

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2012-13

School: Anna McKenney Intermediate School

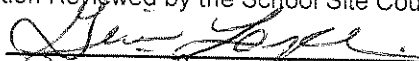
Principal: Gina Lanphier

School Site Council Certification

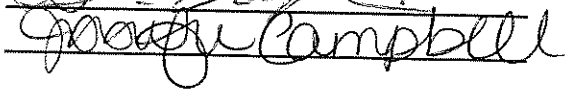
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on June 11, 2013.

Principal's Signature:



SSC Chair Signature:



GOAL #1

Student Proficiency Levels on District and State Assessments in English Language Arts, Mathematics, Science, Social Science, and Physical Education will increase.

What data did you use to form this goal (findings from data analysis)? District Benchmark Data as progress indicators California Standardized Test (CST)--All subgroups are below the State Proficiency Level Academic Performance Indicator (API)-- 805 Adequate Yearly Progress (AYP)-- English Learners did not meet AYP in ELA or Math. Hispanic students did not meet in Math. State Physical Fitness Test (PFT)	What did the analysis of the data reveal that led you to this goal? Schoolwide and all subgroups are below the State prescribed percent of proficient students in ELA and math. State goals were ELA 78.4% and math 79% proficient. McKenney Schoolwide percent proficient were: ELA : 6th grade 59%; 7th grade 51%; 8th grade 57% Math: 6th grade 64%; 7th grade 58%; 8th grade general math 9%; 8th grade Algebra 56%
Who are the focus students and what is the expected growth? ELA Schoolwide English Learners Students with Disabilities Socioeconomic Math each grade level a 5% growth in ELA and Math 7% growth not a significant subgroup, but focus on a 3% growth 5% growth	What data will be collected to measure student achievement? District Benchmark scores and Program Assessments will be used as progress monitoring data. API-- overall schoolwide growth indicator will be used as progress indicator towards goal CST data will be used as final indicator of success of goal
What process will you use to monitor and evaluate the data? District Benchmark scores and Program Assessments will be used as progress monitoring data. API-- overall schoolwide growth indicator will be used as progress indicator towards goal CST data will be used as final indicator of success of goal	Actions to improve achievement to exit program improvement (if applicable). Schoolwide Vision and Mission Development Professional Development in data analysis and data driven effective teaching practices, on-going progress monitoring. Highly Effective Staff members-- collaboration, yearly goals, walk-throughs, observations, & evaluations Proactively academically focused through: Support Services Collaboration with and education of families

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement								
1.1 Student Support Personnel	Include specific expenditures and report student achievement outcomes based on measurements noted above. Student Services Coordinator: Coordinated support personnel to provide support services for students. Analyzed Benchmark data to direct appropriate focus for support. Supported staff in developing intervention plans for students. The Benchmark Data showed: <table><tr><td>ELA</td><td>Math</td></tr><tr><td>6th Grade</td><td>-12</td></tr><tr><td>7th Grade</td><td>+12</td></tr><tr><td>8th Grade</td><td>-4</td></tr></table> This indicated a drop in 6th grade ELA and math and ELA 8th grade from 2011-2012 year scores. The planning next year should therefore focus on 7th grade ELA and Math and ensuring next years 8th graders are challenged. The Educational talent Search and Bringing Up Grades programs were successfully implemented. Counselor: Provided individual and group setting intervention. Student groups addressing bullying and social skills development were included given the numbers of bullying situations indicating a need. Students were monitored academically with a focus on supporting students through planning and monitoring to attain a minimum of 2.0 GPA. Staff was supported during three Professional Development in-service training on student home life and academic progress. Supported students in the classroom with goal development and preparing for life in High School and beyond. Attention should be concentrated on 7th grade next year given the data above. Literacy Resource Technicians: Provided time in the library during school and at breaks. They supported students with classroom assignments, research, and book selection. This position will continue to be imperative given the Common Core focus on literacy skills. ELA given the data above will require concentrated focus to ensure student growth. Bilingual Elementary Student Support: Provided direct intervention and support to English Language Learner students in the classroom. Student academic and language data was evaluated and individual student plans were developed to support student growth. Parents, students, and staff were key stakeholders in the development and communication of the plans. Substitutes were brought in to provide release time for teacher to collaborate about student data and specific content area needs including effective teaching practices. They also allowed time for teachers to observe in other classrooms to build on effective teaching practices. Content Level Facilitators were used to develop and lead effective professional development activities each Friday. there was a focus on Common Core State Standards implementation. Strength Finder training was provided to all teachers. It was the beginning training in a series that will continue next year to support teachers in using their strengths to support students.	ELA	Math	6th Grade	-12	7th Grade	+12	8th Grade	-4
ELA	Math								
6th Grade	-12								
7th Grade	+12								
8th Grade	-4								
1.2 Professional Development									
1.3 Student Intervention									

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4 Supplemental Materials, Curriculum, Supplies, and Technology	Maintenance Contracts for copiers were used to support supplemental materials in ELA and math. Technology Purchased materials included: iPads and carts, LCD projectors, printers, Smart responders, laptops, etc... These were used as a teaching component which augments and creates engaging lessons and provides a format for interactive structured student practice in the classroom. All critical to effective student growth. A monitoring of how the technology is being used in the classroom will be a focus for future Professional Development opportunities.

GOAL #2

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.

What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	What did the analysis of the data reveal that led you to this goal? Student Suspensions at 465 days in 2011 Student Expulsions at 10 students in 2011 Student Referrals at 141 incidences Student Attendance at 96.5 %
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 5% Expulsions-- decrease 10% Referrals-- decrease 5% All Students: Attendance-- increase .5%	What data will be collected to measure student achievement? Student Suspensions 251 2012 Student Expulsions 8 2012 Student Referrals 62 2012 Student Attendance
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	Actions to improve achievement to exit program improvement (if applicable). Implement increased intervention programs to support students in a preventative manner: anger management. In-house, bullying prevention, social skills development class, counseling, alternatives to suspensions, etc... Develop positive programs to encourage students success: leadership, electives, reward programs, activities, etc...

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement
2.1 Student Support Personnel		Include specific expenditures and report student achievement outcomes based on measurements noted above. PASS Officer: provided social, educational, and personal support to students and families which impacted academic learning success. The data supportive of success includes: Days of Suspension: 251 Number of Expulsions: 0 Attendance percentage:
2.2 Positive Recognition Materials and Supplies		Intervention Support Classroom: In House Suspension was held. Students were assigned this intervention as a method of holding students accountable for their actions while keeping them in school and completing assignments.
2.3 Parent Involvement		Mass Dialer System allowed for our school site to communicate with parents by keeping them informed of important information. At the middle school level this is very important since many students do not make it home with notices. Unfortunately, we did not encourage fingerprinting for parents. It will need to be a goal next year. We did not have supplies needed for Open House. However, next year our Back-to-School event will include a barbeque to include all families. Parent training nights were not held, but will need to be next year for Common Core, AERIES access, cyber bullying and internet safety, supporting students academically, preparing for High School and Beyond.

Marysville Joint Unified School District
2012-2013 Pre Algebra, Algebra Readiness, and Algebra
Overall Scores - Quarter 1

Overall	Middle School Pre-Algebra (7 th)		Middle School Algebra Readiness (8 th)		Middle School Algebra (7 th and 8 th)		High School Algebra (9 th - 12 th)	
	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013
District	44%	54%	28%	31%	49%	44%	19%	22%
Foothill	48%	53%	23%	60%	39%	47%		99/451
McKenney	38%	47%	22%	32%	51%	55%		
Yuba Gardens	42%	54%	27%	18%	53%	78/143		
MCAA	63%	71%	48%	60%	36%	35%	20%	39%
LHS		58/82		6/10		21/60	10%	4%
MHS							26%	36%
								79/222

McKenney 6th grade only (11-12 percent represents the 6 wk assessment only - MCK 12-13 is a combination of 6 wk and 12 wk assessment.) The district 6 week assessment was given a week earlier than last year.

Site	6 th grade All		6 th grade SPED		6 th grade EL	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District 6 wk	55%	49%	11%	13%	50%	43%
District 12 wk	62%		23%		62%	
McKenney 6 & 12	54%	48%	7%	12%	34%	47%
		70/147		2/16		15/32

Marysville Joint Unified School District
2012-2013 Pre Algebra, Algebra Readiness, and Algebra Quarter 1

SPED	Middle School Pre-Algebra (7 th)		Middle School Algebra Readiness (8 th)		Middle School Algebra (7 th and 8 th)		High School Algebra (9 th - 12 th)	
	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013
District	12%	19% 7/37	10%	20% 5/25	12%	62% 8/13	25%	12% 2/17
Foothill	7%	25% 1/4	8%	57% 4/7				
McKenney	5%	0% 0/9	8%	0% 0/11				
Yuba Gardens	19%	25% 6/24	12%	14% 1/7	17%	50% 3/6		
MCAA			0%		0%		50%	25% 1/4
LHS							40%	0% 0/8
MHS							11%	20% 1/5

EL	Middle School Pre-Algebra (7 th)		Middle School Algebra Readiness (8 th)		Middle School Algebra (7 th and 8 th)		High School Algebra (9 th - 12 th)	
	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013
District	43%	53% 124/234	33%	22% 11/50	61%	44% 65/147	14%	9% 11/124
Foothill	50%	50% 2/4	0%	100% 1/1	40%	75% 3/4		
McKenney	33%	38% 15/40	28%	31% 4/13	62%	56% 15/27		
Yuba Gardens	44%	56% 93/167	34%	17% 6/36	63%	41% 44/107		
MCAA	60%	61% 14/23	100%		50%	33% 1/9	20%	
LHS							8%	2% 2/87
MHS							29%	24% 9/37

Marysville Joint Unified School District
2012-2013 Secondary English Language Art
Overall Scores - Quarter 1

Overall Site	7 th Grade		8 th Grade		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District	29%	46% 279/608	53%	47% 283/603	51%	60% 256/430	47%		10%		50%	
Foothill	35%	51% 36/70	44%	55% 47/86								
McKenney	40%	56% 90/162	62%	49% 88/180								
YGS	17%	31% 89/283	43%	36% 96/267								
MCAA	57%	71% 63/89	72%	74% 52/70	91%	87% 58/67	86%	76% 41/54	27%	43% 22/51	76%	
LHS					49%	47% 113/243	33%	36% 89/246	4%	8% 14/169	41%	
MHS					44%	71% 85/120	55%		13%			

**** MHS has different assessments than LHS and MCAA

McKenney 6th grade only (11-12 percent represents the 6 wk assessment only - MCK 12-13 is a combination of 6 wk and 12 wk assessment.) The district 6 week assessment was given a week earlier than last year.

