade 4	8.33	3.85	1.75	39.58	67.31	49.12	52.08	28.85	49.12
Grade 5	4.82	8.24	14.58	32.53	34.12	47.92	62.65	57.65	37.50
All Grades	11.11	8.16	8.43	38.10	49.49	45.78	50.79	42.35	45.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.96	10.17	4.92	61.64	55.93	52.46	27.40	33.90	42.62
Grade 4	13.54	11.54	1.75	37.50	44.23	50.88	48.96	44.23	47.37
Grade 5	4.82	8.75	14.58	56.63	42.50	47.92	38.55	48.75	37.50
All Grades	9.92	9.95	6.63	50.79	47.12	50.60	39.29	42.93	42.77

Conclusions based on this data:

1. Less than 50% of our students 3-5 are at standard or above in Math.

2. Math Concepts and Procedures is the lowest domain across grades 3-5.

3. Communicating and Reasoning is the highest domain across grades 3-5. 50% or more of our students scored at or above standard in this domain.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1423.5	1403.1	1444.5	1413.6	1373.8	1378.5	32	21
Grade 1	1468.9	1436.1	1465.3	1452.5	1472.1	1419.2	40	30
Grade 2	1477.9	1502.2	1491.4	1514.0	1463.9	1490.0	34	22
Grade 3	1496.1	1481.8	1498.7	1489.1	1493.0	1474.0	31	24
Grade 4	1495.8	1497.9	1479.0	1490.6	1512.2	1504.6	19	27
Grade 5	1508.3	1537.2	1501.9	1525.6	1514.2	1548.2	33	13
All Grades							189	137

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	0.00	37.50	42.86	*	47.62	*	9.52	32	21
1	45.00	3.33	32.50	36.67	*	36.67	*	23.33	40	30
2	32.35	18.18	50.00	63.64	*	18.18	*	0.00	34	22
3	*	8.33	61.29	54.17	*	29.17	*	8.33	31	24
4	*	29.63	*	44.44	*	7.41	*	18.52	19	27
5	*	23.08	45.45	46.15	36.36	23.08		7.69	33	13
All Grades	25.93	13.14	44.44	47.45	23.28	27.01	6.35	12.41	189	137

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	50.00	9.52	*	38.10	*	42.86	*	9.52	32	21
1	60.00	23.33	*	33.33	*	33.33	*	10.00	40	30
2	70.59	45.45	*	50.00	*	4.55	*	0.00	34	22
3	38.71	37.50	45.16	45.83	*	8.33	*	8.33	31	24
4	*	48.15	57.89	25.93	*	7.41	*	18.52	19	27
5	36.36	30.77	45.45	53.85	*	15.38		0.00	33	13
All Grades	48.68	32.85	33.33	39.42	13.23	18.98	*	8.76	189	137

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	0.00	*	90.48	*	9.52	32	21
1	70.00	56.67	*	33.33	*	10.00	40	30
2	70.59	40.91	*	59.09	*	0.00	34	22
3	*	8.33	64.52	79.17	*	12.50	31	24
4	*	29.63	57.89	48.15	*	22.22	19	27
5	33.33	7.69	57.58	76.92	*	15.38	33	13
All Grades	51.85	27.01	40.21	61.31	7.94	11.68	189	137

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.75	9.52	40.63	71.43	*	19.05	32	21
1	50.00	6.67	45.00	76.67	*	16.67	40	30
2	70.59	54.55	*	45.45	*	0.00	34	22
3	83.87	70.83	*	25.00	*	4.17	31	24
4	*	74.07	*	7.41	*	18.52	19	27
5	54.55	76.92	42.42	23.08	*	0.00	33	13
All Grades	57.14	45.99	35.45	43.07	7.41	10.95	189	137

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	87.50	95.24	*	4.76	32	21
1	45.00	16.67	35.00	36.67	*	46.67	40	30
2	*	4.55	*	81.82	44.12	13.64	34	22
3		0.00	41.94	41.67	58.06	58.33	31	24
4	*	3.70	*	70.37	*	25.93	19	27
5	*	38.46	66.67	30.77	*	30.77	33	13
All Grades	17.99	8.76	51.32	59.85	30.69	31.39	189	137

