

# 2020-2021 School Plan for Student Achievement

**School:** ARDENWOOD ELEMENTARY SCHOOL  
**CDS Code:** 01-61176-6104723  
**District:** Fremont Unified School District  
**Principal:** Elie Wasser  
**Revision Date:** May 2020

The School 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 July 8, 2020.**

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## School Vision and Mission

### ARDENWOOD ELEMENTARY SCHOOL's Vision and Mission Statements

#### Vision Statement:

Our vision is to promote a school climate where all students are provided the maximum opportunity to learn and thrive while achieving academic success and building respect for diversity and community.

#### Mission Statement:

Our mission is to implement the goals of our district and meet the needs of our learning community by providing:

- a safe, nurturing, and supportive learning environment,
- effective communication to build a partnership with parents,
- each student with strategies to be a responsible, productive and well-adjusted citizen,
- instructional strategies to prepare our students for college and/or career readiness.

## School Profile

Ardenwood Elementary School is the northern most elementary campus within the Fremont Unified School District and serves a wonderfully diverse and involved community. Ardenwood is an academically recognized school by the California Department of Education and is honored to have been named as a California Distinguished School in 2010, in 2014 and again in 2018. Our cultural norms are to have every child feel valued, connected and recognized even though our very large student body is composed of approximately 950 transitional kindergarten through sixth grade pupils. We are an exceptionally high-achieving school with a diverse student body. The results for the 2019 California Assessment of Student Performance and Progress (CAASPP) are excellent, especially in comparison to all California districts. Our students scored 92.5 points above standard on the English Language Arts assessment and 84.7 points above standard on the Mathematics assessment. Our academic programs are rich, challenging, and are aligned with the California Common Core State Standards.

Our student body includes pupils from around the world; 38 languages are spoken. We believe that every student has the right to learn in a warm, caring, safe, and productive environment. All students receive character education lessons through our 8 Great Traits program and our school-wide focus on being Safe, Respectful and Responsible.

Our focus on providing positive reinforcement reduces negative interaction between students and increases class time available for instruction. All students, teachers, and staff sign a school-wide pledge, called our Students of Character Plan, to follow the 8 Great Traits of caring, honesty, respect for others, integrity, planning and decision making, responsibility, citizenship, and problem solving.

Ardenwood Elementary supports the social and emotional development of our growing learners. In 2018 we implemented, and have refined throughout the 2019-2020 school year, a school-wide system of support for students called our Coordination of Services Team (COST). This team acts to partner students with various academic, social and emotional supports. On campus, our students have access to counseling through a Fremont Unified School District School Counselor as well as a counseling intern from City of Fremont Youth and Family Services Department. We routinely acknowledge students who meet behavioral expectations by providing them with Dragon Dollar incentives. In 2019, our two-story building underwent a major maintenance project that resulted in a complete electrical upgrade to the building's elevator. Elevator car electronics and landing areas have been updated to comply with new California Fire Code requirements. On campus, we continue to monitor for Americans with Disabilities Act (ADA) compliance and have no reported access concerns.

The district upgraded our infrastructure in 2015 so that our WiFi capabilities meet the needs of 21st Century Learners. We continue to increase our supply of technology that directly supports student learning, and have Chromebooks and iPads available to all staff and students as well as a number of shared Chromebook carts that allow for a 1:1 student to computer use ratio. In the summer of 2016, the district installed a brand-new playground on both the upper grade area and the kindergarten area. In 2018 we replaced the stage curtains within the Multipurpose Room (MPR), and the PTA purchased an electronic marquee to improve communication. The electronic marquee was again updated in 2019 with new cloud-based connectivity to allow for greater administrative oversight and use. Our certificated and classified staff demonstrate a growing proficiency in the use of Google Apps for Education, both for instructional purposes and collaboration. The success of Ardenwood Elementary can also be attributed to the sustained and invaluable partnership that exists between students, parents, PTA, staff, and the larger community. Go Dragons!

Due to the school's closure (and activation of remote/online instruction) in response to the COVID-19 pandemic, various school programs and interventions were only delivered on site during the first and second trimester of the 2019-2020 school year.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	140	168	133	139	167	132	139	167	132	99.3	99.4	99.2
Grade 4	119	150	175	119	148	175	119	146	175	100	98.7	100
Grade 5	120	119	149	117	119	147	117	119	147	97.5	100	98.7
Grade 6	139	120	117	137	120	117	137	120	117	98.6	100	100
All Grades	518	557	574	512	554	571	512	552	571	98.8	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2490.1	2508.2	2523.3	56.83	62.87	69.70	18.71	17.96	16.67	16.55	15.57	9.85	7.91	3.59	3.79
Grade 4	2568.5	2548.5	2559.9	69.75	63.70	66.86	21.01	16.44	18.86	4.20	8.90	8.57	5.04	10.96	5.71
Grade 5	2586.7	2607.6	2581.4	56.41	66.39	59.86	27.35	22.69	18.37	11.97	5.04	8.84	4.27	5.88	12.93
Grade 6	2620.6	2625.1	2639.6	57.66	58.33	64.96	28.47	30.83	29.91	10.95	5.83	2.56	2.92	5.00	2.56
All Grades	N/A	N/A	N/A	59.96	62.86	65.32	23.83	21.38	20.49	11.13	9.42	7.71	5.08	6.34	6.48

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	46.76	57.49	67.42	41.73	37.72	28.03	11.51	4.79	4.55
Grade 4	67.23	55.48	66.86	29.41	37.67	28.00	3.36	6.85	5.14
Grade 5	61.54	70.59	58.50	31.62	24.37	29.93	6.84	5.04	11.56
Grade 6	56.93	61.67	60.68	37.23	30.00	35.04	5.84	8.33	4.27
All Grades	57.62	60.69	63.57	35.35	33.15	29.95	7.03	6.16	6.48

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	58.27	61.08	62.88	33.81	31.74	31.82	7.91	7.19	5.30
Grade 4	64.71	57.53	56.57	31.09	33.56	40.00	4.20	8.90	3.43
Grade 5	64.10	73.95	62.59	29.06	21.01	26.53	6.84	5.04	10.88
Grade 6	66.42	65.83	72.65	27.74	27.50	25.64	5.84	6.67	1.71
All Grades	63.28	63.95	62.87	30.47	28.99	31.70	6.25	7.07	5.43