Site	6 th grade All		6 th grade SPED		6 th grade EL	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District 6 wk	65%	57%	13%	7%	52%	52%
District 12 wk	41%		3%		31%	
McKenney 6 & 12	72%	40%	24%	12%	53%	45%

Marysville Joint Unified School District
2012-2013 Secondary English Language Art
Special Education - Quarter 1

SPED	7 th Grade		8 th Grade		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District	0%	3% 1/38	7%	4% 2/51	25%	27% 4/15	26%		4%		0%	
Foothill	0%	0% 0/7	0%	0% 0/10								
McKenney	0%	0% 0/9	8%	6% 1/17								
YGS	0%	5% 1/22	7%	4% 1/24								
MCAA			17%		67%	60% 3/5	75%		0%	0% 0/3	0%	
LHS					22%	10% 1/10	85	33% 3/9	0%	0% 0/1		
MHS					19%		29%		12%			

English Learners Scores - Quarter 1

EL	7 th Grade		8 th Grade		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District	19%	35% 69/196	54%	39% 63/161	43%	49% 73/148	36%		3%		40%	
Foothill	12%	50% 2/4	67%	40% 2/5								
McKenney	26%	32% 13/40	54%	36% 14/39								
YGS	15%	31% 40/127	51%	37% 40/108								
MCAA	50%	56% 14/25	86%	78% 7/9	86%	80% 4/5	73%		0%		67%	
LHS					42%	46% 56/123	29%		2%		36%	
MHS					37%	65% 13/20	53%		3%			

Marysville Joint Unified School District
2012-2013 Secondary English Language Art
Overall Scores - Quarter 2

Overall Site	7 th Grade		8 th Grade		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District	44%	50%	34%	34%	26%	30%	41%	52%	12%	33%	19%	22%
Foothill	48%	50%	37%	30%				216/419		101/302		60/275
McKenney	47%	56%	31%	37%								
YGS	33%	39%	32%	22%								
MCAA	77%	71%	43%	68%	58%	66%	80%	77%	28%	29%	45%	54%
LHS		60/84		42/62	20%	41/66	40%	43/56	4%	14/49	17%	20/37
MHS					25%	24%	30%	50%	16%	8%	18%	15%
						67/280		114/227		16/196		30/202
						60/210		59/136		45%		28%
										78/173		10/36

**** MHS has different assessments than LHS and MCAA

McKenney 6th grade only (11-12 percent represents the 6 wk assessment only - MCK 12-13 is a combination of 6 wk and 12 wk assessment.) The district 6 week assessment was given a week earlier than last year.

Site	6 th grade All		6 th grade SPED		6 th grade EL	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District 12 wk	41%	50%	3%	4%	31%	29%
District 18 wk	53%	50%	15%	4%	51%	40%
McKenney 12 & 18	41%	38%	3%	7%	20%	42%
		52/138		1/15		11/26

Provided by Amy Stratton
Advanced is 91% and above;

Proficient is 71%-90%

Approaching is 51%-70%

Below is 50% and below

Reports printed on 01/07/13

Quarter 2 Benchmark ELA Secondary schools

Marysville Joint Unified School District
2012-2013 Secondary English Language Art Quarter 2

SPED	7 th Grade		8 th Grade		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District	13%	3%	14%	0%	5%	2%	23%	18%	0%	12%	0%	0%
Foothill	0%	1/33	0%	0/41	1/56	3/17				2/17		0/12
McKenney	14%	0%	0%	0/6								
YGS	17%	0%	0%	0/17								
MCAA		5%	21%	0%								
		1/19	20%	0/18	33%	20%	40%		0%	33%	0%	
LHS					0%	0%	24%	22%	0%	11%	0%	0%
MHS					3%	0%	12%	12%	0%	0%	0%	0/12
						0/20	1/8			0/5		

EL	7 th Grade		8 th Grade		9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District	30%	48%	34%	22%	18%	21%	37%	43%	2%	13%	12%	10%
Foothill	33%	92/191	33%	37/165	39/184	76/173				18/140		12/119
McKenney	32%	75%	27%	25%								
YGS	27%	3/4		1/4								
MCAA	64%	47%	33%	30%	71%	60%	82%	67%	0%	27%	17%	50%
LHS		18/38		12/40	15%	20%	38%	46%	3%	5%	14%	9%
MHS		52/125		18/93	19%	27/133	20%	64/139	0%	5/104	5%	11/117
		19/24		4/7	19%	9/46	20%	32%	0%	40%	10/25	

Provided by Amy Stratton
Advanced is 91% and above;

Proficient is 71%-90%

Approaching is 51%-70%

Below is 50% and below

Reports printed on 01/07/13

Quarter 2 Benchmark ELA Secondary schools

Marysville Joint Unified School District
2012-2013 Pre Algebra, Algebra Readiness, and Algebra
Overall Scores - Quarter 2

Overall	Middle School Pre-Algebra (7 th)		Middle School Algebra Readiness (8 th)		Middle School Algebra (7 th and 8 th)		High School Algebra (9 th - 12 th)	
	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013
District	40%	46%	13%	9%	58%	49%	18%	24%
Foothill	34%	291/627	5%	17/183	54%	220/450		85/356
McKenney	39%	19/65	8%	5/23	67%	38/55		
Yuba Gardens	38%	70/161	14%	2/41	56%	74/138		
MCAA	56%	48%	19%	6%	43%	83/196	30%	46%
LHS		150/312		7/110		21/54	6%	18/39
MHS		52/84		3/9			26%	4%
								6/167
								40%
								62/154

McKenney 6th grade only (11-12 percent represents the 6 wk assessment only - MCK 12-13 is a combination of 6 wk and 12 wk assessment.) The district 6 week assessment was given a week earlier than last year.

Site	6 th grade All		6 th grade SPED		6 th grade EL	
	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13	% Prof 11-12	% Prof 12-13
District 12 wk	62%	59%	23%	27%	62%	60%
District 18 wk	50%	51%	4%	25%	29%	52%
McKenney 12 & 18	53%	32%	5%	12%	45%	36%
		40/125		2/16		9/25

Marysville Joint Unified School District

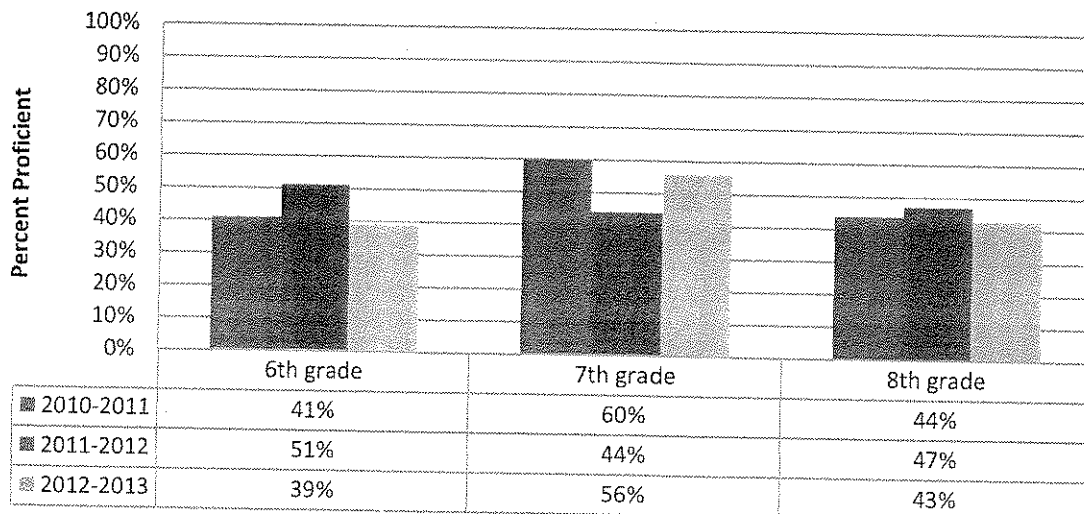
2012-2013 Pre Algebra, Algebra Readiness, and Algebra Quarter 2

SPED Site	Middle School Pre-Algebra (7 th)		Middle School Algebra Readiness (8 th)		Middle School Algebra (7 th and 8 th)		High School Algebra (9 th - 12 th)	
	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013
District	15%	12%	0%	4%	17%	55%	7%	21%
Foothill	0%	4/34	0%	2/45		6/11		3/14
McKenney	20%	0%	0%	0%		50%		
Yuba Gardens	15%	0/8	0%	0/13		3/6		
MCAA		4/22	0%	0/25	0%	60%		
LHS			0%	0/1	50%	3/5	0%	50%
MHS							0%	2/4
							17%	17%
								0%
								0/4

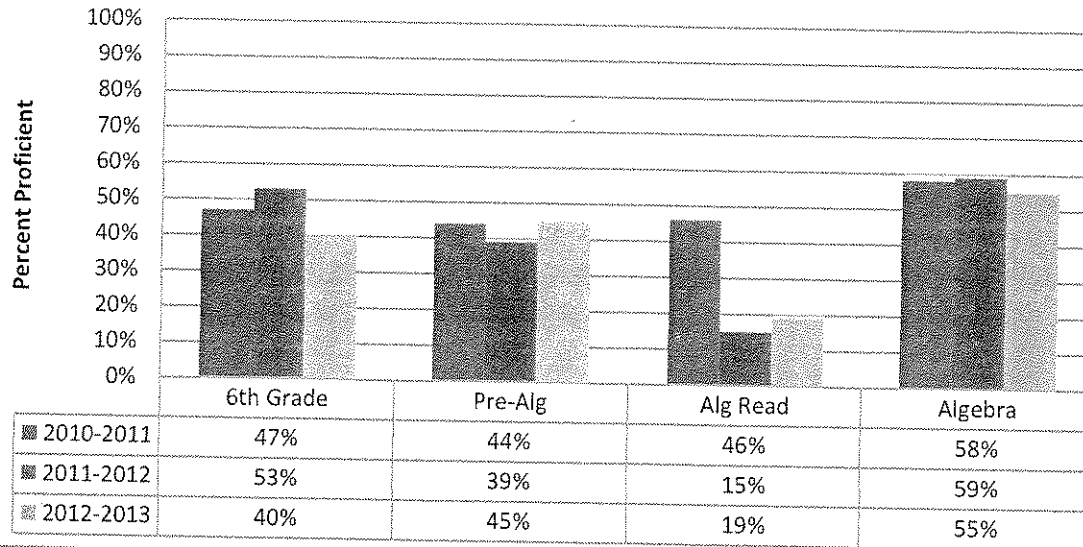
EL Site	Middle School Pre-Algebra (7 th)		Middle School Algebra Readiness (8 th)		Middle School Algebra (7 th and 8 th)		High School Algebra (9 th - 12 th)	
	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013	% Prof 2011-2012	% Prof 2012-2013
District	39%	48%	18%	7%	63%	48%	10%	14%
Foothill	33%	107/223	0%	4/54	60%	67/141		12/88
McKenney	27%	2/4	10%	0/1	71%	2/4		
Yuba Gardens	42%	32%	19%	0/13	58%	63%		
MCAA	55%	12/38	100%	10%	100%	17/27		
LHS		78/157		4/40		44%		
MHS		62%				44/100		
		15/24				40%	33%	
						4/10	5%	5%
							24%	3/63
								36%
								9/25