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.81	43.75	61.90	34.38	14.29	32	21
1	30.00	0.00	57.50	80.00	*	20.00	40	30
2	*	22.73	70.59	72.73	*	4.55	34	22
3	*	12.50	70.97	79.17	*	8.33	31	24
4	*	29.63	73.68	59.26	*	11.11	19	27
5	39.39	15.38	60.61	69.23		15.38	33	13
All Grades	25.40	16.79	61.90	70.80	12.70	12.41	189	137

Conclusions based on this data:

1. Overall language levels dip after 3rd grade from a level 3 to a level 2 and do not increase by the end of 5th grade.

2. Written language levels drop from a level 3 to a level 2 after 1st grade and do not increase by the end of 5th grade.

3. Oral language levels are consistent among all grade levels with students scoring at a level 3.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
404	**78.0%**	**46.8%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	189	46.8%
Foster Youth	2	0.5%
Homeless	4	1.0%
Socioeconomically Disadvantaged	315	78.0%
Students with Disabilities	33	8.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	4.2%
American Indian	1	0.2%
Asian	16	4.0%
Filipino	16	4.0%
Hispanic	250	61.9%
Two or More Races	18	4.5%
Pacific Islander	3	0.7%
White	60	14.9%

Conclusions based on this data:

1. English Learners and SED students are Wren Avenue's largest populations.

2. Hispanic students comprise more than 50% of Wren Avenue's student population.

3. Home communication needs to be in multiple languages to represent the multiple languages represented at Wren Avenue.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Orange

Mathematics

Orange

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Blue

Conclusions based on this data:

1. Chronic Absenteeism needs to be a school focus to increase student attendance.

2. Both Math and English Language Arts need to be a focus with PD for to staff to increase student achievement.
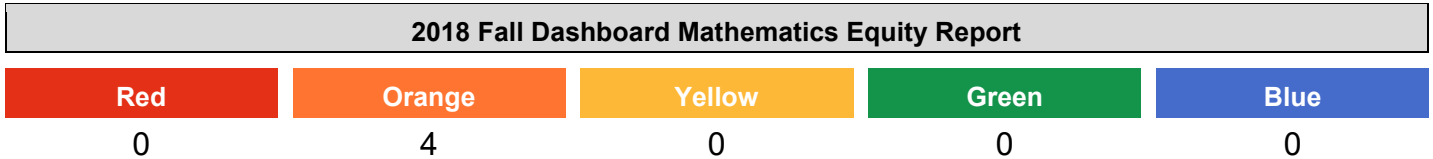
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
40.9 points below standard	57.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.5 points	Maintained -1.9 points	
190 students	107 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48.7 points below standard	96.9 points below standard
	Maintained 2.7 points	Increased 5.3 points
2 students	152 students	29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5 students		8 students	7 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
54.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.7 points below standard
Declined -3.1 points	10 students	1 students	Declined -7 points
121 students			32 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102 points below standard	5.7 points above standard	22.5 points below standard
Increased 12 points	Declined -3.5 points	Maintained -0.1 points
63 students	44 students	80 students

Conclusions based on this data:

1. PD and instruction needs to be focused on all student learner progress and development.

2. All student subgroups are performing at the same levels.

3. All subgroups need to be targeted for academic growth.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
56.5 points below standard	75.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points	Declined -10.1 points	
185 students	105 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	65 points below standard	120.8 points below standard
	Maintained -1.7 points	Declined -21 points
2 students	149 students	29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5 students		8 students	7 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
66.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.2 points below standard
Maintained -2.1 points	10 students	1 students	Declined -12.4 points
118 students			30 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105 points below standard	32.2 points below standard	34.7 points below standard
Maintained -1.8 points	Declined -13.5 points	Increased 4.1 points
62 students	43 students	77 students

Conclusions based on this data:

1. RFEPed students need to be supported in math practices, vocabulary, and conceptual understanding.

2. Math needs to be an area of focus and PD for all teachers to raise students' achievement and understanding.

3. All students need to be better supported in math practices and conceptual understanding.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
189	25.9%	44.4%	23.3%	6.3%

Conclusions based on this data:

1. We need to continue to focus on our Level 3 and 4 students to raise their academic language and writing to push them to Reclassification.

