

The Single Plan for Student Achievement

School: Northside Elementary School
CDS Code: 09737836005623
District: Black Oak Mine Unified School District
Principal: Carrie Arnett
Revision Date: April 2017-18

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 6/14/18.

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School Vision and Mission

This mission of Northside STEAM School is to engage, enrich and empower students, through relevant and rigorous curriculum, and programs to prepare them for the challenges of the 21st Century. Our vision promotes educating the whole child through: Science, Technology, Engineering, Arts, Math, common core standards and project-based learning. We believe in educating the whole child and providing programs to support social-emotional well-being and growth. We believe learning comes from making connections between ourselves, our community, and the world beyond. We believe citizens are created by practicing responsible stewardship of our community, our world and ourselves. We believe that to be a learning community means to believe that learners are more than the sum of all of their parts, rather they are a part of an interconnected system comprised of their environment, thus creating the whole child.

School Profile

Northside is a rural, TK-6 school serving 296 students. Northside is located in the Sierra Nevada foothills, situated just up the canyon from the American River confluence on HWY 49 in the quaint town of Cool, California. Northside receives students from the surrounding communities of Greenwood, Pilot Hill and Georgetown. Northside is one of six schools in the Black Oak Mine Unified School District (BOMUSD; ADA of 1,076). Northside is the heart of the Cool community and a gathering place for families and a member of the Georgetown Divide Recreational District. Northside was awarded California Distinguished School status for excellence in education in 2002 and 2014.

Thirty-three percent of Northside School's population is socio-economically disadvantaged which does not meet the federal governments >35% threshold to identify as a Title I school. This percentage has increased each of the past 5 years, and trends indicate that we will meet this threshold in the coming years. Our cultural demographics include: 1% American Indian, 1% Asian, 10% Hispanic or Latino, 6% multi-ethnic, and 81% white.

Northside has 11 regular education classrooms in grades TK-5. Starting in the 2018/19 school year we will have one science class offering prep for all 4-6 grade students, and one Resource Specialist class for grades K-6. We also house the district SDC (Special Day Class) for grades K-6. Our teachers are a highly qualified, talented, and dedicated group of professionals with an average teaching experience of 14 years. Our district adopts state curriculum approved by our county, which include *Benchmark Advance* (English Language Arts) Pearson's *Envision Math* K-5, Houghton Mifflin's *Big Ideas* 6th grade math, *Step Up to Writing*, and *History Studies* Weekly. ELA instruction is supplemented with *Accelerated Reader*, *Explode the Code* (K-1), and *SpellingCity* (2-6). Intervention programs for reading include SIPPs and *Lexia*. The goal of our new STEAM initiative is to enrich our already strong academic program with engaging project-based instruction to support science, technology, engineering, and the arts. Our staff receives professional development and collaboration time to continue implementation of the California Common Core State Standards. Members of our staff are GLAD (Guided Language Acquisition Development) certified.

Northside is supported by the district services of a school nurse, psychologist and county speech and language specialist. Our site employs a full time health aide to meet the health needs of students on campus. Northside, in conjunction with county mental health, has 1 therapists and one school counselor to work with families and students. We also offer county HUB services, with a coordinator located on site two days a month. We have a PIP-Primary Intervention Program in grades TK-2. We are a PBIS (Positive Behavior Intervention Supports) implementation site. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. At Northside, our PAWS program defines our expectations for behavior: **P**ersonal Best, **A**ct Responsibly, **W**ork & **P**lay Safe and **S**how Respect.

All students at Northside receive a differentiated curriculum within the general education, classroom whether they need intervention supports, enrichment and/or acceleration. Differentiation practices include, but are not limited to, small groups, leveling, and curriculum compacting/acceleration, team-teaching and walk-to-learn. Our Resource Specialist provides specific academic instruction for our learners identified through the Individual Education Program (IEP) in both the regular classroom and within the resource center. A Student Study Team (SST) intervention can be used to further examine a student's academic, behavioral or social-emotional progress. The SST team consists of a teacher, administrator, parent and other support personnel. The purpose of the team is to identify areas of need and implement interventions and supports to assure the student is making academic progress.

Northside is committed to preparing our students for the rigors and challenges of working in the 21st Century. Access to technology and its implementation is an integral component of our STEAM initiative. Currently, we operate with 1:1 Chrome books in grades 3-6. We have a 34 station computer lab that is available for whole group instruction and support to our technology program. The goal for the 2018-19 school year is to increase our 1:1 ratio down to 2nd grade, and provide 5 tablets for each K-1 classroom. Our site has one Makerspace for use in our enrichment program and another low-resolution lab for TK-3.