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	42.45	45.51	56.82	51.80	52.69	40.15	5.76	1.80	3.03
Grade 4	52.94	50.00	50.86	42.02	43.84	45.14	5.04	6.16	4.00
Grade 5	47.86	48.74	46.26	47.01	46.22	46.26	5.13	5.04	7.48
Grade 6	41.61	48.33	54.70	52.55	47.50	43.59	5.84	4.17	1.71
All Grades	45.90	48.01	51.84	48.63	47.83	43.96	5.47	4.17	4.20

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	48.92	54.49	62.88	38.85	40.12	31.06	12.23	5.39	6.06
Grade 4	65.55	52.05	54.86	31.93	38.36	38.29	2.52	9.59	6.86
Grade 5	54.70	66.39	51.70	36.75	28.57	33.33	8.55	5.04	14.97
Grade 6	67.88	70.00	70.94	27.74	25.00	26.50	4.38	5.00	2.56
All Grades	59.18	59.78	59.19	33.79	33.88	32.92	7.03	6.34	7.88

**Conclusions based on this data:**

1. For the 2019 English Language Arts component of the California Assessment of Student Performance and Progress (CAASPP), 85.29% of our students in grades 3 through 6 had an achievement level of either Standard Exceeded or Standard Met. This overall performance was an increase of 1.05% from the 2018 CAASPP results, marking two years of positive growth from already strong performance level.
2. Between the 2018 and 2019 testing years, the category of Writing identifies itself as an area of focus with a minor drop in Above Standard performance by -3.18%.
3. While many of our students continue to perform well on the English Language Arts component of the California Assessment of Student Performance and Progress (CAASPP), we do have students who are performing Below Standard. These academic deficiencies will be addressed in School Goal #1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	140	167	133	139	167	132	139	166	132	99.3	100	99.2
Grade 4	119	150	175	119	149	175	119	149	175	100	99.3	100
Grade 5	120	119	149	118	119	147	118	119	147	98.3	100	98.7
Grade 6	139	120	117	137	120	116	137	120	116	98.6	100	99.1
All Grades	518	556	574	513	555	570	513	554	570	99	99.8	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2511.3	2515.8	2524.1	56.83	57.83	62.12	28.06	28.31	25.76	9.35	9.64	6.06	5.76	4.22	6.06
Grade 4	2581.4	2562.4	2559.8	73.95	61.07	58.29	18.49	22.15	25.14	5.88	11.41	12.00	1.68	5.37	4.57
Grade 5	2604.4	2610.9	2588.5	68.64	72.27	62.59	13.56	16.81	12.93	11.02	4.20	10.88	6.78	6.72	13.61
Grade 6	2651.6	2653.0	2667.4	75.91	75.00	72.41	11.68	12.50	19.83	9.49	7.50	6.90	2.92	5.00	0.86
All Grades	N/A	N/A	N/A	68.62	65.52	63.16	18.13	20.76	21.05	8.97	8.48	9.30	4.29	5.23	6.49

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	72.66	68.07	75.00	19.42	25.90	17.42	7.91	6.02	7.58
Grade 4	83.19	75.17	71.43	12.61	17.45	18.86	4.20	7.38	9.71
Grade 5	74.58	78.15	67.35	16.10	14.29	14.97	9.32	7.56	17.69
Grade 6	79.56	81.67	76.72	13.87	13.33	20.69	6.57	5.00	2.59
All Grades	77.39	75.09	72.28	15.59	18.41	17.89	7.02	6.50	9.82

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	64.03	66.87	67.42	28.78	25.90	26.52	7.19	7.23	6.06
Grade 4	70.59	63.09	58.86	26.89	28.86	32.57	2.52	8.05	8.57
Grade 5	62.71	68.07	55.78	25.42	25.21	27.89	11.86	6.72	16.33
Grade 6	69.34	65.83	73.28	25.55	25.83	24.14	5.11	8.33	2.59
All Grades	66.67	65.88	62.98	26.71	26.53	28.25	6.63	7.58	8.77

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	67.63	63.25	70.45	26.62	31.33	23.48	5.76	5.42	6.06
Grade 4	72.27	65.10	65.71	23.53	22.15	25.71	4.20	12.75	8.57
Grade 5	62.71	69.75	58.50	29.66	24.37	29.93	7.63	5.88	11.56
Grade 6	70.80	71.67	74.14	24.82	22.50	23.28	4.38	5.83	2.59
All Grades	68.42	66.97	66.67	26.12	25.45	25.79	5.46	7.58	7.54

**Conclusions based on this data:**

1. For the 2019 Mathematics component of the California Assessment of Student Performance and Progress (CAASPP), 84.21% of our students in grades 3 through 6 had an achievement level of either Standard Exceeded or Standard Met. This overall performance was a decrease of -2.07% from the 2018 CAASPP results. Our site's focus for the 2019-2020 school year continued to prioritize the continued implementation and improvement of our Benchmark ELA curriculum, which may partially explain the drop in our Mathematics scores.
2. Within the assessment categories of Problem Solving & Modeling/Data Analysis and Concepts & Procedures change in performance levels between 2018 and 2019 is seen to be on the order of a couple negative percentage points for the above standard performance level.
3. While many of our students continue to perform well on the Mathematics component of the California Assessment of Student Performance and Progress (CAASPP), we do have students who are performing Below Standard. These academic deficiencies will be addressed in School Goal #2.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>963</b>	<b>10.8</b>	<b>10.2</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	10.2
Homeless	1	0.1
Socioeconomically Disadvantaged	104	10.8
Students with Disabilities	52	5.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.5
Asian	734	76.2
Filipino	48	5.0
Hispanic	53	5.5
Two or More Races	20	2.1
Pacific Islander	4	0.4
White	85	8.8

### Conclusions based on this data:

1. While Ardenwood Elementary has a student population composed of a majority of Asian students (76.2%), the school's certificated and classified staff is committed to supporting each individual learner and their unique individual needs.
2. Funds made available to the site for the 2019-2020 school year, through the Fremont Unified School District's Local Control Accountability Plan (LCAP) have been used to support intervention and teacher collaboration to support the academic growth and language development of our English Learner population (10.2%). Low Performing Student Block Grant (LPSBG) funds were also utilized to support mathematics intervention.