2. Level 2 and 3 students' sub tests need to be analyzed to see the areas of greatest need for support.

3. The number of EL Students continues to remain consistent from year to year and needs to be a group we continuously focus on.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

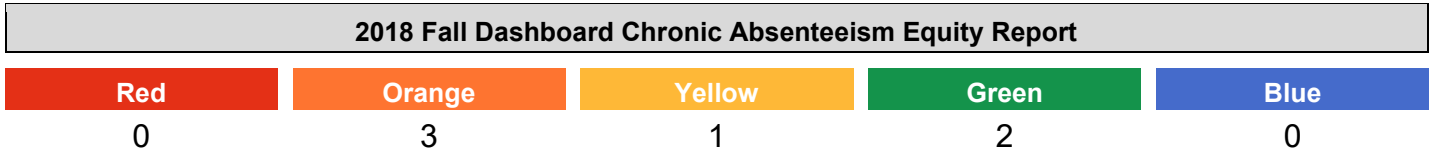| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	2	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
11.9% chronically absent	7.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Declined 2.8%	
429 students	205 students	4 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
18.2% chronically absent	12.4% chronically absent	17.4% chronically absent
Declined 20.9%	Maintained 0.1%	Declined 0.8%
11 students	339 students	46 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
31.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	17.6% chronically absent
Increased 31.3%	1 students	Declined 12%	Declined 0.5%
16 students		21 students	17 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Orange
9.7% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	14.8% chronically absent
Declined 2.9%	Increased 3.6%	7 students	Increased 5.2%
258 students	48 students		61 students

Conclusions based on this data:

1. Chronic Absenteeism has maintained and needs to be a school area of focus to ensure students are attending school and learning.

2. White students have higher rates of Chronic Absenteeism than other student groups.

3. All stakeholders need to be notified of the students with Chronic Absenteeism status to help prevent it and find necessary supports moving forward.

School and Student Performance Data
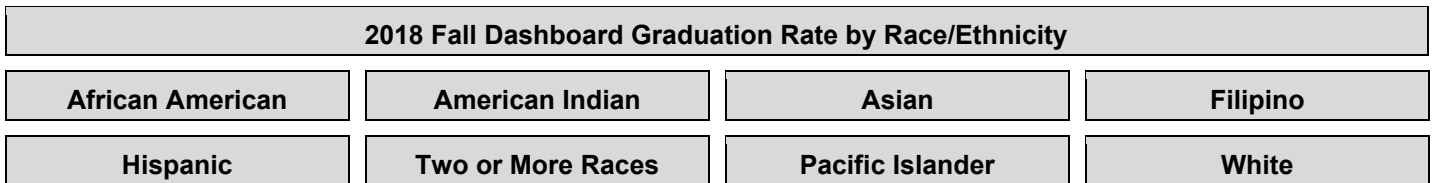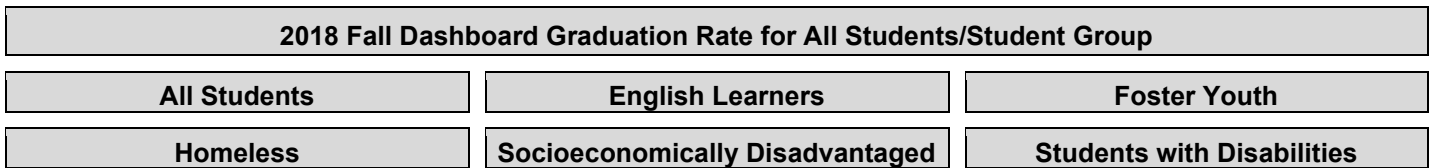
Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

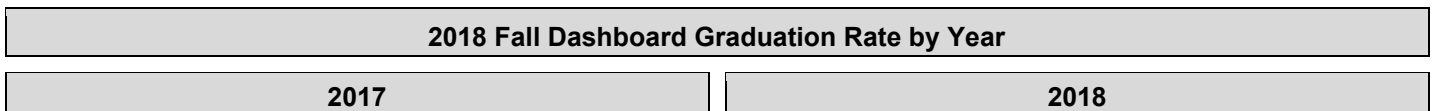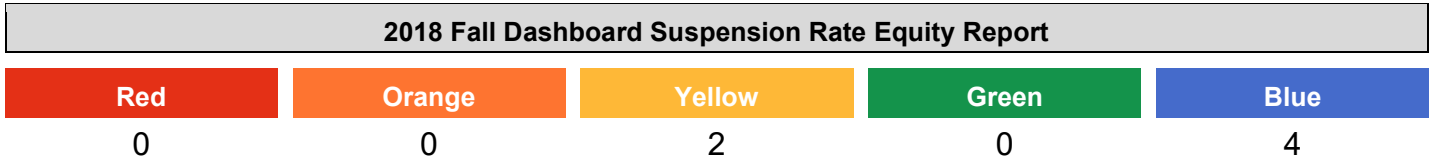| Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	4