McKenney Intermediate School
2010-2011 Benchmark compared to 2012-2013
up to Quarter 2
English Language Arts



McKenney Intermediate School
2010-2011 Benchmark compared to 2012-2013
up to Quarter 2
Mathematics





2013-14
Single Plan for Student Achievement (SPSA)

Anna McKenney Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Gina Lanphier	Telephone: (530) 741-6187
Address: 1904 Huston St.	Email Address: glanphier@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056626
☒ Initial Plan Approval:	
☐ Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	744	741	766	767	
Growth Target	5	5	5	5	
API Growth Score	743	766	767	805	
Actual Growth	-1	25	1	38	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

The school site's API increased by 38 points. This increase is one factor that evidenced effectiveness of expenditures.

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		99	99		100	98		100	100	
Number At or Above Proficient	243	261		136	132		13	14		21	25	
Percent At or Above Proficient	50.8	56.5		59.9	62.6		41.9	53.8		51.2	61.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	99		99	94	
Number At or Above Proficient	61	70		40	35		170	188		5	6	
Percent At or Above Proficient	38.9	44.9		32.3	32.4		46.2	52.8		8.5	14.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes		Yes	No		No	Yes		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

All subgroups demonstrated growth in the percent of students at or above proficient. English Learners had the least amount of growth given the data.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99		99	100		100	100		100	100	
Number At or Above Proficient	261	271		130	140		16	16		28	27	
Percent At or Above Proficient	54.7	58.7		57.5	65.7		51.6	59.3		68.3	65.9	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		99	99		99	94	
Number At or Above Proficient	73	74		60	44		195	204		6	8	
Percent At or Above Proficient	46.5	47.4		48.4	40.7		53.1	57.3		10.2	18.6	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No		Yes	No		Yes	Yes		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

English Learners decreased in the percent proficient and above. All other subgroups evidenced growth.

California Standards Test (CST)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	47	59		33	29		14	10		6	3	
7	54	51		30	27		10	15		6	7	
8	50	57		25	29		15	11		10	4	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	46	*		334.5	*		50	50		356.9	357.6	
7	42	50		344.5	337.0		64	56		352.3	336.1	
8	33	45		326.0	355.6		43	79		336.9	376.8	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	34	48		337.8	346.5		56	64		356.3	365.5	
7	47	43		343.9	337.8		57	56		360.9	358.3	
8	34	43		334.3	348.2		64	60		360.5	363.8	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	0	18		304.9	316.5		41	57		342.0	357.3	
7	10	21		307.2	301.8		50	50		350.4	345.5	
8	0	5		292.4	300.5		44	50		342.1	356.7	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

7th grade showed a slight decrease; while 6th and 8th grades showed an increase. Hispanic and Asian students in 7th grade decreased. English Learners in all grade levels increased.

**California Standards Test (CST)
Mathematics**

Grade Level	Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	48	64		24	20		22	13		6	3	
7	57	58		24	22		11	13		8	7	

Subgroup	Grade	Performance Data by Level Mathematics					
		% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	6	31	*		320.5	*	
	7	*	50		*	334.7	
Asian	6	57	75		367.9	388.7	
	7	71	44		375.5	362.2	
Hispanic/Latino	6	45	51		340.2	347.5	
	7	46	53		342.5	350.4	
White	6	53	69		356.5	373.5	
	7	60	65		364.5	372.3	
English Learner	6	18	36		301.0	321.2	
	7	23	34		309.1	328.9	
Socio-Economically Disadvantaged	6	45	65		341.9	363.2	
	7	53	57		352.9	361.6	

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	54	9		23	30		15	53		9	7	

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	*	*		*	*	
Asian	*	*		*	*	
Hispanic/Latino	47	11		335.0	301.4	
White	60	6		355.3	297.3	
English Learner	30	7		314.1	290.6	
Socio-Economically Disadvantaged	53	9		341.3	293.7	

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	56	56		38	32		4	11		2	1	

Subgroup	Grade	Performance Data by Level Algebra I					
		% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	7	*			*		
	8	*	91		*	399.6	
Hispanic/Latino	7						
	8	55	48		353.4	350.6	
	8	48	61		352.0	353.8	
English Learner	7						
Socio-Economically Disadvantaged	7	*			*		
	8	61	58		363.5	357.9	

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	77	*		23	*		0	*		0	*	

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American		*			*	
Hispanic/Latino	*			*		
English Learner						
Socio-Economically Disadvantaged	*	*		*	*	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
6th and 7th grades showed increase; Asian in 7th showed a decrease. 8th grade constant; Hispanics and Socio economically disadvantaged decreased with caucasian increasing.

Title III Accountability Data (Anna McKenney Intermediate School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	78	77	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	78	77	
Number Met	44	55	
Percent Met	56.40%	71.4	
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2	76	1	76		
Number Met	--	37	--	44		
Percent Met	--	48.70%	--	57.9		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	Yes	*	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Percent meeting criteria increased.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	2	76	1	76		
Number Met	--	37	--	44		
Percent Met	--	48.70%	--	57.9		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	Yes	*	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			15	63	9	38					24
7	5	19	10	37	7	26	4	15	1	4	27
8	8	30	11	41	5	19	2	7	1	4	27
Total	13	17	36	46	21	27	6	8	2	3	78

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	40	56		38	47	
8 – Algebra Readiness				22	32	
8 – Algebra 1				51	55	

Summarize and draw conclusions regarding the school's District Benchmark Data:

6th grade - average of 6 and 12 week benchmark

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	47	56		39	43	
8 – Algebra Readiness				8	5	
8 – Algebra 1				67	54	

Summarize and draw conclusions regarding the school's District Benchmark Data:

6th grade - 18 week benchmark

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	37	42		38	44	
8 – Algebra Readiness				22	15	
8 – Algebra 1				51	66	

Summarize and draw conclusions regarding the school's District Benchmark Data:

6th grade - average of 24 and 30 week benchmark

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14
8 – Algebra Readiness			
8 – Algebra 1	59	50	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark	
	% At or Above Proficient: ELA	% At or Above Proficient: Mathematics

	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness				2		
8 – Algebra 1				17		

Summarize and draw conclusions regarding the school's District Benchmark Data:
6th grade - 36 week benchmark

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:
Slight increase in writing scores for 7th grade.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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 (Goals should be prioritized, measurable, and focused on identified student learning needs) Student Proficiency Levels on District and State Assessments in English Language Arts, Mathematics, Science, Social Science, and Physical Education will increase.			
What data did you use to form this goal (findings from data analysis)? District Benchmark Data as progress indicators California Standardized Test (CST)--All subgroups are below the State Proficiency Level Academic Performance Indicator (API)-- 805 Adequate Yearly Progress (AYP)-- English Learners did not meet AYP in ELA or Math. State Physical Fitness Test (PFT)		What did the analysis of the data reveal that led you to this goal? Schoolwide and all subgroups are below the State prescribed percent of proficient students in ELA and math. State goals were ELA 78.4% and math 79% proficient. McKenney Schoolwide percent proficient were: ELA : 6th grade 59%; 7th grade 51%; 8th grade 57% Math: 6th grade 64%; 7th grade 58%; 8th grade general math 9%; 8th grade Algebra 56%	
Who are the focus students and what is the expected growth? ELA Schoolwide English Learners Students with Disabilities Socioeconomic Math each grade level a 5% growth in ELA and Math 7% growth not a significant subgroup, but focus on a 3% growth 5% growth 5% growth		What data will be collected to measure student achievement? District Benchmark scores and Program Assessments will be used as progress monitoring data. API-- overall schoolwide growth indicator will be used as progress indicator towards goal CST data will be used as final indicator of success of goal	
What process will you use to monitor and evaluate the data? District Benchmark scores and Program Assessments will be used as progress monitoring data. API-- overall schoolwide growth indicator will be used as progress indicator towards goal CST data will be used as final indicator of success of goal		Actions to improve achievement to exit program improvement (if applicable). Schoolwide Vision and Mission focus Professional Development in data analysis and data driven effective teaching practices, on-going progress monitoring. Implementation of California State Common Core Standards Highly Effective Staff members-- collaboration, yearly goals, walk-throughs, observations, & evaluations Proactively academically focused through: Support Services Collaboration with and education of families	
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

Single Plan for Student Achievement for Anna McKenney Intermediate School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Student Support Personnel		Student Service Coordinator: Analyze Benchmark and interim testing data. Determine at risk and low performing students and coordinate support personnel in creating targeted interventions including Counselor, PASS Officer, English Language Learner Elementary Support Personnel, and other direct services to improve student achievement. * analyze benchmark assessment data * Conference with low and at-risk students * Coordinate support personnel for students * Educational Talent Search * Bringing Up Grades (BUGS) Program * Facilitate Professional Development Activities * Organize, monitor, and facilitate after school programs to increase student achievement. Counselor: Works directly with students to provide support, academic achievement goal development, and intervention support to increase academic growth. * Counsels students * Meets with underperforming students and parents to develop plans for increased students achievement. * Instructs students on resiliency strategies during group. * Provides activities designed to improve and support the emotional, behavioral, and social skills development of students which impact academic achievement. * Provides support and consultation to school staff * Crisis intervention * Classroom guidance * Data analysis to support increased student achievement. * Implements	Title I 26600 EIA-SCE 30300

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		lessons * Technology: including, but not limited to, projectors, ELMOs, Smartboards, computers, IPADS, Smart Slates, other Smartboard related items, other technology items that augment lesson and support increased percentage of proficiency on academic measures.	