3. With the various student ethnic and linguistic backgrounds that the site draws strength from, Ardenwood Elementary continues to celebrate a diverse student body through its use of multicultural, tolerance, and anti-bullying events.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="215 436 451 464">English Language Arts</p>  <p data-bbox="305 516 362 543">Blue</p>	<p data-bbox="695 436 927 464">Chronic Absenteeism</p>  <p data-bbox="784 516 841 543">Green</p>	<p data-bbox="1198 436 1377 464">Suspension Rate</p>  <p data-bbox="1263 516 1320 543">Blue</p>
<p data-bbox="261 636 407 663">Mathematics</p>  <p data-bbox="305 716 362 743">Blue</p>		

### Conclusions based on this data:

1. For 2019 data reported on the California School Dashboard, Ardenwood Elementary continues to demonstrate academic excellence with an overall school performance at the highest level of performance (Blue) on the English Language Arts and Mathematics portions of the California Assessment of Student Performance. The 2019 data shows an increase in overall mathematics performance, moving from the Green to the Blue indicator level.
2. Ardenwood Elementary is a school that is characterized by well behaved students and staff members that work proactively to maintain a safe and secure campus. For 2019 data reported on the California School Dashboard, Ardenwood Elementary has the highest performance level (Blue) for Suspension Rate; only 2 students (0.2% of the total student body) were suspended during the 2018-2019 school year for California Education Code violations after initial interventions were applied.
3. This year is the second year that Chronic Absenteeism data is being reported as a performance level on the California School Dashboard, having information reported from a calculation of current and previous year's data. Ardenwood Elementary has an improved level of performance (Green) for Chronic Absenteeism. It should be noted that Absenteeism is different than Truancy, in that Absenteeism refers to the cumulative excused and unexcused absences that a student has over the course of one year. If a student is absent from school for 10% or more of the school year (for Fremont Unified School District this equates to 18 days by the end of the school year), they are considered Chronically Absent. Ardenwood Elementary plans to continue to reduce its Chronic Absentee rate through focused school-to-home communication on the effects of missing school which proved to be a successful strategy this year.

# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>92.5 points above standard</p> <p>Increased ++6.1 points</p> <p>549</p>	<p><b>English Learners</b></p> <p>Green</p> <p>55.7 points above standard</p> <p>Declined Significantly -17.3 points</p> <p>109</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>15.5 points above standard</p> <p>Declined -6.5 points</p> <p>64</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>2.5 points below standard</p> <p>Declined -5.9 points</p> <p>42</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 109.4 points above standard Increased ++9.2 points 421	 No Performance Color 56.7 points above standard Increased ++8.6 points 23
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0.5 points below standard Increased Significantly ++15.2 points 31	 No Performance Color 56.8 points above standard Declined -7.2 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 51.9 points above standard Increased Significantly ++28 points 47

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

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

Current English Learner	Reclassified English Learners	English Only
39.8 points below standard Increased ++11.5 points 22	79.8 points above standard Declined -12 points 87	86.9 points above standard Increased ++4.2 points 292

#### Conclusions based on this data:

1. The California School Dashboard reports data as both a school-wide performance level as well as providing an additional granular breakdown for various student groups. Overall for data reported for the 2019 California Assessment of Student Performance and Progress (CAASPP) Ardenwood Elementary’s performance on the English Language Arts component of the assessment increased by 6.1 points and is recorded as the highest performance level (Blue). School-wide performance is 92.5 points above standard.
2. Status and change calculations for reported student groups (those groups with a cohort of 11 or more students) show marked improvements for Current English Learners (+13.2 points). Socioeconomically Disadvantaged students, while having a strong performance level (Green), has a minor drop in performance (-7.7 points). Students with Disabilities also showed minor performance losses (-8.2 points) in 2019 and have a mid-range level of performance (Yellow), identifying that group as a focus area for next year.
3. Our recently Reclassified English Learners (RFEP) had a decrease in performance (-12.5 points) in 2019, as compared to positive growth from our Current English Learners (EL) or English Only (EO) students. Improvement efforts for all English Learner groups will be addressed in School Goal #1 and School Goal #3.

# School and Student Performance Data

## Academic Performance Mathematics

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










This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 84.7 points above standard Maintained -0.6 points 548	<p><b>English Learners</b></p> Green 49.1 points above standard Declined Significantly -24.6 points 109	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 9.8 points below standard Declined Significantly -31.3 points 64	<p><b>Students with Disabilities</b></p> Green 10.5 points above standard Maintained ++1.9 points 41

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Blue 105 points above standard Maintained ++2.3 points 420	 No Performance Color 44 points above standard Increased ++13.7 points 23
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 28 points below standard Maintained ++0.2 points 31	 No Performance Color 38.5 points above standard Declined -11.9 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 38.1 points above standard Increased Significantly ++22.8 points 47

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

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

Current English Learner	Reclassified English Learners	English Only
49.8 points below standard Declined -12.6 points 22	74.1 points above standard Declined Significantly -15.4 points 87	77.5 points above standard Declined -3.5 points 291

#### Conclusions based on this data:

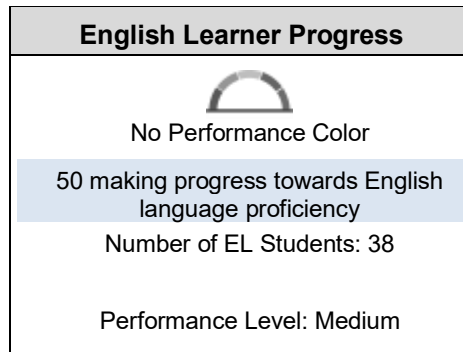
- The California School Dashboard reports data as both a school-wide performance level as well as providing an additional granular breakdown for various student groups. Overall for data reported for the 2019 California Assessment of Student Performance and Progress (CAASPP) Ardenwood Elementary's performance on the Mathematics component of the assessment decreased by -0.6 points and is recorded as the highest performance level (Blue). School-wide performance is 84.7 points above standard.
- Status and change calculations for reported student groups (those groups with a cohort of 11 or more students) show improvements for Students with Disabilities (+1.9 points), with a high performance level (Green). English Learners had a decrease in performance (-24.6 points) in 2019 but still have a high level of performance (Green).
- Our Current English Learners had a decrease in performance (-12.6 points) in 2019, and was accompanied by a similar decrease in performance from Reclassified English Proficient (RFEP) or English Only (EO) students. Improvement efforts for this student group will be addressed in School Goal #2 and School Goal #3.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	10	1	18

#### Conclusions based on this data:

1. With the transition to the English Language Proficiency Assessments for California (ELPAC), from the previously used California English Language Development Test (CELDT), the California School Dashboard is unable to display a performance level for indicator. To do so, both Status and Change data from the previous year are needed. At this time, only Status current year data is available.
2. 50% of our English Learner students made progress towards English Language proficiency by either progressing one ELPI Level or Maintaining an ELPI Level 4.