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.5% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not 4 students
Declined -1.3%	Declined -1.3%	
433 students	205 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0% suspended at least once	0.3% suspended at least once	0% suspended at least once
Declined -4.3%	Declined -1.7%	Declined -3.6%
11 students	341 students	46 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Declined -7.7%		Maintained 0%	Maintained 0%
17 students		21 students	17 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Yellow	No Performance Color	Yellow
0% suspended at least once	2.1% suspended at least once	Less than 11 Students - Data 8 students	1.6% suspended at least once
Declined -1.8%	Maintained 0%		Maintained -0.2%
260 students	48 students		61 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.5% suspended at least once	1.8% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

1. Suspensions have decreased.

2. Students of Two or More Races/White were suspended at a higher rate than other student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality education through the implementation of an arts academy magnet model that will emphasize Common Core alignment in ELA and math through instruction and access to technology to prepare students to be college and career ready.

Identified Need

Overall students at Wren Avenue need to build a resiliency skill set.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 CAASPP ELA overall grades 3-5	2432.1	5 mean scaled score points
2018-2019 CAASPP Math overall grades 3-5	2423.7	5 mean scaled score points
2018-2019 CAASPP English Learners ELA grades 3-5	2376.0	5 mean scaled score points
2018-2019 CAASPP English Learners Math grades 3-5	2374.1	5 mean scaled score points
2018-2019 CAASPP Low Income ELA grades 3-5	2437.7	5 mean scaled score points
2018-2019 CAASPP Low Income Math Grades 3-5	2427.4	5 mean scaled score points
2018-2019 CAASPP Special Education ELA grades 3-5	2362.8	5 mean scaled score points
2018-2019 CAASPP Special Education Math grades 3-5	2364.6	5 mean scaled score points
2018-2019 English Learners	40 students	46 students
Percentage of students performing at the Tier III level on the iReady #2 (grades K-5) ELA	Decreased from 24% to 4%	Decrease from 4% to 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students performing at the Tier III level on the iReady #2 (grades K-5) Math	Decreased from 17% to 3%	Decrease from 3% to 1%
Percentage of students performing at the Tier I level on the iReady #2 (grades K-5) ELA	Increased from 12% to 22%	Increase from 22% to 30%
Percentage of students performing at Tier I level on the iReady #2 (grades K-5) Math	Increased from 10% to 20%	Increase from 20% to 30%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 All certificated staff will be provided with adequate common core ELA and math materials that align with an arts magnet program through project-based learning with new concentration on music and continued focus on fine arts, narrative writing development, math, science (STEAM), and technology.

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

Amount(s)	Source(s)
2000.00	LCFF Supplemental Release time, including but not limited to induction teachers
1000.00	18/19 Title I "Redistributed" Carryover" (30700) Professional Development
7300.00	LCFF Supplemental Professional development
500.00	LCFF Supplemental

	Print Shop, Advertising, Postage & Materials
2000.00	LCFF Supplemental Materials including but not limited to STEAM
1,250.00	LCFF Supplemental Supplemental Support Personnel Classified
15,409.64	18/19 Title I "Redistributed" Carryover" (30700) Technology including but not limited to licenses, Chromebooks, laptops, and peripherals
6,000.00	LCFF Supplemental Hardware, software, and licenses
7116.40	19-20 Title I (30700) Technology, including but not limited to licenses, Chromebooks, laptops, and peripherals

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Teachers will participate in professional development learning and activities involving but not limited to ELA, ELD, Math, STEAM, integrated arts, and VAPA.