VI. 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 academic performance index and adequate yearly progress growth 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 #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.		
What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	What did the analysis of the data reveal that led you to this goal? Student Suspensions at 251 days in 2011 Student Expulsions at 0 students in 2012 Student Referrals at 141 incidences Student Attendance at 96.5 %	
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 2% Expulsions-- remain constant at 0% Referrals-- decrease 5% All Students: Attendance-- increase .5%	What data will be collected to measure student achievement? Student Suspensions Student Expulsions Student Referrals Student Attendance	
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	Actions to improve achievement to exit program improvement (if applicable). Implement increased intervention programs to support students in a preventative manner: anger management. In-house, bullying prevention, social skills development class, counseling, alternatives to suspensions, etc... Develop positive programs to encourage students success: leadership, electives, reward programs, activities, etc...	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Student Support Personnel		Student Body Director	

Single Plan for Student Achievement for Anna McKenney Intermediate School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		PASS Officer: offers services to students and families in regards to educational, personal, and social issues which impact academic learning success. * Counsels Students * Conducts Anger Management Class * Meets with underperforming students and parents to develop plans for student success. * Conducts small group student workshops to facilitate increased student achievement. * Monitors and responds to student attendance issues. School Resource Officer: * Provides law enforcement related education to students and parents regarding drug abuse and prevention, gang awareness, implications of violating laws as it relates to their education. * Develops and counsels students on positive decision-making to promote increased school attendance and behavior. * Provide staff training on various law related topics. * Work with counselors and other support staff to assist students and to provide services to students in situations where referrals to service agencies are necessary. * Assist in peer conflict resolution training. Support Classroom: allows for the modification of bullying and academic support of grade level State Adopted Curriculum and standards without removing the students from the academic environment. The classroom necessitates a teacher and social development curriculum. * Teacher substitute pay of \$133 a day for 30 days.	EIA-SCE 8004.24 Title I 45000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		Yard Supervisors	Other 4000
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Positive Recognition Materials and Supplies		Student Recognition for: * Quarter Awards * Benchmark Awards * Movie Award	Other 2600
2.3 Parent Involvement		Mass Dialer Communication Service Parent Involvement Events: * Open House Event-- \$500 for materials and supplies for back to school barbeque for families. Parent Training Nights: including use of AERIES, bully prevention, academic support, gang awareness, Common Core information * Salary * Materials and supplies Fingerprints print costs/ mailing costs	T1-PI 500 T1-PI 770 T1-PI 500 Other 500

2013-14 Program Expenditure Summary

Goal 1	
EIA-SCE	76,326.76
EIA-SCE Carryover	0
EIA-LEP	16,054
EIA-LEP Carryover	0
Title I	45,411
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	137,791.76

Goal 2	
EIA-SCE	8,004.24
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	45,000
Title I Carryover	0
Title I Parent Involvement	1,770
Title I Parent Involvement Carryover	0
Other	7,100
Total	61,874.24

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 5	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 6	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Total Allocation	
EIA-SCE	\$84,331
EIA-SCE Carryover	0
EIA-LEP	\$16,054
EIA-LEP Carryover	0
Title I	\$90,411
Title I Carryover	0
Title I Parent Involvement	\$1,770
Title I Parent Involvement Carryover	0
Other	0
Total	192,566

Total Expenditures	
EIA-SCE	84,331
EIA-SCE Carryover	0
EIA-LEP	16,054
EIA-LEP Carryover	0
Title I	90,411
Title I Carryover	0
Title I Parent Involvement	1,770
Title I Parent Involvement Carryover	0
Other	7,100
Total	199,666

Balance	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$2,995

Estimated Cost from EIA/LEP: \$508

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$84,331
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$16,054
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	3,503
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$103,888

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$90,411
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,770
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$92,181

Total amount of state and federal categorical funds allocated to this school	\$196,069
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gina Lanphier	1				
Teacher Campbell		2			
Teacher Haase		3			
Teacher <i>Cunningham</i>		4			
Teacher		5			
Other Personnel Harris			6		
Parent Powers				7	
Parent Lowry				8	
Parent Pask				9	
Student Powers					10
Student Bernhard					11
Student					12
Numbers of members of each category	1				

At middle schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). A council at the middle school, may, but is not required to, include pupil representation. If pupils are included on the council, parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012 and 33133(c))

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), and Parents (5). If pupils are included, the composition would be: Principal (1), Teacher (4), Other School Personnel (1), Parents (3), and Pupils (3).

Recommendations and Assurances

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

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

English Learner Advisory Committee

School Advisory Committee (Economic Impact Aid – State Compensatory Education)

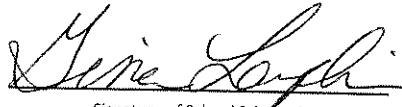
Other committees established by the school or district (list):

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

Attested:

Gina Lanphier

Typed Name of School Principal

 6/11/13

Signature of School Principal

Date

Jennifer Campbell

Typed Name of SSC Chairperson

 6/11/13

Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

McKenney Intermediate School-Level Parental Involvement Policy

McKenney Intermediate has developed a written Title I parent involvement policy with input from Title I parents. The plan was developed with input from our School Site Council. The policy was distributed to parents of Title I students. The plan is displayed on our School website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at McKenney Intermediate, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. A meeting is held in which all parents are invited to attend at the beginning of the school year.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings held include meetings immediately after school and those in the evening. This flexibility allows parents to attend based on their needs.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. Feedback and input is received during School Site Council, Parent Teacher Student Organization, and English Language Advisory Council meetings. Yearly surveys are conducted as well to garner parent input.
4. The school provides parents of Title I students with timely information about Title I programs. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc...
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc ...
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc ...

School-Parent Compact

McKenney Intermediate distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access

to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

This was developed through input at SSC, ELAC, PTSO meetings and parent surveys.

Building Capacity for Involvement

McKenney Intermediate engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc...
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc...
3. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This opportunity is provided during weekly Professional Development trainings.
4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc
5. The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parent understands. This happens through parent Newsletters, all calls, and other translated notices.
6. The school provides support for parental involvement activities requested by Title I parents. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc ...

Accessibility

McKenney Intermediate provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. This occurs through Back-to School Night, parent training nights, school Newsletter, Parent All Call phone messages, Open House, PTSO, School Site Council, ELAC, etc ...

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

MCKENNEY INTERMEDIATE SCHOOL

GINA LANPHIER, PRINCIPAL~DAVID JONES, ASSISTANT PRINCIPAL
1804 HUSTON STREET, MARYSVILLE, CA 95977



The 2013-2014 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

McKenney Intermediate School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and other family events welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement through parent-teacher conferences and communication. Teachers are also available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator's Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____ Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2012-13

School: Foothill Intermediate School

Principal: Kathleen Hansen

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[7])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

Foothill School will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resources, supplemental learning experiences (which may occur outside the regular classroom setting).

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? Articulation days (Fridays) will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aid in providing applicable data for analysis and evaluation.	Actions to improve achievement to exit program improvement (if applicable). Specific focus will be placed on subgroups which have placed us in Program Improvement status. CST results will be shared with staff and each teacher will provide instructional goals and strategies for addressing this population's needs.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Provide supplemental instructional materials to enhance core academic programs. These materials supplement district materials and are designed to target specific areas that will help all students advance to levels of proficiency in each subject	Not all adopted curriculum adequately addresses each grade level's academic content standards. Teachers identified standards which were in need of supplemental instructional materials. Expenditures for ink, paper and computer headsets (for software-based instruction) allowed teachers to supplement existing curriculum; thereby increasing proficiency levels on benchmarks and teacher-made assessments. Because these materials worked in concert with other interventions/enhancements, it is not possible quantify them in isolation of others expenditures.
1.2	Integration of technology to support supplemental educational programs. The technology will complement teaching strategies directed at differentiating instruction to ensure students move to proficient or advanced academic performance.	Technology in the classroom allows students to access a multitude of enhanced learning opportunities which correlate directly to academic content standards. Three classes of students participated in a math intervention lab using software to improve math performance. Results showed that 13 of 50 students reached proficiency, with the remaining 37 showing improvement (yet still not at proficient)
1.3	Professional development training for certificated staff to provide new teaching strategies which increase instructional effectiveness, differentiated instruction, and enhance academic performance of students.	Our focus this year was professional development in the area of Common Core Standards and technology. As technology increases in the classroom, teachers require ongoing training so that they can maximize their use of these tools to promote the transition to the CC. This year, one teacher leader attended the CUJE conference and, along with the administrator, has provided additional inservice training to 10 other teachers. Teachers report feeling prepared to begin initial implementation of CC with the use of technology to do so.
1.4	Healthy food helps prompt the brain to higher levels of focus and attention especially during long periods of sitting and testing, as in the California Standards Test	Being able to evaluate and quantify our \$250 investment in healthy snacks for CST testing is difficult. Research has proven, however, that when students are well nourished, they achieve more and perform better.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Materials which support student success through teacher-made support assignments and effective organization of class notes, homework, assignments, test dates, etc.	\$550 was spent for purchasing academic planners for every student. Teachers report that students improved organizational skills with the use of planners, thereby helping improve work completion and learning. Teachers of intervention classes used the planners to aid struggling learners with executive functioning skills, which in turn improved classroom performance. Note: It is difficult to evaluate this item in isolation of other supports we have had in place.
1.6 Classified and additional certificated (substitutes) staffing costs which provide support to the regular classroom teacher so that focus-students are provided small group direct instruction, intervention and support during the regular instructional day.	Perhaps the most profound evidence of the effectiveness of these supports is to provide a sampling of actual student data showing pre-and post testing results. Three methods of intervention were used: small group pull out instruction, small group in class instruction and 1:1 para ed tutoring. An across the board sampling of student achievement (pre and post intervention) is as follows: ELA Ethan M. 65% - 71% Auryanna Z. 35% - 70% Madison S. 49% - 56% Brandon L. 53% - 66% Summer B. 34% - 49 This is a sample. Of the whole group, all but two students showed growth Math Gavin B. 30% growth Kimmo A. 30% growth Demi G. 100% growth Austin K. 70% growth Trinity W. %82% growth This is a sample. Of the whole group all students showed improvement.
1.7 Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research project materials, and books which complement the core academic program.	Being able to evaluate and quantify our \$500 investment in providing enhanced technology and books in our school library is difficult. It can be stated, however, that these resources were accessed by 100% of the student body over the course of the year.
1.8 English Language Learner program will be enhanced through the use of computers, learning software, small-group instruction and supplemental curriculum and supplies	3% of our student body is designated as ELL. Our ELL-LEP allocation to is spent providing a supplemental service agreement for a ELL coordinator. Her role ensures all services and supports are in place for our eight ELL students. Each of these students is integrated into the support system listed in item 1.6 above. It is therefore difficult to isolate the specific benefits of this expenditure as it relates to the students' achievement. Of note, all ELL students receiving the supports mentioned in 1.6 showed improvement, as did their EO counterparts. In addition, \$700 was spent purchasing literature for the classroom and the library that is specifically targeted at piqued the interest levels of our ELL students
1.9 ONLY those students who are performing at Basic or below levels of performance will be provided (via Title I funding) standards-based learning experiences outside the regular classroom setting. These experiences are designed to tap into learning modalities which may not be available, in the regular classroom, for the struggling learner.	No expenditures were made for this action items in 2012-2013. Money will be redirected to meet other needs in 2013-2014
1.10 Provide after school tutoring in the areas of Language Arts and Mathematics.	Pre and post assessment data submitted by teachers showed the following results for our after school tutoring program: Math 6th grade, 12 students, 10/11 demonstrated growth 7th grade, 4 students, 4/4 students demonstrated growth 8th grade, 7 students, 6/7 students demonstrated growth