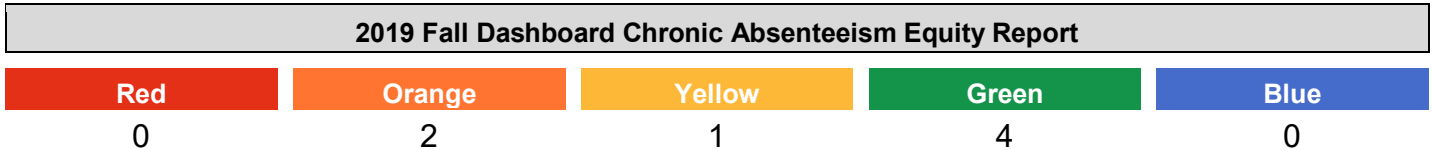
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3.2</p> <p>Maintained +0.4</p> <p>997</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>7.8</p> <p>Increased +1.2</p> <p>103</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>8.9</p> <p>Declined -0.9</p> <p>112</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>5</p> <p>Increased +1.7</p> <p>60</p>



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

African American	American Indian	Asian	Filipino
 No Performance Color 6.3 Declined -11.9 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.5 Increased +0.7 752	 Green 4.1 Maintained +0.4 49
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.8 Increased +2.3 57	 No Performance Color 0 Maintained 0 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 4.3 Declined -3.4 93

**Conclusions based on this data:**

1. Our school-wide chronic absenteeism rate is 3.2% as compared to 4.5% for all of Fremont Unified School District. Drilling down to specific grade levels on DataQuest, Ardenwood's chronic absenteeism rate is 5.5% for kindergarten, 3.3% for first through third grade, and 2.4% for fourth through sixth grade. For the 2018-2019 year, our grade level that showed the best improvement was our kindergarten students, where the grade level saw an overall drop in Chronic Absentee rates of -3.1%.
2. As the chronic absenteeism performance measure takes into consideration both unexcused and excused absences, Ardenwood Elementary must continue to message its families the importance of school attendance. While the site does offer Independent Study Contracts to students, as described by Board Policy, many families use the maximum number of allowed absences that may be coded for personal reasons.
3. Within student groups, additional focus should be placed on supporting our Socioeconomically Disadvantaged students, as their chronic absenteeism rate is the highest within the reported focus groups at 8.9%.

# 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



Red



Orange



Yellow



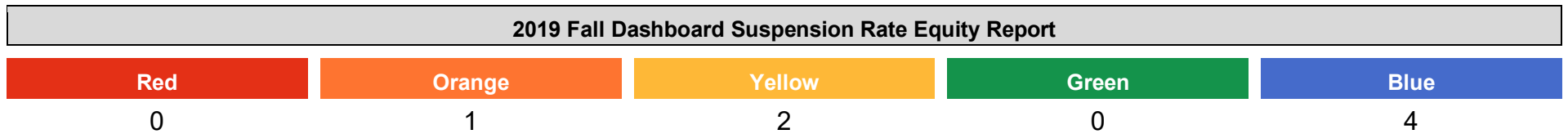
Green



Blue

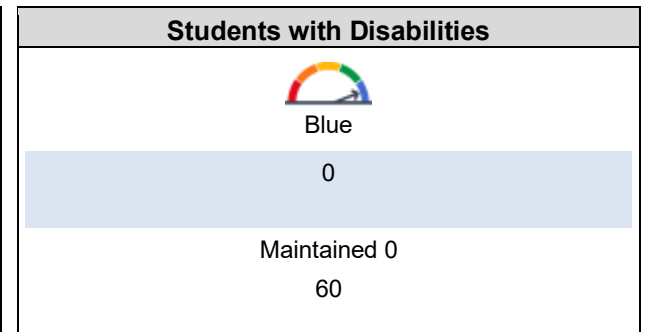
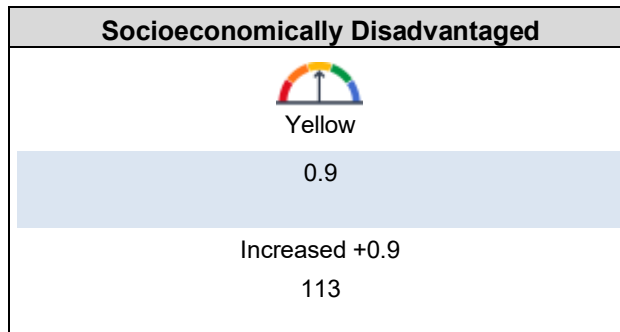
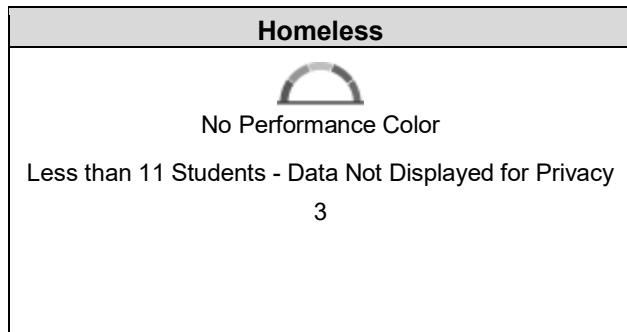
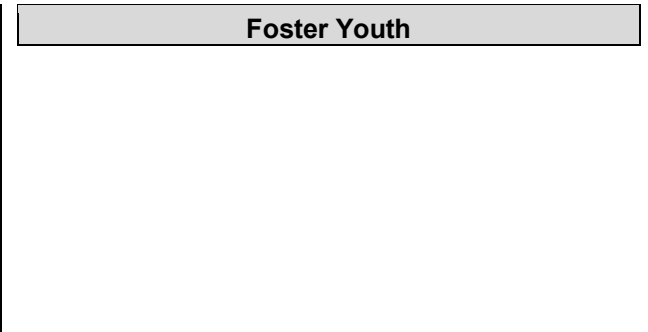
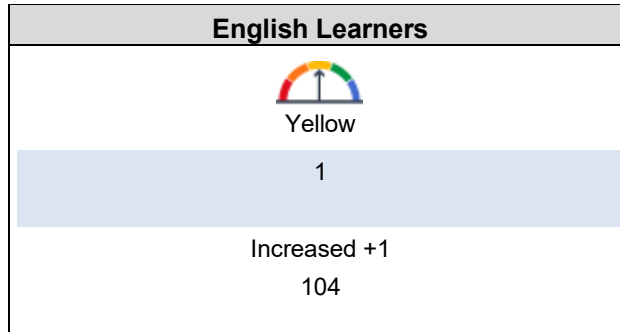
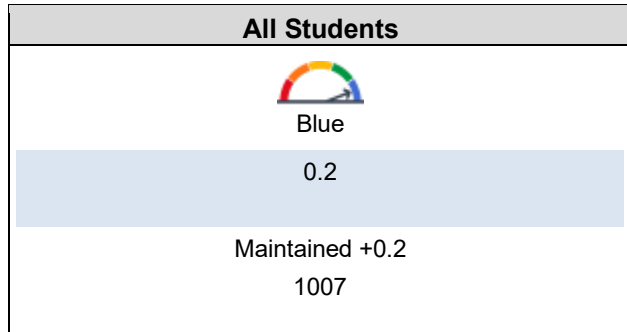
Highest Performance