At Northside our goal is to provide opportunities for students to feel empowered to participate in the decision making process at school. Rocky's Rangers is our student service program. It consists of 12 service commissions, meeting various needs within our campus. Commissions include: Town Hall, Office Aides, Playground Patrol, Spirit, Flag Patrol, Kinder Helpers, Peaceful Playgrounds, Garbology, Hall Monitors, Safety Patrol, Library Helpers and Equipment Monitors. Student recognition is also empowering. Our students are recognized for their accomplishments and contributions at our weekly town hall meetings each Monday. Students receive recognition for demonstrating PAWS, completing reading goals, attendance, student of the month, school service, and birthdays, and for life skills related to citizenship and academics.

Our Northside School Parent Teacher Association (PTA) is an important partner and support for our school. The PTA funds many enrichment programs at Northside, such as our garden, Makerspace, Music Club, and family events. The Harvest Festival, family movie nights, Ice Cream Social, Family Fun Night, Jog-A-Thon and our Heart of Cool Trail provide extra-curricular opportunities to bring our families and community together.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	47	55	40	47	53	40	47	53	40	100	96	100
Grade 4	35	43	51	35	43	50	35	43	50	100	100	98
Grade 5	46	36	37	45	35	37	45	35	37	98	97	100
Grade 6	42	44	35	42	42	35	42	42	35	100	95	100
All Grades	170	178	163	169	173	162	169	173	162	99	97	99

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

Overall Achievement for All Students															
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2384	2397	2412	9	11	20	19	25	18	36	32	38	36	32	25
Grade 4	2433	2433	2444	9	14	12	26	26	24	29	14	30	37	47	34
Grade 5	2492	2496	2443	11	17	3	31	31	19	38	26	30	20	26	49
Grade 6	2530	2549	2541	14	12	20	40	57	46	24	26	20	21	5	14
All Grades				11	13	14	29	34	26	32	25	30	28	28	31

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	13	13	23	45	53	45	43	34	33	
Grade 4	17	14	22	46	44	52	37	42	26	
Grade 5	18	23	14	56	49	31	27	29	56	
Grade 6	29	7	29	50	83	51	21	10	20	
All Grades	19	14	22	49	57	45	32	29	33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	11	18	52	60	40	41	28	43
Grade 4	6	7	8	57	58	54	37	35	38
Grade 5	9	31	8	62	37	41	29	31	51
Grade 6	23	26	26	45	57	54	33	17	20
All Grades	11	18	14	54	54	48	35	28	38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	13	18	68	64	63	26	23	20
Grade 4	9	14	18	66	56	56	26	30	26
Grade 5	7	26	11	87	60	62	7	14	27
Grade 6	10	29	17	79	69	71	12	2	11
All Grades	8	20	16	75	62	62	17	18	22

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	11	20	60	62	60	36	26	20
Grade 4	9	9	14	60	47	56	31	44	30
Grade 5	18	20	6	69	60	50	13	20	44
Grade 6	21	33	26	69	62	57	10	5	17
All Grades	13	18	16	64	58	56	22	24	28

Conclusions based on this data:

1. Northside experienced a 7% decrease in students scoring proficient (standard exceeded + standard met) between the 2016 and 2017 testing. This is 8.56% below the state average of 48.56% proficiency.
2. Writing performance was our greatest area of need with 38% scoring below standard.
3. Lowest performing grade according to the 2017 results was the 5th grade (current 6th grade) with 22% scoring proficient. Highest performing grade was 6th (current 7th grade) with 66% proficient.
4. Overall, our most growth was demonstrated in the area of Reading, with an 8% increase in the number of students scoring proficient from the 2016 to 2017 testing.
5. Our focus for the 2018-19 school year will be continued emphasis on improving the overall performance of all students in the area of ELA. Emphasis will be given in the area of writing. Continued professional development and implementation of *Benchmark Advance*, and a renewed focus and training using *Step-Up-to-Writing* will be key to increasing student achievement in ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	47	55	40	47	53	40	47	53	40	100	96	100
Grade 4	35	43	50	35	43	49	35	43	49	100	100	98
Grade 5	46	36	37	46	35	36	45	35	36	100	97	97
Grade 6	42	44	35	42	42	35	42	42	35	100	95	100
All Grades	170	178	162	170	173	160	169	173	160	99	97	99