GOAL #2

All students will learn in an environment that is safe, healthy and conducive to maximum levels of academic achievement. Students can not reach maximum levels of achievement where drugs, bullying, unhealthy life styles and/or poor attendance exist. Recognition of and support for students' academic, behavioral and school attendance accomplishments will be increased. Supplemental instructional assemblies, as well as parent involvement and communication strategies will be expanded. Each of these are critical components to ensuring this goal is achieved.

What data did you use to form this goal (findings from data analysis)? Suspensions, expulsions, disciplinary referrals and truency notices.	What did the analysis of the data reveal that led you to this goal? Disciplinary action for Foothill students exceeded that of other like schools in the district.
Who are the focus students and what is the expected growth? The focus for this goal will be on all students, with particular emphasis on struggling learners and on students whose disciplinary actions result in missed instruction.	What data will be collected to measure student achievement? A minimum of decrease of 5% in suspensions and expulsions. A minimum increase of 5% in attendance.
What process will you use to monitor and evaluate the data? Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	Actions to improve achievement to exit program improvement (if applicable). Students who fall into the subgroups that have resulted in our Program Improvement status will be identified and given preferential attention.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Continual review and updates will be made to our school's Single Plan for Student Achievement, Safe School Plan, Student Handbook, and other student related printed material.	This action item was omitted from the site plan during the year. A new action item was developed which provided more specificity. It will be evaluated at the end of 2013-14.
2.2	Reproducible, supplemental instructional materials aide in increasing the achievement of students who are performing at levels below proficient.	Not all adopted curriculum adequately addresses each grade level's academic content standards. Teachers identified standards which were in need of supplemental instructional programs. Emphasis was placed on materials for struggling learners. Teachers report that this assists in closing the achievement gap. Because this expenditure worked in concert with other interventions/enhancements, it is not possible quantify its effectiveness in isolation of others expenditures.
2.3	Instructional assemblies which enhance student learning and awareness as it relates to safe and conducive learning environments	Funds were not allocated to this action items.
2.4	Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.	It is not possible to specifically identify how much our communications with parents has resulted in increased student achievement. Teachers report that there is a direct correlation in our school's Parent Involvement practices and the succes of students in the classroom. Our focus this year was to target parents of students who had low or failing grade. One measurement that shows the benefit of this expenditure is the increased percentage of graduates Foothill had. With our targeted parent outreach, we increased the percentage of graduates from 75% to 88%.
2.5	Student recognition for making advancements in their academic achievements. Academic monitoring and motivation programs.	Student recognition plays a big role in our continuous improvement efforts. The cost of awards, certificates, etc. occurs in concert with other interventions/enhancements aimed at improving student achievement. It is not possible quantify its specific effectiveness in isolation of others expenditures. It can be said, however, that students are more likely to set goals and work hard when they are recognized for their accomplishments.

GOAL #3

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal 3.1	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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GOAL #4

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1	

GOAL #5

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
5.1	

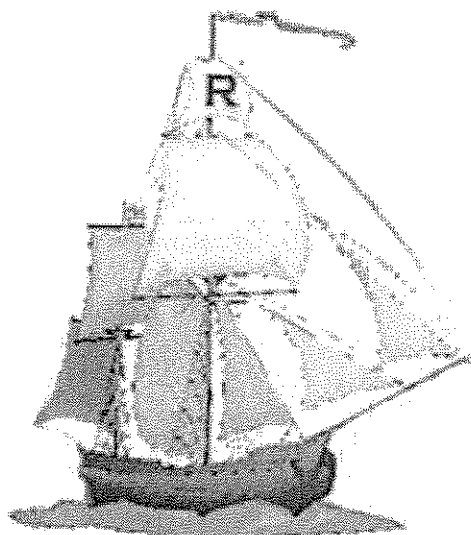
GOAL #6

The following additional actions were selected by the school staff and School Site Council to support the goals of the Strategic Plan: Student Achievement; Student Engagement; Safe, Welcoming Schools; Parent and Community Partnerships; Communication; Effective Use of Resources

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
6.1	



2013-14
Single Plan for Student Achievement (SPSA)

Foothill Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Kathleen Hansen	Telephone: (530) 741-6130
Address: 5351 Fruitland Rd.	Email Address: khansen@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056691
☐ Initial Plan Approval:	
☐ Plan Revision Approval:	

Approved by District Board of Education on 24th July 2012.

Performance Data & Conclusions

Academic Performance Index					
	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	788	824	805	791	
Growth Target	5	A	A	5	
API Growth Score	826	805	791	823	
Actual Growth	38	-19	-14	32	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Over a 5 year time span, Foothill has a net growth of 8.6 points.

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	134	133		103	95		--	--		--	--	
Percent At or Above Proficient	57.8	64.6		60.2	66.0		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	12	20		7	3		47	51		1	0	
Percent At or Above Proficient	44.4	62.5		58.3	27.3		51.1	57.3		3.6	0.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

We have 5 subgroups which are considered statistically significant and calculated in the AYP. They are white, H, English learner, Socio-economically disadvantaged and students with disabilities. When looking at all student collectively, our number of students who are at or above proficient in ELA remains where it was 3 years ago. A decrease occurred in 2010 and 2011, but the number has since increased to 64.6% in 2012. Of noteworthy consideration is that the English Learner subgroup and the Students with disabilities subgroup have seen a steady decline over the past 3+ years. Also, just over half of our socio-economically disadvantaged students are reaching proficiency. This number has remained fairly flat over the past 4 years, with 2012 being slightly higher than previous years.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	130	123		97	89		--	--		--	--	
Percent At or Above Proficient	56.0	59.7		56.7	61.8		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	15	17		7	3		51	46		1	2	
Percent At or Above Proficient	55.6	53.1		58.3	27.3		55.4	51.7		3.6	8.0	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

Similar to our ELA scores, the math results reflect patterns for concern. The English learners and Students with disabilities have experienced a steady decline in the number of students scoring proficient on standardized tests. The socio-economically disadvantaged students' scores have remained flat over the past 4 years. Just under 2/3 of our students are currently reaching proficiency. It is important to note, however, that the rate of increase has doubled each year.

California Standards Test (CST)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	55	66		21	19		17	9		8	6	
7	52	64		23	21		10	8		15	6	
8	61	63		20	18		14	11		5	8	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	*	*		*	*		62	64		357.9	361.7	
7	50	62		355.9	352.5		52	71		348.9	373.8	
8	*	*		*	*		63	62		367.7	362.7	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	*	*		*	*		47	62		343.5	353.8	
7	*	*		*	*		36	57		325.0	345.4	
8	*	*		*	*		61	56		358.5	351.3	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

There are two considerations in looking at this data. The first is to analyze a class over a 3 year timeframe. Through this lens, we see fairly significant growth over time with last year's 8th graders. Their % above proficient went from 49% in 6th grade to 63% proficiency by time they reached 8th grade. In looking at a specific grade level, however, the highest levels of growth have occurred at 6th grade, increasing 17%age points in the last 3 years. 7th and 8th grade have remained flat over the past 3 years.

California Standards Test (CST) Mathematics

Grade Level	Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
6	58	66		17	23		18	11		8	0	
7	49	61		22	27		19	10		9	2	

Subgroup	Grade	Performance Data by Level Mathematics						Mean Scale Score		
		% At or Above Proficient								
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	6	*						*		
Hispanic/Latino	6	*	*					*	*	
	7	50	62					334.5	378.2	
White	6	64	67					366.1	377.1	
	7	48	65					343.2	380.5	
English Learner	6	*	*					*	*	
Socio-Economically Disadvantaged	6	60	62					352.7	363.0	
	7	33	49					323.8	360.6	

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	49	24		26	41		16	28		9	7	

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)						Mean Scale Score		
	% At or Above Proficient								
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	*						*		
Asian	*	*					*	*	
Hispanic/Latino	*	*					*	*	
White	55	29					345.8	321.7	
English Learner	*	*					*	*	
Socio-Economically Disadvantaged	54	43					347.6	325.9	

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		

	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	58	67		42	31		0	2		0	0	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	7						
Hispanic/Latino	7						
	8	50	64		374.1	371.9	
English Learner	7						
Socio-Economically Disadvantaged	7						
	8	*	54		*	362.9	

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Levels of proficiency for our 6th and 7th graders are both in the 60's. This is an increase over the past 2 years when numbers were in the 40's and 50's. 8th graders who are not taking algebra saw a significant drop in their level of proficiency. These are students who took algebra readiness. This number decreased because many of the students originally in this class were moved up to Algebra. In looking at the Algebra numbers, one may have predicted that levels of proficiency may have dropped due to the scheduling change. The opposite is true. Algebra scores have seen a steady increase from 44% proficient to 67% proficient last year. This score represented the highest level of proficiency in the district.