This section provides number of student groups in each color.










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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



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

<p><b>African American</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>16</p>	<p><b>American Indian</b></p>	<p><b>Asian</b></p>  <p>Blue</p> <p>0.1</p> <p>Maintained +0.1</p> <p>761</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>49</p>
<p><b>Hispanic</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>57</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>26</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p><b>White</b></p>  <p>Orange</p> <p>1.1</p> <p>Increased +1.1</p> <p>94</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	0	0.2

**Conclusions based on this data:**

1. Ardenwood continues to foster a school climate where students understand behavior expectations. However, despite initial lower tier interventions being applied, behaviors that violate California Education Code require a response of a school suspension. Only 0.2% of the student body required the higher tier intervention of a full day of school suspension during the 2018-2019 school year.
2. The site continues to see success in its focus on character instruction.
3. Additional data should be collected and monitored regarding minor behavior incidents to further support the fostering of a positive culture and climate at school.

## Planned Improvements in Student Performance

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

### School Goal #1

<b>LEA/LCAP GOAL:</b>
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.
<b>SCHOOL GOAL #1:</b>
English Language Arts Goal By June 2021, 85% of students in kindergarten through sixth grade will score proficient in English Language Arts as measured on local district assessments and information systems.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) California School Dashboard reports District Benchmarks Teacher Formative and Summative assessments
<b>Findings from the Analysis of this Data:</b>
The California School Dashboard reports data as both a school-wide performance level as well as providing an additional granular breakdown for various student groups. Overall for data reported for the 2019 California Assessment of Student Performance and Progress (CAASPP) Ardenwood Elementary's performance on the English Language Arts component of the assessment increased by 6.1 points and is recorded as the highest performance level (Blue). School-wide performance is 92.5 points above standard. Status and change calculations for reported student groups (those groups with a cohort of 11 or more students) show marked improvements for Current English Learners (+13.2 points). Socioeconomically Disadvantaged students, while having a strong performance level (Green), has a minor drop in performance (-7.7 points). Students with Disabilities also showed minor performance losses (-8.2 points) in 2019 and have a mid-range level of performance (Yellow), identifying that group as a focus area for next year. Our recently Reclassified English Learners (RFEP) had a decrease in performance (-12.5 points) in 2019, as compared to positive growth from our Current English Learners (EL) or English Only (EO) students. Improvement efforts for all English Learner groups will be addressed in School Goal #1 and School Goal #3.
<b>How the School will Evaluate the Progress of this Goal:</b>
Fall and Spring local district assessments Review and analysis of Benchmark assessment data Teacher Formative and Summative assessments Teacher Observations Report Card/Progress Report data

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
1. Differentiation provided through small-group instruction, front-loading of priority standards in district-adopted curriculum, and use of Guided Language Acquisition Design (GLAD) strategies.	Teachers	Classroom observations Reading scores in Illuminate			
2. Staff meeting time allotted for Professional Development and cross-grade level articulation.	Administration, teachers	Meeting minutes and agendas			
3. Teacher attendance of conferences and/or workshops on increasing comprehension, improving writing or other areas of academic value.	Teachers	Classroom implementation			
4. Professional Development and Grade-Level collaboration on refined Benchmark implementation supported by the assignment of adjunct duty time, guest teachers for full and/or partial day release, and coordination with district Instructional Coaches.	Administrations, teachers, Instructional Coaches	PD agendas and minutes Adjunct duty list Instructional Coach calendars			
5. Access to Technology for academic support and assessment. Purchase technology and other equipment to support student learning and improve engagement for all students including English Learners and Students with Disabilities.	Administration, teachers, students	Computer Lab/cart sign-ups Technology purchase orders Inventory list of site technology and identified needs			
6. Intervention: Planning and delivery of intervention to identified focal students, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and/or Low Performing Block Grant students who need intensive individual or small-group instruction on targeted skills to close	Administration, teachers, parents, students	Observations Reading fluency assessments ELPAC assessments Parent communication Roll sheets and attendance rosters	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A2: Intervention Funds LCAP G3A2: Intervention Funds Low Performing Student Block Grant Low Performing Student Block Grant	3,049 661 2347 503.25