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

Amount(s)	Source(s)
2756.63	LCFF Supplemental Materials including but not limited to STEAM
16139.00	LCFF Supplemental Instructional Assistant
1000.00	18/19 Title I "Redistributed" Carryover" (30700) RTI Program Support
16,139.00	LCFF Supplemental

	Instructional Assistant
16,139.00	LCFF Supplemental
	Instructional Assistant
16139.00	LCFF Supplemental
	Instructional Assistant
16139.00	19-20 Title I (30700)
	Instructional Assistant
12983.60	LCFF Supplemental
	Instructional Assistant
19155.40	19-20 Title I (30700)
	Instructional Assistant
16139.00	19-20 Title I (30700)
	Instructional Assistant

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 All grade level teams will continue to meet and collaborate on a continuous basis calendared throughout the year to work on aligning Common Core curriculum with magnet pillars and VAPA standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCFF Supplemental
	Collaboration Time
500.00	Site Discretionary
	Materials & Supplies (Library)
13107.23	LCFF Supplemental

	Curriculum Materials including but not limited to STEAM
5,000.00	Site Discretionary
	Extra Duty Pay Teachers
3,000.00	LCFF Supplemental
	Hardware,software, and licenses

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 Parents and community members will continue to be invited to participate and attend curriculum and community nights to improve their understanding of student learning and expectations.

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

Amount(s)	Source(s)
2200.00	LCFF Supplemental
	Materials
677.00	19-20 Title I (30700)
	Extra Duty Pay

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 Provide a calming room to students of need.

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

Amount(s)	Source(s)

3500.00	LCFF Supplemental Alternative seating, surfaces, lighting, and tactile objects

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

These goals are carried over from the prior years administration. The school community has not had ample time to analysis their effectiveness and will analyze the effectiveness of these goals throughout the 2019-2020 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In conversations with stakeholders it has been indicated that the plan and budget implemented were aligned to meet students needs. Due to reduced enrollment the budget was reduced.

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

Wren Avenue Elementary stakeholders including staff, parents, and SSC embrace the plan and plan to continue as outlined from 2018-2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 2

Wren families and community members will be active and engaged partners in student achievement.

Identified Need

Wren Avenue family members and community members need to be present and involved in regards to school events, parent meetings (ELAC, SSC, PTA, PAC), including parent/teacher conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Analytics Suspension	5	0
AERIES Analytics Chronic Absenteeism	12.85%	9%
California Healthy Kids Survey 2019	43% of parents agree with the statement "school encourages me to be an active partner with the school in educating my child".	53% of parents agree with the statement "school encourages me to be an active partner with the school in educating my child'.
California Healthy Kids Survey 2019	45% of parents agree with the statement "parents feel welcome to participate at this school".	55% of parents agree with the statement "parents feel welcome to participate at this school."

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through the support of staff including but not limited to teachers, counselors, community service assistant, and support staff, assist families and students with their educational development including academics, socioemotional, and socioeconomic needs.

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

Amount(s)	Source(s)
4,470.00	LCFF Supplemental PBIS/MTSS & Associated Costs
120.00	19-20 Title I (30700) SSTs, Tier II, and Tier III Interventions & Associated Costs
11,909.00	LCFF Supplemental Psychologist Intern
9472.00	LCFF Supplemental Community Service Assistant

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve parent and community involvement through communication including technology and social media.

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

Amount(s)	Source(s)
350.00	19-20 Title I Parent Involvement (30680) Newsletters, Postage. Print Shop, and Surveys
450.00	19-20 Title I Parent Involvement (30680) Extra Duty Pay
389.00	19-20 Title I Parent Involvement (30680)

	Websites, e-communication & Associated Costs
3000.00	LCFF Supplemental Technology Miscellaneous, including Repairs, and Digital Advertising Upgrades

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parents and community members will feel welcome at Wren Avenue Elementary School.

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

Amount(s)	Source(s)
100.00	19-20 Title I Parent Involvement (30680) Family Events & Associated Costs - no food
250.00	LCFF Supplemental Staff Support Services
100.00	19-20 Title I (30700) Materials & Supplies
3,000.00	LCFF Supplemental Extra Duty Pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Wren Avenue Elementary staff expect students to attend school daily. We will work with parents and students to reduce chronic absenteeism from 12.85% to 9%.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCFF Supplemental PBIS/MTSS & Associated Costs
180.00	19-20 Title I (30700) SART/SARB & Associated Costs
360.00	19-20 Title I (30700) Tier II & Tier III Interventions and Associated Costs
150.00	18/19 Title I "Earned" Carryover" (30700) Awards and Rewards
200.00	LCFF Supplemental Assemblies and Associated Costs
	Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

These goals are carried over from the prior years administration. The school community has not had ample time to analysis their effectiveness and will analyze the effectiveness of these goals throughout the 2019-2020 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In conversations with stakeholders it has been indicated that the plan and budget implemented were aligned to meet students needs. Due to reduced enrollment the budget was reduced.