Title III Accountability Data (Foothill Intermediate School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	6	10	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	6	10	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	6	0	10		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	6	0	10		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			*****	***	*****	***					*****
7	1	17	2	33	3	50					6
8			*****	***							*****
Total	1	10	4	40	5	50					10

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	35	51		48	53	
8 – Algebra Readiness				23	60	
8 – Algebra 1				39	47	

Summarize and draw conclusions regarding the school's District Benchmark Data:

6th grade - percent is the average of 6 and 12 week benchmark. There is significant growth in the ELA 1st qtr benchmarks as compared to this time the previous 2 years. Algebra has seen an increase from last year, yet a decrease from the 90-10 school year. This 81% vs. 47% represents improvement in that we increased the number of student who were pushed into algebra.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	48	50		34	29	
8 – Algebra Readiness				5	22	
8 – Algebra 1				54	69	

Summarize and draw conclusions regarding the school's District Benchmark Data:

6th grade - percent is the 18 week benchmark

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	40	38		48	33	
8 – Algebra Readiness				23	52	
8 – Algebra 1				80	64	

Summarize and draw conclusions regarding the school's District Benchmark Data:

6th grade - percent is an average of the 24 and 30 week benchmark

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14
8 – Algebra Readiness			
8 – Algebra 1	83	69	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness				13		
8 – Algebra 1				49		

Summarize and draw conclusions regarding the school's District Benchmark Data:
 6th grade - percent is the 36 week benchmark

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:
 Performance on the 7th grade writing prompt nearly doubled from the year prior.

VI. 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 academic performance index and adequate yearly progress growth 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 (Goals should be prioritized, measurable, and focused on identified student learning needs) Foothill School will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resources, supplemental learning experiences (which may occur outside the regular classroom setting).		What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.		What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.	
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%.		What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.		Actions to improve achievement to exit program improvement (if applicable). Specific focus will be placed on subgroups which have placed us in Program Improvement status. CST results will be shared with staff and each teacher will provide instructional goals and strategies for addressing this population's needs.	
Actions To Be Taken To Reach This Goal (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)		Proposed Expenditures List each expenditure and quantity needed.	
1.1 Provide supplemental instructional materials to enhance core academic programs. These materials supplement district materials and are designed to target specific areas that will help all students advance to levels of proficiency in each subject		8/2013 - 6/2014		Academic DVD's, vocabulary books, novels, academic periodicals, ALEKS math software, Accelerated Reader, consumable workbooks and supplies, hands-on supplies/manipulatives for math, science and social studies. Educational IPAD Apps.	
Evaluation of activities to determine if successful in closing the achievement gap					
1.2 Integration of technology to support supplemental educational programs. The technology will complement teaching strategies directed at differentiating instruction to ensure students move to proficient or advanced academic performance. It will also provide access to CCC standards assessments.		8/2013 - 6/2014		Technology equipment such as Ipads, Smart Boards, Elmos, student computers and printers, toner and ink, projectors and their lightbulbs. (Part of this expense will be covered by lottery dollars)	
				EIA-SCE 2810 Title I 5000	
				EIA-SCE 6000 Title I 11646	

Single Plan for Student Achievement for Foothill Intermediate School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.3 Professional development training for certificated staff to advance their learning in the areas of CCC standards and technology. Teachers will be expected to share new learnings with other teachers upon completion.	8/2013 - 6/2014	Up to two days per teacher for release time (20 x \$110.), including all related expenses, to attend professional development.	EIA-SCE 3200 ✓
1.4 Healthy food helps prompt the brain to higher levels of focus and attention especially during long periods of sitting and testing, as in the California Standards Test	May 2014	Nutritional snacks will be provided during CST periods to enhance student attention, focus and performance.	Title I 250 ✓
1.5 Materials which support student success through teacher-made support assignments and effective organization of class notes, homework, assignments, test dates, etc.	8/2013 - 6/2014	200 Academic Planners @ \$ 2.75	Title I 550 ✓
1.6 Classified and additional certificated (substitutes) staffing costs which provide support to the regular classroom teacher so that focus-students are provided small group direct instruction, intervention and support during the regular instructional day.	8/2013 - 6/2014	15 hrs./week Literacy Resource Technician. Additional support hours from para-educators and extra-help substitutes. Additional para-educator hours for supplemental services in small group and individualized tutoring when needed 16.5 hours para educator to assist classroom teacher with small group targeted instruction for struggling learners	EIA-SCE 6200 ✓ Title I 6200 ✓
1.7 Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research project materials, and books which complement the core academic program.	8/2013 - 6/2014	Technology and supplemental books, supplies and materials.	EIA-SCE 500 ✓
1.8 English Language Learner program will be enhanced through the use of computers, learning software, small-group instruction and supplemental curriculum and supplies	8/2013 - 6/2014	Supplemental books, materials, supplies, and technology. Teacher release time for professional development, substitute cost & extra duty wages for program coordinator.	EIA-LEP 1539 ✓
1.9 Provide after school tutoring in the areas of Language Arts and Mathematics.	8/2013 - 6/2014	\$55./hr x 6 teachers x 25 weeks	EIA-SCE 8000 ✓

VI. 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 academic performance index and adequate yearly progress growth 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 #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) All students will learn in an environment that is safe, healthy and conducive to maximum levels of academic achievement. Students can not reach maximum levels of achievement where drugs, bullying, unhealthy life styles and/or poor attendance exist. Recognition of and support for students' academic, behavioral and school attendance accomplishments will be increased. Supplemental instructional assemblies, as well as parent involvement and communication strategies will be expanded. Each of these are critical components to ensuring this goal is achieved.				
What data did you use to form this goal (findings from data analysis)? Suspensions, expulsions, disciplinary referrals and truency notices.	What did the analysis of the data reveal that led you to this goal? Disciplinary action for Foothill students exceeded that of other like schools in the district.			
Who are the focus students and what is the expected growth? The focus for this goal will be on all students, with particular emphasis on struggling learners and on students whose disciplinary actions result in missed instruction.	What data will be collected to measure student achievement? A minimum of decrease of 5% in suspensions and expulsions. A minimum increase of 5% in attendance.			
What process will you use to monitor and evaluate the data? Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	Actions to improve achievement to exit program improvement (if applicable). Students who fall into the subgroups that have resulted in our Program Improvement status will be identified and given preferential attention.			
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost	
2.1 Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.	8/2013 - 6/2014	Yearly rental & maintenance contract. (Part of this cost will be covered by lottery funds)	Title I 3150 ✓	

Single Plan for Student Achievement for Foothill Intermediate School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Student recognition for making advancements in their academic achievements. Academic monitoring and motivation programs.	8/2013 - 6/2014	Awards, medals, plaques and related supplies. Additional para-educator time to assist with monitoring and motivation of student achievement	EIA-SCE 200
2.3 Instructional assemblies which enhance student learning and awareness as it relates to safe and conducive learning environments	8/2013 -6/2014	Speaker fees and related expenses, supplies and supplemental materials.	
2.4 Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.		Printing and mailing costs for newsletters, site council presentations and student achievement updates. School Messenger for school events and parent involvement opportunities. Consumable materials and food items for parent meetings.	T1-PI 525

2013-14 Program Expenditure Summary

Goal 1	
EIA-SCE	26,710
EIA-SCE Carryover	0
EIA-LEP	1,539
EIA-LEP Carryover	0
Title I	23,646
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	51,895

Goal 2	
EIA-SCE	200
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	3,150
Title I Carryover	0
Title I Parent Involvement	525
Title I Parent Involvement Carryover	0
Other	0
Total	3,875

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 5	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 6	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Total Allocation	
EIA-SCE	\$26,910
EIA-SCE Carryover	0
EIA-LEP	\$1,539
EIA-LEP Carryover	0
Title I	\$26,796
Title I Carryover	0
Title I Parent Involvement	\$525
Title I Parent Involvement Carryover	0
Other	0
Total	55,770

Total Expenditures	
EIA-SCE	26,910
EIA-SCE Carryover	0
EIA-LEP	1,539
EIA-LEP Carryover	0
Title I	26,796
Title I Carryover	0
Title I Parent Involvement	525
Title I Parent Involvement Carryover	0
Other	0
Total	55,770

Balance	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies *direct services* to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as *direct services* which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$956

Estimated Cost from EIA/LEP: \$49

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$26,910
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$1,539
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	1,005
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$29,454

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$26,796
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$525
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$27,321

Total amount of state and federal categorical funds allocated to this school	\$56,775
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathleen Hansen	1				
Ferenc Bertalan		1			
Rocio Bertalan		1			
Mari Reeves		1			
Linda Streng		1			
Leslie Craig			1		
Debbie Mallen				1	
Erica Shaver				1	
Heidi Oliver				1	
Samantha Fratis					1
Annie Christopherson					1
Hannah Williamson					1
Numbers of members of each category	1	4	1	3	3

At middle schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). A council at the middle school, may, but is not required to, include pupil representation. If pupils are included on the council, parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012 and 33133(c))

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), and Parents (5). If pupils are included, the composition would be: Principal (1), Teacher (4), Other School Personnel (1), Parents (3), and Pupils (3).

Recommendations and Assurances

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

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

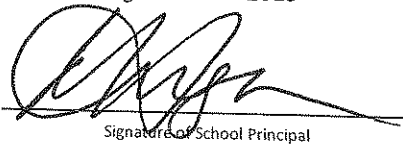
- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

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: 05-23-2013

Attested:

Kathleen Hansen

Typed Name of School Principal


Signature of School Principal

5/23/13
Date

Ferenc Bertalan

Typed Name of SSC Chairperson


Signature of SSC Chairperson

5-23-13
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Foothill Intermediate School-Level Parental Involvement Policy

Foothill Intermediate School has developed a written Title I parent involvement policy with input from Title I parents. The plan is distributed and discussed annually at our school's Back to School night. Parents are given an opportunity to provide input. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

Foothill does the following

1. Convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. As well, the following was provided:
 - the school's participation rate
 - Site Council selection process
2. Offers a flexible number of meetings spread over the course of the year. Parents are encouraged to attend any of the Site Council meetings where input and suggestions are encouraged.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy.
4. Provides parents of Title I students with timely information about Title I programs that are pertinent to their child's immediate success.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and the proficiency levels students are expected to meet. Charts and graphs were used to illustrate how their children were being given the best instruction based on the district adopted curriculum.
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Suggestions are made with regard to curriculum, instructional strategies and appropriate accommodations to address the needs that reflect a typical Title 1 student.
- 7.