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
achievement gaps.		CAASPP performance records			
7. Provide supplemental material and supplies to improve student achievement for low performing students.	Administration, teachers	Observations Benchmark assessments	4000-4999: Books And Supplies	Low Performing Student Block Grant	790.75
8. Continued development of a Leveled Lending Library for teachers to access additional texts for refined Benchmark implementation. Development of the Leveled Lending Library to be supported by the purchase of texts, shelving materials, and teacher planning time.	Administration, teachers	Improved selection of leveled texts Teacher check-out records			
9. Increased library collection with additional fiction and non-fiction titles. Collection improvements also to address the reading needs of English Learners and contain selections that are of cultural, ethnic, and/or gender importance to our student body.	Library Media Technician	Catalog of library books Library check out monthly records	4000-4999: Books And Supplies	LCAP G2A5: Library Money	810
10. Teachers will collaborate on the implementation of Standards-Based Grading best practices, including the development of rubrics and common formative assessments.	Teachers, Instructional Coaches	Benchmark assessments Reading fluency assessments  Standards-Based Report Cards Meeting minutes and agendas			
11. Licenses/subscriptions for online programs to support ELA instruction and literacy development.	Teachers, students	Improved student achievement Lexia Core5 and PowerUp usage	5000-5999: Services And Other Operating Expenditures	LCAP G3A2: Intervention Funds	250

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
		Spelling City usage Benchmark Universe usage			
12. Homework Club after school intervention.	Teachers, students, parents	Calendared dates Parent communication Attendance records			
13. Parent information outreach nights providing information on literacy, Common Core Standards, and/or Standards-Based Grading	Administration, teachers, parents	Parent communication Attendance records			
14. Meet with the Instructional Leadership Team to evaluate current progress and develop next steps.	Administration, teachers	Meeting minutes and agendas Attendance records			
15. Monitor students' Individualized Education Program (IEP) goals for progress and update all 504 Accommodation Plans annually.	Administration, teachers, Special Education case managers, parents	Special Education Information System (SEIS) records Illuminate program and plan records			
16. Dragon Readers program to promote reading for pleasure at home and at school.	Teachers, parents, students	Parents sign the weekly Dragon Readers Log Dragon Readers logs/ Book totals			



**School Goal #2**

<b>LEA/LCAP GOAL:</b>
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.
<b>SCHOOL GOAL #2:</b>
Mathematics Goal By June 2021, 86% of students in kindergarten through sixth grade will score proficient in Mathematics as measured on local district assessments and information systems.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) California School Dashboard reports District Benchmarks Teacher Formative and Summative assessments
<b>Findings from the Analysis of this Data:</b>
The California School Dashboard reports data as both a school-wide performance level as well as providing an additional granular breakdown for various student groups. Overall for data reported for the 2019 California Assessment of Student Performance and Progress (CAASPP) Ardenwood Elementary's performance on the Mathematics component of the assessment decreased by -0.6 points and is recorded as the highest performance level (Blue). School-wide performance is 84.7 points above standard. Status and change calculations for reported student groups (those groups with a cohort of 11 or more students) show improvements for Students with Disabilities (+1.9 points), with a high performance level (Green). English Learners had a decrease in performance (-24.6 points) in 2019 but still have a high level of performance (Green). Our Current English Learners had a decrease in performance (-12.6 points) in 2019. This was accompanied by a similar decrease in performance from Reclassified English Proficient (RFEP) or English Only (EO) students. Improvement efforts for this student group will be addressed in School Goal #2 and School Goal #3.
<b>How the School will Evaluate the Progress of this Goal:</b>
Fall and Spring local district assessments Review and analysis of Benchmark assessment data Teacher Formative and Summative assessments Teacher Observations Report Card/Progress Report data

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
1. Differentiation provided through small-group instruction, front-loading of priority standards in district-adopted curriculum, and use of Guided Language Acquisition Design (GLAD) strategies.	Teachers	Classroom observations Benchmark assessments			
2. Staff meeting time allotted for Professional Development and cross-	Administration, teachers	Meeting minutes and			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
grade level articulation.		agendas			
3. Teacher attendance of conferences and/or workshops on increasing mathematics literacy, Common Core State Standards of Mathematical Practice or other areas of academic value.	Teachers	Classroom implementation			
4. Professional Development and Grade-Level collaboration on district aligned mathematics curriculum supported by the assignment of adjunct duty time, guest teachers for full and/or partial day release, and coordination with district Instructional Coaches.	Administrations, teachers, Instructional Coaches	PD agendas and minutes Adjunct duty list Instructional Coach calendars			
5. Access to Technology for academic support and assessment. Purchase technology and other equipment to support student learning and improve engagement for all students including English Learners and Students with Disabilities.	Administration, teachers, students	Computer Lab/cart sign-ups Technology purchase orders Inventory list of site technology and identified needs			
6. Intervention: Planning and delivery of intervention to identified focal students, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and/or Low Performing Block Grant students who need intensive individual or small-group instruction on targeted skills to close achievement gaps.	Administration, teachers, parents, students	Observations ELPAC assessments Parent communication Roll sheets and attendance rosters Benchmark assessments CAASPP performance records	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A2: Intervention Funds LCAP G3A2: Intervention Funds Low Performing Student Block Grant Low Performing Student Block Grant	3,049 661 2347 503.25
7. Provide supplemental material and supplies to improve student achievement for low performing students.	Administration, teachers	Observations Benchmark assessments	4000-4999: Books And Supplies	Low Performing Student Block Grant	790.75

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
8. Teachers will collaborate on the implementation of Standards-Based Grading best practices, including the development of rubrics and common formative assessments.	Teachers, Instructional Coaches	Benchmark assessments Standards-Based Report Cards Meeting minutes and agendas			
9. Licenses/subscriptions for online programs to support mathematics instruction and reasoning/fluency development.	Teachers, students	Improved student achievement Prodigy usage	5000-5999: Services And Other Operating Expenditures	LCAP G3A2: Intervention Funds	170
10. Homework Club after school intervention.	Teachers, students, parents	Calendared dates Parent communication Attendance records			
11. Parent information outreach nights providing information on math literacy, Common Core Standards, and/or Standards-Based Grading	Administration, teachers, parents	Administration, teachers, parents Attendance records			
12. Meet with the Instructional Leadership Team to evaluate current progress and develop next steps.	Administration, teachers	Meeting minutes and agendas Attendance records			
13. Monitor students' Individualized Education Program (IEP) goals for progress and update all 504 Accommodation Plans annually.	Administration, teachers, Special Education case managers, parents	Special Education Information System (SEIS) records Illuminate program and plan records			
14. Conduct school-wide Science, Technology, Engineering, Arts, and Math (STEAM) themed celebrations to develop an interest and passion of mathematics.	Teachers, parents, students	Parent communication Collaboration with the Calculus Roundtable Student competition participation			