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

Wren Avenue Elementary stakeholders including staff, parents, and SSC embrace the plan and plan to continue as outlined from 2018-2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 3

Staff will be involved and trained in both the arts magnet program and Trauma Informed Practices to enhance student interest and learning addressing the needs of all students and their individual backgrounds.

Identified Need

Continued professional development as it applies to an arts magnet school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	All Teachers	90% of Teachers attending 100% of PD opportunities

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will continue to attend professional development conferences, workshops, trainings, and cohort meetings to grow, strengthen, and expand Wren Avenue Elementary's arts magnet program and Trauma Informed Practices.

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

Amount(s)	Source(s)
1,000.00	LCFF Supplemental

	Teacher Extra Pay
120.00	Site Discretionary Teacher Substitutes & Release Time
250.00	LCFF Supplemental Supplemental support--personnel - classified
15,000.00	19-20 Title I (30700) Integrated Arts Professional Development Training
200.00	LCFF Supplemental Additional student support - materials
500.00	LCFF Supplemental Travel Expenses and Mileage
425.00	Site Discretionary Administrative Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to increase staff and community involvement and participation through cultural, artistic, performing arts family nights.

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

Amount(s)	Source(s)
3,000.00	LCFF Supplemental Extra Duty Pay
3164.77	LCFF Supplemental Materials & Supplies
100.00	19-20 Title I Parent Involvement (30680)

	Advertisements and Family Art Projects/Games

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Though on a declining funding scale, will continue to provide summer training opportunities via trainers, online resources, and an integrated arts program to further professional development of staff for arts magnet program development and cultural competency in the Common Core, with an emphasis on music and fine arts.

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

Amount(s)	Source(s)
6,250.00	LCFF Supplemental Conferences, workshops, and associated costs
500.00	LCFF Supplemental Clerical Extra Duty Pay
500.00	Site Discretionary Professional Development Trainer and Program Associated Costs (i.e. ILSP Program)
200.00	Site Discretionary Mileage

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
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Wren Avenue Elementary stakeholders including staff, parents, and SSC embrace the plan and plan to continue as outlined from 2018-2019.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$274,999.67

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
18/19 Title I "Earned" Carryover" (30700)	$150.00
18/19 Title I "Redistributed" Carryover" (30700)	$17,409.64
19-20 Title I (30700)	$74,986.80
19-20 Title I Parent Involvement (30680)	$1,389.00
LCFF Supplemental	$174,319.23
Site Discretionary	$6,745.00

Subtotal of state or local funds included for this school: $274,999.67

Total of federal, state, and/or local funds for this school: $274,999.67

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	$21,090.64	14,345.64
LCFF Supplemental	$174,319.23	0.00
19-20 Title I (30700)	$74,987.00	0.20
18/19 Title I "Redistributed" Carryover" (30700)	$17,409.64	0.00
19-20 Title I Parent Involvement (30680)	$1,389.00	0.00

Expenditures by Funding Source

Funding Source	Amount
18/19 Title I "Earned" Carryover" (30700)	150.00
18/19 Title I "Redistributed" Carryover" (30700)	17,409.64
19-20 Title I (30700)	74,986.80
19-20 Title I Parent Involvement (30680)	1,389.00
LCFF Supplemental	174,319.23
Site Discretionary	6,745.00

Expenditures by Budget Reference

Budget Reference	Amount
	204,205.67

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	18/19 Title I "Earned" Carryover" (30700)	150.00
	18/19 Title I "Redistributed" Carryover" (30700)	17,409.64
	19-20 Title I (30700)	52,110.40

	19-20 Title I (30700)	22,876.40
	19-20 Title I Parent Involvement (30680)	1,389.00
	LCFF Supplemental	18,683.60
	LCFF Supplemental	155,635.63
	Site Discretionary	6,745.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	206,289.90
Goal 2	37,500.00
Goal 3	31,209.77

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Celeste Graybill	Principal
Joanne Alderete	Classroom Teacher
Ashley Jennings	Classroom Teacher
Kim Sutterfield	Classroom Teacher
Karla Mendez	Other School Staff
Nicole Evje	Parent or Community Member
Magdalena Villa	Parent or Community Member
Robert Moreno	
Michelle Wojack	Parent or Community Member
Jeff Michelsen	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/12/2019.

Attested:

Celeste Graybill	Principal, Celeste Graybill on 11/12/19