School-Parent Compact

Foothill Intermediate has jointly developed and distributed a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact outlines the following obligations aimed at ensuring academic success for for all Title 1 students:

1. The parent's responsibility to support their child's learning.
2. The teacher's responsibility to provide high quality curriculum and instruction
3. The student's responsibility to work hard and attend school every day.
4. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, reports on student progress, access to staff, and opportunities for parents to volunteer and participate in and observe the educational program.

Foothill reviews this policy at its Site Council meetings and distributes it annually at our Back to School Night in August.

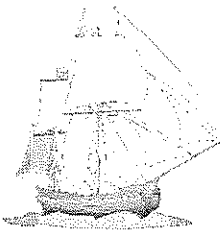
Building Capacity for Involvement

Foothill Intermediate engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through progress reports and parent requested daily or weekly reports.
2. Provides parents with materials to help Title 1 parents work with their children to improve their children's achievement.
3. Educates staff, with the assistance of Title I parents, about the value of parent contributions, and in how to work with parents as equal partners.
4. Coordinates and integrates the Title I parental involvement program with other programs that encourage and support parents in more fully participating in the education of their children. Foothill looks to Title 1 parents to participate in more functions and to volunteer in classrooms.
5. Distributes to Title 1 parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understand at the Back-to-School Night and Open House.
6. Provides support for parental involvement activities requested by Title I parents at the Site Council meetings.

Accessibility

Foothill Intermediate provides opportunities for all Title I parents to participate in the education of their child. This includes providing information and school reports in a form and language parents understand. Again, this is either mailed home or handed out at our Back-to-School night or Open House. Surveys are also distributed giving parents an opportunity to provide feedback and suggestions regarding our school's continuous improvement efforts.



Foothill Intermediate School School-Parent Compact

The 2013-14 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Foothill School will ensure students' success in the following areas:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters, our school's website, and marquee provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and volunteering welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: 8-19-13

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of time my child spends using electronic devices.
- Volunteer, when possible, in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school either by checking Aeries or by contacting my child's teachers.
- Serve on school advisory boards, if possible.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Stay organized with all my subjects
- Do my homework every day and ask for help when I need to.
- Limit use of electronics and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior and understand my behavior affects others.
- Follow District guidelines about text messaging, video games, and appropriate versus inappropriate websites.

Student Signature: _____

Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2012-13

School: Yuba Gardens Intermediate School

Principal: Kari Ylst

School Site Council Certification

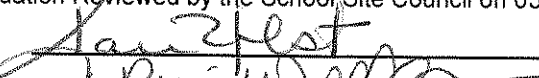
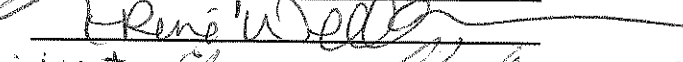
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 05/01/2013.

Principal's Signature:

SSC Chair Signature:

SSC President


GOAL #1

Increase the average benchmark data by 20% in ELA, Alg Readiness, Pre Algebra and Algebra

What data did you use to form this goal (findings from data analysis)? API, AYP, CELDT and Average Benchmark DATA	What did the analysis of the data reveal that led you to this goal? There has been an increase in API of 30 points from 07/08-11/12. In 11/12 Yuba Gardens did not meet the expected API growth targets. For the 11/12 school year 1 of the twelve targets were met for AYP. school year were not met. CELDT scores indicate that 93 EL students were early advanced or advanced on the CELTD during the 10/11 school year and that 134 EL students were early advanced or advanced on the CELTD during the 11/12 school year. Benchmark data for the 12/13 school year indicates increases in 7th grade Pre Algebra, and a decrease in Algebra. English benchmarks indicates an increase in 7th grade scores and a decrease in 8th grade scores.
Who are the focus students and what is the expected growth? General Student Population	What data will be collected to measure student achievement? API, AYP, CELDT and Average Benchmark DATA
What process will you use to monitor and evaluate the data? Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Facilitators. Data will also be reviewed during monthly Site Council meetings to determine if resources are being spent appropriately.	Actions to improve achievement to exit program improvement (if applicable). CST results for the 12/13 school year will not be available until August 2013.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.2 Afterschool tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	50 students on average attend after school tutoring Monday -Thursday weekly, this is a 60% increase from last year.
1.3 Technology Support for teachers to help support student use of technology.	Two teachers attended the CUE conference in Palm Springs to learn how technology can support student achievement. Many sessions and exhibits involved Title I, School Improvement Programs, Eisenhower Program, Data and Assessment, Enhancing Education Through Technology (EETT), English Language Development (ELD), Special Needs, and GATE. This information was brought back and shared with the staff.
1.4 ELD 3.5 Para-professional to support English Learners with English language acquisition.	Our Technology Facilitator has been available all year to help support teachers in their use of technology. to support their curriculum and facilitate a higher level of student engagement. This para professional left in November of 2012 and was not replaced.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 ELD Intervention Curriculum/Materials, in addition to the core program, to help English Learners acquire the English Language	AYP results in regards to the achievement gap: 2011 ELA White proficient 37.4 2012 ELA White proficient 39.4 2011 ELA EL proficient 27.4 2012 ELA EL proficient 28 2011 Math White proficient 57.5 2012 Math White proficient 65.7 2011 Math EL proficient 48.4 2012 Math EL proficient 40.7 7TH GRADE BENCHMARKS: Benchmark Quarter 1 ELA results for EL 7th grade 11/12 15% proficient, 12/13 31% proficient Benchmark Quarter 2 ELA results for EL 7th grade 11/12 27% proficient, 12/13 41% proficient Benchmark Quarter 3 ELA results for EL 7th grade 11/12 22% proficient, 12/13 34% proficient 8TH GRADE BENCHMARKS: Benchmark Quarter 1 ELA results for EL 8th grade 11/12 51% proficient, 12/13 37% proficient Benchmark Quarter 2 ELA results for EL 8th grade 12/13 19% proficient Benchmark Quarter 3 ELA results for EL 8th grade 11/12 21% proficient, 12/13 24% proficient
1.6 Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core curriculum.	The district policy on photocopiers, which was developed with input and collaboration from all site principals, allows 90% of a secondary photocopier located in a teacher workroom to be funded from categorical programs. Only 25% of an office copier costs can be charged to categorical programs to provide enhanced school to home communications. Copiers in a Title I school wide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.
1.7 Supplemental/complementary supplies and materials for to help reach academic goals.	Science materials, Quizdom for math, supplemental materials and student magazines for enhancing the reading curriculum were purchased this school year.
1.8 Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies.	In conjunction with Phil Romig of SCOE, science teachers met on four different dates this year to visit other high performing schools with similar demographics and to model effective teaching strategies within a classroom and break those lessons down.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.9 Content Facilitators -- plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development.	Content Facilitators -- plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development. Focused collaboration is evident in agendas that are created, teacher participation and meeting notes. Meetings were more focused and forced the use of/creation of common assessments within each content group because there was more accountability provided to teachers. Cross curricular work occurred more often because teachers were able to have conversations about what was occurring in each department due to Content Facilitators meetings. This year we began to work with implementing teaching strategies that can be effective with the new Common Core State Standards.
1.10 Providing one 6 hour Literacy Resource Technician position to allow the library to be accessible to all students, including low socio-economic/EL and SPED students, allowing students to increase their reading and fluency skills, as well as research academic standards.	Allows the library to be accessible to all students, including low socio-economic/EL and SPED students, allowing students to gain in reading, fluency, and to research academic standards. Students visit the library weekly through their English classes, allowing them to check out independent reading materials. The library is available to students throughout most of the school day. Student use of the library has increased by 70% from last year.

GOAL #2

What data did you use to form this goal (findings from data analysis)? This page is a continuation of Goal #1.	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Secure an additional 2 days a week of School Psychologists time to provide direct services to school site teams and individual groups of student to maximize student learning and achievement based on individual learning differences and best teaching practices. Assist school intervention teams in designing effective strategies to enhance instruction. Provides ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth. Provides primary and early intervention services, social skills training, friendship/support groups, violence prevention, anger and stress management training. Assists site staff development as it relates to effective instructional techniques and practices for at-risk students.	An additional 2 days a week of School Psychologists time provides direct services to school site teams and individual groups of student to maximize student learning and achievement based on individual learning differences and best teaching practices. Assist school intervention teams in designing effective strategies to enhance instruction. The additional two days, provided ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth. The school psychologist also provides primary and early intervention services, social skills training, friendship/support groups, violence prevention, anger and stress management training. Assists site staff development as it relates to effective instructional techniques and practices for at-risk students. Our school psychologist has been allowed to work specifically with our SDC/ED classrooms, work individually with 20 students weekly, provide emergency counseling services and consult with teachers on a regular basis. All of these intervention allowed students to be able to stay in the classroom.
1.2 Ongoing, researched based training to continue implementation of Professional Learning Communities with the use of Sacramento Office of Education consultant.	In conjunction with Phil Romig of SCOE, science teachers met on four different dates this year to visit other high performing schools with similar demographics and to model effective teaching strategies within a classroom and break those lessons down.
1.3 Training for teachers to support needs of educationally disadvantaged students.	In addition, Christine Anderson of SCOE worked with English and History on effective teaching strategies that will help with the implementation of Common Core standards.
1.4 Accelerated Reading program to support reading, decoding, fluency and building vocabulary.	Teachers attended the California League of Middle Schools Conference, CUE Conference, Special Education Law Conference, AVID Conference, and CABC Conference, to help with the implementation of technology and teaching strategies to help support the new Common Core Standards. During this school year 6 staff members attended four days of professional development to help support our implementation of PBIS (Positive Behavioral Intervention Supports). Provided the library with Accelerated Reading books for all students to access, at any given time, to support decoding, fluency and vocabulary building.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Annual conference for Middle Level Education improve awareness of student engagement/motivation/differentiated instruction, literacy, formative assessment, intervention strategies, working with ESL/ELL and implementing the common Core	This conference helped our teachers and administrators learn to improve student learning through useful, evidence-based professional development . During this school year 6 staff members attended four days of professional development to help support our implementation of PBIS (Positive Behavioral Intervention Supports).
1.6 Continued integration of technology (Smart Boards, IPAD's, Elmo's, student use computers), that support the core curriculum/state standards.	The purchase of IPADS and student computers will help students benefit from a higher level of engagement and allow students to practice concepts visually as well as orally. Applications engage students in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. IPADS can also be used as whiteboards to check for understanding.
1.7 Provide library with Accelerated Reading books for all students to access, at any given time, to support decoding, fluency and vocabulary building.	Provide library with Accelerated Reading books for all students to access, at any given time, to support decoding, fluency and vocabulary building. 108 students are currently utilizing the AR program. This program will become a mandatory part of our Warrior Pride Program, which means that during the 2013-2014 school year, all students on campus will be participating in AR.