**School Goal #3**

<b>LEA/LCAP GOAL:</b>
Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.
<b>SCHOOL GOAL #3:</b>
By June 2021, Ardenwood's Current English Learners will demonstrate growth towards language proficiency by advancing at least one ELPAC level or maintaining their status at Level 4.
<b>Data Used to Form this Goal:</b>
English Language Proficiency Assessments for California (ELPAC) California School Dashboard reports District Benchmarks Teacher Formative and Summative assessments
<b>Findings from the Analysis of this Data:</b>
With the transition to the English Language Proficiency Assessments for California (ELPAC), from the previously used California English Language Development Test (CELDT), the California School Dashboard is unable to display a performance level for indicator. However, our English Learners continue to make good progress with a total of 82.4% of our English Learner population scoring at Level 4 or 3 on the ELPAC. While positive progress is being made, Ardenwood will continue to review and examine our intervention protocols that support English Learners. Planned expenditure of funds provided to the site through the district's Local Control and Accountability Plan (LCAP) to support English Learners are identified within School Goal #1 and School Goal #3.
<b>How the School will Evaluate the Progress of this Goal:</b>
Available ELPAC data Review and analysis of Benchmark assessment data Teacher Formative and Summative assessments Teacher Observations Analysis of Intervention data Report Card/Progress Report data

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
1. Teacher attendance of conferences and/or workshops on increasing comprehension, improving writing or other areas of academic value.	Teachers	Classroom implementation			
2. Teachers attendance of district-sponsored training and/or receive support from the district coaches.	Administration, teachers, ELD TOSA				

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
3. GLAD training provided by district.	Teachers, District Personnel	Observations Shared strategies Meeting agendas and minutes			
4. Increased library collection to include culturally diverse leveled readers, bilingual books for English learners, high interest books and non-fiction pictures books to encourage reading and engage students.	Library Media Technician	Catalog of library books Library check out monthly records	4000-4999: Books And Supplies	LCAP G2A5: Library Money	810
5. Teacher release to administer English Language Proficiency Assessments for California (ELPAC). Administration to meet with grade-levels to review ELPAC scores and to monitor student progress during Grade Level Release days.	Administration, teachers	Authorized Release, Planning Agenda Improved or maintained student achievement on trimester benchmark assessments.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base (Discretionary/General Fund) LCFF - Base (Discretionary/General Fund)	
6. Provide Technology, such as Chromebooks and iPads, which enable English Learners (EL) opportunities to access curriculum through various apps and online programs to support language development.	Teachers, students	Computer Lab/Cart sign-ups, purchase orders for technology Computer Lab/Cart sign-ups, Technology inventory			
7. Differentiation provided through small-group instruction, front-loading of priority standards in district-adopted curriculum, and use of Guided Language Acquisition Design (GLAD) strategies.	Teachers	Observation, Lesson plans Improved or maintained students achievement on benchmark assessments. Reading scores in Illuminate			
8. Intervention applied during and/or after the instructional day to provide English Learners (EL) students additional help in English Language Arts.	Teachers, students, parents	Program referrals Parent communication Attendance records	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A2: Intervention Funds LCAP G3A2: Intervention Funds	1,342 288
9. Additional supplies and materials	Administration, teachers	Supply List			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
to be purchased to support English Learners.					
10. Parent Education Nights to be conducted to guide parents in developing reading comprehension strategies for their students.	Administration, teachers, parents	Presentation materials Meeting agendas and minutes Attendance records			
11. Licenses/subscriptions for online programs to support ELA and mathematics instruction for English Learners.			5000-5999: Services And Other Operating Expenditures	LCAP G3A2: Intervention Funds	250

**School Goal #4**

<b>LEA/LCAP GOAL:</b>
Goal 1: Provide an educational environment that is conducive to learning.
<b>SCHOOL GOAL #4:</b>
By June 2021, the number of students with recorded minor behavior incidents reported in the Discipline Tracker will decrease by 1%. During the 2019-2020 school year, less than 5% of all students enrolled at Ardenwood had a minor behavioral incident entered into the school's Discipline Tracker by the end of the second trimester.
<b>Data Used to Form this Goal:</b>
Front Office Discipline Tracker Suspension data on the California School Dashboard California Healthy Kids Survey (CHKS) Confidential Coordination of Services Team (COST) Tracking Tool records Dragon Dollar redemption levels Certificated and Classified Staff feedback
<b>Findings from the Analysis of this Data:</b>
Ardenwood continues to foster a school climate where students understand behavior expectations. However, despite initial lower tier interventions being applied, behaviors that violate California Education Code require a response of a school suspension. Only 0.2% of the student body required the higher tier intervention of a full day of school suspension during the 2018-2019 school year. The site continues to see success in its focus on character instruction. Additional data should be collected and monitored regarding minor behavior incidents to further support the fostering of a positive culture and climate at school. 2019-2020 was the second year of a two year term for our City of Fremont Youth and Family Services counselor. As professional relationships are formed between students/families and the YFS counselor, improved behavior outcomes are seen. During the 2020-2021 school year, Ardenwood will have a new YFS counselor for two days a week versus the increased level of three days for the 2019-2020 school year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review and analysis of the Front Office Discipline Tracker Review and analysis of Suspension data on the California School Dashboard Review and analysis of California Healthy Kids Survey (CHKS) data Review and analysis of Confidential Coordination of Services Team (COST) Tracking Tool records Examination of Dragon Dollar redemption levels Certificated and Classified Staff feedback Implementation of Positive Behavioral Interventions and Supports (PBIS) program