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

Overall Achievement for All Students															
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2394	2410	2428	9	11	10	15	23	33	43	36	38	34	30	20
Grade 4	2449	2450	2449	9	5	6	29	21	29	34	53	39	29	21	27
Grade 5	2504	2480	2446	11	9	0	22	23	6	49	34	44	18	34	50
Grade 6	2543	2552	2541	21	24	23	26	33	26	31	31	34	21	12	17
All Grades				12	12	9	22	25	24	40	39	39	25	24	28

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	13	15	23	40	47	60	47	38	18	
Grade 4	17	12	12	40	30	45	43	58	43	
Grade 5	20	9	3	49	43	31	31	49	67	
Grade 6	26	36	37	50	38	43	24	26	20	
All Grades	19	18	18	45	40	45	36	42	37	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	19	13	43	47	55	45	34	33
Grade 4	11	7	12	60	63	53	29	30	35
Grade 5	9	17	0	56	46	31	36	37	69
Grade 6	24	17	20	43	67	49	33	17	31
All Grades	14	15	11	50	55	48	36	29	41

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	17	13	55	53	73	36	30	15
Grade 4	9	7	16	49	58	47	43	35	37
Grade 5	9	3	0	69	54	47	22	43	53
Grade 6	21	21	23	60	74	46	19	5	31
All Grades	12	13	13	59	60	53	30	28	34

Conclusions based on this data:

1. Northside experienced a 4% decrease in students scoring proficient (standard exceeded + standard met) between the 2016 and 2017 testing. This is 4.56% below the state average of 37.56% proficiency.
2. The sub-category of *Problem Solving & Modeling/Data Analysis* performance was our greatest area of need with 41% scoring below standard.
3. Lowest performing grade according to the 2017 results was the 5th grade (current 6th grade) with 6% scoring proficient. Highest performing grade was 6th (current 7th grade) with 49% proficient.
4. Overall, our strongest sub-category was in the area of *Applying Mathematical Concepts & Procedures*, with an 18% of students scoring proficient. Although the highest, this area saw no growth from the 2016 to 2017 testing.
5. Our focus for the 2018-19 school year will be continued emphasis on improving the overall performance of all students in the area of math. Emphasis will be given in the areas of *Applying Mathematical Concepts & Procedures* and *Problem Solving & Modeling/Data Analysis*. Continued articulation and implementation of our adopted math curriculum will be needed. Continued use of spiral math reviews in grades 2-6 will continue to be used.

School and Student Performance Data

CELDT (Annual Assessment) Results

Percent of Students by Proficiency Level on CELDT Annual Assessment															
Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							50		100						
1					60		100	20			20				
2							100								
3								100							
4															
5															
Total					3		4	2	3		1				

CELDT (All Assessment) Results

Percent of Students by Proficiency Level on CELDT All Assessment (Initial and Annual Combined)															
Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K									100						
1					60			20			20				
2															
3								100							
4															
5															
Total					3			2	3		1				

Conclusions based on this data:

1. Northside has a low population of EL students – 2.0%.
2. Current population is clustered in TK with 3 students.
3. All current ELL’s are Intermediate or re-designated.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	***	***	***
American Indian or Alaskan Native	3	3	100%
Asian	3	0	0
Filipino	1	0	0
Hispanic or Latino	37	5	13.5%
Pacific Islander	0	0	0
White	266	18	6.8%
Two or More Races	18	2	11.1%
Did not Report	***	***	***
Male	176	17	9.7%
Female	154	8	5.2%
English Learners	2	0	0
Students with Disabilities	33	6	18.2%
Socioeconomically Disadvantaged	105	17	16.2%
Foster	1	0	0
Homeless	9	1	11.1%
TK/Kindergarten	54	8	14.8%
Grades 1-3	146	7	4.8%
Grades 4-6	130	10	7.7%
Total	330	25	7.6%

Conclusions based on this data:

1. Northside's chronic absenteeism rate for the 2016-17 school year was 7.6%, which was 3.2% lower than the state average of 10.8% and the BOMUSD average of 12%.
2. Black Oak Mine's LCAP goal #1 has a target to reduce the chronic absenteeism rate in the district by 2% each year until reaching a goal of 7%. Northside is .6% away from meeting this goal. LCAP goal #1 also includes a target to increase annual attendance rate by 1% until reaching 97% or greater. Northside's 2016 and 2017 attendance average for the 1st 8 months indicated an average attendance of 95.45% in both years. Increased attendance measures have resulted in no increase.
3. The highest rates of absenteeism are within the specific sub-groups of *students with disabilities*, *economically disadvantaged* and our TK/K students.