

Mission San Jose Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 01611766090534

County: Alameda

District (Local Educational Agency): Fremont Unified

School: Mission San Jose Elementary

Demographics

Enrollment: 556 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Nestled in the heart of the historic Mission San Jose District and below Mission Peak is Mission San Jose Elementary (MSJE) School, home of the Mustangs. There have been three MSJE schools in the Mission area. The first school was built in 1852 and the school bell in front of the current MSJE site dates back to 1889. There have been several renovation projects since 2008. Some of the major projects have included a new library, multi purpose room, computer lab, new primary play structure, and a student drop off area to ease traffic congestion. Starting in 2011 through the current school year, the entire MSJE community has come together and covered various sections of the multi purpose room with ceramic tiles depicting grade level topics and individual hand prints. The tile wall project has been led by a former teacher at MSJE.

Parents are a major contributor to the continued success of MSJE. Our parents volunteer countless hours in the classroom, traffic control, recess supervision, driving on field trips, serving on our School Site Council (SSC) and taking leadership positions on our Parent Teacher Club (PTC). In addition to our PTC's support of the classroom teacher, PTC also funds Schmahl Science instructors to conduct enrichment activities

for grades 3–6, a music teacher, FAME (Fine Arts Mini Experience) and a part time school counselor. During the 2014–2015 school year, parents spearheaded a school wide recycling program with the goal of zero waste being produced at MSJE. Currently, it is being led by students; this project includes composting lunch waste and recycling classroom materials. Unopened food is donated to a local homeless shelter.

MSJE has the continued expectation of academic excellence as evidenced by 90% of our third to sixth grade students meeting or exceeding standards in English Language Arts and Math based on last year's California Assessment of Student Performance and Progress (CASSPP) test. MSJE also provides the opportunity for students to excel outside the classroom. Our chess team has earned championships at the state, national and world levels for the past twenty years. Banners are proudly displayed in the multi purpose room to honor the championships won at the various levels. Along with such a powerhouse chess team, MSJE also fields teams in basketball, robotics, soccer, Science Olympiad, Math Olympiad, and Math Counts. Students can also choose from other enrichment activities such as art, tennis, soccer, football, basketball, First Lego League, Hindi Language class, beginning band, Mad Science and MSJE's own Student Council. It is the vision of MSJE to provide students the opportunity to experience a wide range of new activities before they move onto junior high and high school.

Model Program and Practices

Name of Model Program/Practice: ASSIST - Achieving Success In School Together

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): Asian, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

The ASSIST program at MSJE is a three-pronged approach that addresses the needs of the whole child. The program is comprised of our in school intervention pull out program, after school homework club, school psychologist, part time counselor and the district's Inclusion Specialist.

MSJE continues to be one of the highest performing elementary schools in Alameda County. Although it looks as if all students are meeting or exceeding standards in English Language Arts and Math, a closer look will find not all students are successful as the past API scores or even this year's California Assessment of Student

Performance and Progress (CAASPP) scores suggest. Our goal has been to identify the students who are scoring a 1 (not meeting standards) on the CAASPP test in Math and Language Arts. In addition, we are also targeting students who are classified as English Language Learners based on the English Language Proficiency Assessment for California (ELPAC). The final group of students we address are at-risk due to social-emotional or behavioral needs. These students are identified through teacher and principal recommendations and parent requests.

With our district assessments given through our Illuminate data system, combined with our CAASPP results, teachers are able to disaggregate and sort data in depth and pinpoint specific standards that show a weak area(s) for individual students, a class, or entire grade level. This process begins in August during our Staff Development Days. Once the student's area of weakness has been identified, we look at our Single Plan for Student Achievement (SPSA) to determine academic goals for the year. Also included in the SPSA Plan are funds to provide release time for teachers to conduct initial data analysis, the intervention specialist and the homework club staff of our ASSIST program.

The anticipated outcomes are to increase student achievement by having students meet or exceed California State Standards while addressing the social-emotional well-being of the child. For the classroom teacher and administrator, these goals provide an added component to our Professional Learning Community (PLC). By involving both current and past parents, high school tutors, MSJE is creating partnerships that continue to build a strong community. The reinforcement of our character education program and involvement of the district Inclusion Specialist creates a positive school climate and a safe learning environment for all students at MSJE. To reinforce this, our site psychologist runs a lunch time social group, and our school counselor works with both students and parents as needed. ASSIST provides ongoing support and a way to monitor our at-risk students who don't qualify for special services. In this way, ASSIST is aligned to our district LCAP Goals 1.6, 2.1, 2.3 and 3.5. ASSIST is able to focus on learning because neither chronic absenteeism nor suspensions are an issue at MSJE.

Implementation and Monitoring

Parents take an active role in our intervention portion of the ASSIST program as they work alongside our at-risk students who are receiving additional support. Our parents believe in the support they are providing, as they have been giving up their time for the past several years. The ASSIST members truly function as a team with a common purpose of educating our youth and allowing them to feel successful in their learning.

On an ongoing basis, teachers are using Professional Learning Communities (PLC) to develop common formative assessments and review data from district benchmark assessments, and district approved curriculum assessments. These results are used to monitor the effectiveness of ASSIST and to inform future instructional decisions. Four times a year, a half-day substitute is provided for every staff member to discuss and create successful instructional strategies, assessments as well as review student performance. As teachers monitor student achievement, parents are consistently

informed and updated through conferences and progress reports given out half-way through each trimester. Parent feedback is strongly encouraged throughout the year. The administration is informed of data collected and discussed at each PLC meeting and provides the necessary feedback and support to ensure student success. This evaluation of the effectiveness of ASSIST allows teachers to make adjustments to the program. Some modifications might include adding time with the intervention teacher, increasing visits to the counselor, or providing more individual support at Homework Club. As an example, over time, the in-school and after-school parts of the ASSIST program has grown to include primary students, in addition to the intermediate students already being served.

The administrator and staff also share trimester report card results and ELPAC scores of students participating in ASSIST to determine the effectiveness of the program throughout the year as well. Communication is on-going between the classroom teachers and intervention specialist to make sure that the additional support is effective.

Results and Outcomes

Ongoing monitoring of CAASPP scores and district benchmark assessments are used to determine the specific aspects of ASSIST, which are needed to serve the students who are nearly meeting or not meeting standards. For example, when comparing the students who participated in the homework club in 2016–17 to students currently enrolled this year, we found that 80% of those students were no longer recommended to participate. These students showed an average increase of 16 points in Math and 51.5 points in ELA on the CAASP Assessment. Similarly, when comparing students who worked with the ASSIST Intervention Specialist in 2016–17 to the students currently receiving services, 67% have exited the intervention portion of ASSIST. All of these students have either met or exceeded standards or showed an average increase of 29.5 points in Math and an increase of 46 points in ELA.

As evidenced by our low suspension rate and zero expulsions, it is apparent that the social-emotional needs of the students are being addressed. The school psychologist and counselor currently hold full case loads of thirty and ten students respectively.

ASSIST participants have demonstrated an increase in both Math and ELA. These findings demonstrate that we are closing the achievement gap between at-risk students in ASSIST and those not needing additional support. Our analysis of the data supports the trend of students in ASSIST moving out of the intervention portion of the program and into the less-intensive group of the homework club.