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
1. Implementation of a consistent and fair discipline policy to educate students on appropriate behavior.	Administrators, teachers	Ardenwood Student of Character Plan			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
		Major Incident Referrals Minor Incident Referrals Discipline Tracker Data Dragon Reflection Forms			
2. Conduct school-wide behavioral expectation assemblies to promote awareness among students of what constitutes appropriate behavior and how to identify, prevent, and report bullying.	Administrators, teachers, students	Google Slide presentations California Healthy Kids Survey responses Major Incident Referrals Minor Incident Referrals Student Support Services Harassment/Bullying Summary Response Report			
3. Provide monthly themed instruction on the 8 Great Traits and the school-wide expectations of Being Safe, Respectful, and Responsible.	Administrators, teachers, students	Monthly Assemblies Students of Character Certificates			
4. Strengthen school-to-home communication with discipline related conferences.	Administration, teachers, parents	Student Referrals Discipline Tracker			
5. Increase access to behavioral, social, and emotional supports through Fremont Unified School District and Fremont Youth and Family Services counseling.	Administration, teachers, counselors, parents, students	Coordination of Services Team (COST) referrals Coordination of Services Team (COST) Tracking Tool Counselor logs			
6. Distribute Dragon Dollars as positive incentives and acknowledgements when students meet behavioral expectations.	Administration, teachers, classified staff	Dragon Dollar redemption			
7. Provide topical assemblies/presentations for students to assist with their social-emotional development.	Administration, Parent-Teacher-Association	School-wide assembly records Classroom presentation records			



Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
		Classroom observations			
8. Implementation of PBIS program with explicitly taught behavioral expectations aligned with staff collective commitments.	Administration, teachers, classified staff	PBIS training agendas, increased visibility of school-wide expectations/rules, student events	4000-4999: Books And Supplies	LCFF - Base (Discretionary/General Fund)	

**School Goal #5**

<b>LEA/LCAP GOAL:</b>
Goal 4: Establish partnerships with our families and community to increase academic success for all students.
<b>SCHOOL GOAL #5:</b>
By June 2021, Ardenwood will decrease its Chronic Absenteeism rate to below 2.5% as measured through the California Department of Education's DataQuest database and local student information system records.
<b>Data Used to Form this Goal:</b>
Illuminate attendance records Chronic Absenteeism data from the California School Dashboard California DataQuest attendance data Attendance and Truancy Conference Letters Coordination of Services Team (COST) Referrals
<b>Findings from the Analysis of this Data:</b>
Our school-wide chronic absenteeism rate is 3.2% as compared to 4.5% for all of Fremont Unified School District. Drilling down to specific grade levels on DataQuest, Ardenwood's chronic absenteeism rate is 5.5% for kindergarten, 3.3% for first through third grade, and 2.4% for fourth through sixth grade. For the 2018-2019 year, our grade level that showed the best improvement was our kindergarten students, where the grade level saw an overall drop in Chronic Absentee rates of -3.1%. As the chronic absenteeism performance measure takes into consideration both unexcused and excused absences, Ardenwood Elementary must continue to message its families the importance of school attendance. While the site does offer Independent Study Contracts to students, as described by Board Policy, many families use the maximum number of allowed absences that may be coded for personal reasons. Within student groups, additional focus should be placed on supporting our socioeconomically disadvantaged students, as their chronic absenteeism rate is the highest within the reported focus groups at 8.9%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review and analysis of Illuminate attendance records Analysis of Chronic Absenteeism data from local student information system Analysis of California DataQuest attendance data Review and analysis Attendance and Truancy conference letters Analysis of Coordination of Services Team (COST) Referral effectiveness

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
1. Monitor and evaluate Illuminate attendance records.	Administration, Office Staff	Illuminate attendance records Truancy and tardy letters Independent Study Contracts			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
2. Conduct parent/guardian conferences for improved attendance outcomes.	Administration, parents	Truancy and tardy letters Conference records School Attendance Review Board (SARB) referrals Coordination of Services Team (COST) referrals			
3. Provide parent education at Coffee Talks regarding the importance of school attendance.	Administration, teachers, parents	Meeting attendance sheets			
4. Evaluate and modify morning drop-off routes and procedures to improve traffic flow.	Administration, teachers, parents, municipal representatives	Meeting attendance sheets Newsletter communiqués Traffic signs			
5. Provide positive incentives to improve attendance outcomes.	Administration, teachers, parents, students	Dragon Dollar redemption Student Council minutes Parent-Teacher Association (PTA) reports			
6. Provide supports and establish partnerships with socioeconomically disadvantaged student families	Student Support Services staff, Administration, teachers, parents	McKinney-Vento identification Conference records Coordination of Services Team (COST) referrals			
7. Promote good hygiene habits to reduce the number of absences due to illness.	Teachers	Classroom observations			

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCAP G2A5: Library Money	\$1,620	0.00
LCAP G3A2: Intervention Funds	\$9,720	0.00
Low Performing Student Block Grant	\$7,282	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP G2A5: Library Money	1,620.00
LCAP G3A2: Intervention Funds	9,720.00
Low Performing Student Block Grant	7,282.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	12,134.00
3000-3999: Employee Benefits	2,616.50
4000-4999: Books And Supplies	3,201.50
5000-5999: Services And Other Operating Expenditures	670.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
4000-4999: Books And Supplies	LCAP G2A5: Library Money	1,620.00
1000-1999: Certificated Personnel Salaries	LCAP G3A2: Intervention Funds	7,440.00
3000-3999: Employee Benefits	LCAP G3A2: Intervention Funds	1,610.00
5000-5999: Services And Other Operating	LCAP G3A2: Intervention Funds	670.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	4,694.00
3000-3999: Employee Benefits	Low Performing Student Block Grant	1,006.50
4000-4999: Books And Supplies	Low Performing Student Block Grant	1,581.50

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	8,411.00
<b>Goal 2</b>	7,521.00
<b>Goal 3</b>	2,690.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Elie Wasser	X				
Leanna Sutton			X		
Robert Christensen		X			
Caitlin Christopherson		X			
Rachel Piper-Frisina		X			
Krista Lanzarotta				X	
Reena Patel				X	
Bina Shanbhag				X	
Sangeeta Srikanth				X	
Ellen Tillman				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



### Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

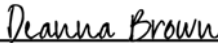
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

X Other committees established by the school or district (list):  
Site Safety Committee

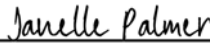
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4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 28, 2020.

Attested:

Elie Wasser

Typed Name of School Principal

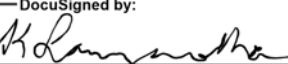
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 3FFA1EA57817471Signature of School Principal

6/10/2020

Date

Krista Lanzarotta

Typed Name of SSC Chairperson

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 642AE59519449Signature of SSC Chairperson

6/10/2020

Date