GOAL #3

What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS	What did the analysis of the data reveal that led you to this goal? Data reveals that suspension days were down an average of 28% from 11/12-12/13. Students have been absent 90 days less during the 12/13 school year as compared with 11/12.
Who are the focus students and what is the expected growth? Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.	What data will be collected to measure student achievement? Attendance and Discipline STATS
What process will you use to monitor and evaluate the data? Monthly intervention team meetings.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

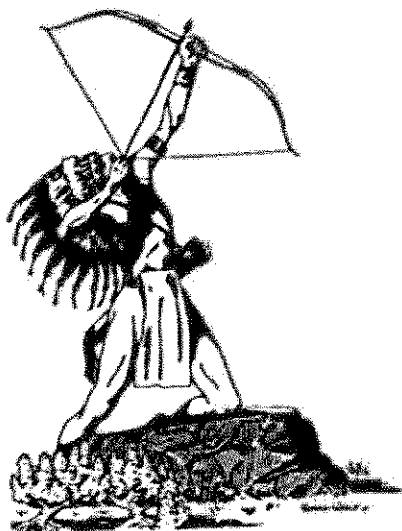
Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement	
Actions To Be Taken To Reach This Goal	Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Student Services Coordinator – Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions. The student services coordinators will coordinate student services with each other, the PASS officer and the school psychologist.	Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions. The student services coordinators will coordinate student services with each other, the PASS officer and the school psychologist. Days of suspension decreased by 23%.
1.2 PASS Officer – PASS officer works with students as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	Our PASS officer works with students as well as mediating student conflict to increase student time in their academic setting and increase school to home communication of student needs. Our PASS officer met with 538 students this year to help keep them in the classroom by remediating behavior, working with groups (example: anger management) and providing community resources.
1.3 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.	Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. They work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. The specialists also correspond with parents to encourage active parent involvement in education, work with families to remove barriers to learning and monitor progress of academic, attendance, and behavior goals. They also review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns and lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Student support specialists also facilitate student recognition to motivate and inspire positive behavior and academic success and assist classroom teachers with supplemental programs adopted to enhance the culture of achievement. There were 152 student parent conferences/SST's attended. There were 79 non-promoting students during the 11/12 school year, we anticipate less than 65 students will non-promote during the 12/13 school year.

GOAL #4

What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	What did the analysis of the data reveal that led you to this goal? There were 152 student/parent conferences and SST's (as of 5/1/13) during the 12/13 school year. There were 79 non - promoting students in 11/12, we anticipate 65 or less non promotees for the 12/13 school year.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Increase school to home communication with use of School Messenger.	School Messenger was utilized more than three times monthly to help facilitate parent communication.
1.2 Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	School/Home communication is important because it creates a partnership between school, students and staff – with the goal of increasing student achievement for all students, including ELS and low socio-economic. CST practice notebooks were sent home so that parents could participate in their students CST test prep. Report cards, at risk of failing letters, promotion information, ELAC notifications and School Site Council notifications were mailed home. Site Council would like to see PTA and ELAC continueing to work together to foster more involvement by staff, parents and the community. Attendance at ELAC meetings increased by 20% during the 12/13 school year. Our Spring Festival/Open House had record attendance during the 12/13 school year.
1.3 Provide a 3.5 hour Parent Liaison to assist us in better interactions with our students, parents and community members.	This position was not filled after the Parent Liaison left in December.



2013-14
Single Plan for Student Achievement (SPSA)

Yuba Gardens Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Kari Ylst	Telephone: (530) 741-6194
Address: 1964 E. 11th Ave.	Email Address: kylst@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056790
☒ Initial Plan Approval: 05012013	
☐ Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	656	669	689	687	
Growth Target	7	7	6	6	
API Growth Score	672	689	686	690	
Actual Growth	16	20	-3	3	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

API scores are slightly increasing.

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	99		96	100		100	100	
Number At or Above Proficient	226	250		71	76		7	8		28	31	
Percent At or Above Proficient	35.1	38.6		37.4	39.4		35.0	32.0		29.8	35.6	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	100		100	99		99	99	
Number At or Above Proficient	107	120		88	77		181	206		1	2	
Percent At or Above Proficient	34.1	38.3		27.4	28.0		32.3	36.3		1.0	2.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes		No	No		No	No		--	No	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

of students at or above proficiency increased by 24 students. Our White, Asian, Hispanic, English Learners, SES and Students with disabilities sub groups all saw an increase in regards to number of students at proficiency levels. Only the Hispanic group met the AYP target criteria.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	99		100	100		100	100	
Number At or Above Proficient	265	262		70	75		7	5		47	57	
Percent At or Above Proficient	41.3	40.4		37.0	38.9		35.0	20.0		50.0	65.5	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	99		100	99		99	99	
Number At or Above Proficient	127	113		133	109		220	221		7	8	
Percent At or Above Proficient	40.4	36.1		41.4	39.6		39.3	39.0		7.0	8.0	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No		No	No		No	No		--	No	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

Our White, Asian, and Students With Disabilities subgroups all made gains in regards to number of students at proficiency levels. None of our subgroups met the AYP criteria.

California Standards Test (CST)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	33	37		27	27		19	21		21	15	
8	36	40		31	28		16	16		18	16	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	36	23		321.4	308.3		33	37		327.3	332.0	
8	*	38		*	332.9		27	36		313.5	333.8	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	32	34		315.2	322.7		32	43		321.7	330.1	
8	33	40		325.6	330.9		42	40		337.7	333.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	11	13		291.6	301.5		30	35		316.4	322.4	
8	4	11		288.5	293.3		33	39		324.2	328.9	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

Our general student population in 7th and 8th grades saw an increase in % at or above proficient and a decrease in % of students far below basic.

All subgroups showed an increase at both grade levels for students at or above proficiency.

African american students saw a decrease in regards to number of students at or above proficiency.

**California Standards Test (CST)
Mathematics**

Grade Level	Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	48	52		20	20		21	18		11	11	

Subgroup	Grade	Performance Data by Level Mathematics					
		% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	6						
	7	36	31		334.4	324.0	
	7	65	77		371.1	385.2	
Hispanic/Latino	6						
	7	47	47		338.8	347.8	
	7	42	55		340.3	350.8	
English Learner	6						
	7	37	39		322.9	331.0	
Socio-Economically Disadvantaged	6						
	7	47	51		341.3	350.8	

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	18	17		37	28		20	38		25	18	

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	*	*		*	*	
Asian	22	40		301.3	333.7	
Hispanic/Latino	16	12		304.2	294.8	
White	20	20		295.6	303.2	
English Learner	14	11		300.7	293.0	
Socio-Economically Disadvantaged	17	16		298.0	296.7	

Grade Level	Performance Data by Level Algebra I											
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	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	45	45		36	36		17	18		2	1	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	7						
	8	43	62		357.4	366.5	
Hispanic/Latino	7						
	8	46	39		343.0	341.4	
White	7		*			*	
	8	37	40		343.2	330.9	
English Learner	7						
	8	23	39		318.5	337.6	
Socio-Economically Disadvantaged	7		*			*	
	8	41	44		344.5	343.5	

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

7th grade saw an increase in students at or above proficiency and a decrease in students below basic.

8th grade general math students saw a decrease in students at or above proficiency and an increase in students below basic.

All Algebra students at or above proficiency remained unchanged from the 11/12 school year. Although, our Asian, White, and English Learner population shows an increase in students at or above proficiency.

Title III Accountability Data (Yuba Gardens Intermediate School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	200	209	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	200	209	
Number Met	104	144	
Percent Met	52.00%	68.9	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	15	189	14	202		
Number Met	--	81	--	119		
Percent Met	--	42.90%	--	58.9		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	No	*	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Number of students attaining English proficiency increased from 42.9 in 10/11 to 58.9 in 11/12. NCLB target was met for the 11/12 school year.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	15	189	14	202		
Number Met	--	81	--	119		
Percent Met	--	42.90%	--	58.9		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	No	*	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	17	15	64	58	19	17	8	7	2	2	110
8	15	15	34	34	30	30	14	14	6	6	99
Total	32	15	98	47	49	23	22	11	8	4	209

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

2011	2012	
Advanced	16	32
Early Advanced	77	102
Intermediate	79	50
Early Intermediate	23	25
Beginning	12	10

Yuba Gardens has seen an increased in student CELDT scores in the Advanced and Early Advanced proficiency levels.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	17	31		42	54	
8 – Algebra Readiness				27	18	
8 – Algebra 1				53	38	

Summarize and draw conclusions regarding the school's District Benchmark Data:

This data is unreliable as there were issues with scanning documents and the number of students tested.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	33	39		38	48	
8 – Algebra Readiness				14	6	
8 – Algebra 1				56	42	

Summarize and draw conclusions regarding the school's District Benchmark Data:

This data is unreliable as there were issues with scanning documents and the number of students tested.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	21	28		42	40	
8 – Algebra Readiness				27	4	
8 – Algebra 1				53	28	

Summarize and draw conclusions regarding the school's District Benchmark Data:

This data is unreliable as there were issues with scanning documents and the number of students tested.

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14
8 – Algebra Readiness			
8 – Algebra 1	40	25	

Summarize and draw conclusions regarding the school's District Benchmark Data:

This data is unreliable as there were issues with scanning documents and the number of students tested.

Grade Level	Quarter 4 Benchmark	
	% At or Above Proficient: ELA	% At or Above Proficient: Mathematics

	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness				7		
8 – Algebra 1				27		

Summarize and draw conclusions regarding the school's District Benchmark Data:

This data is unreliable as there were issues with scanning documents and the number of students tested.

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

Slight increase is noted.

VI. 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 academic performance index and adequate yearly progress growth 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 (Goals should be prioritized, measurable, and focused on identified student learning needs) Increase the average benchmark data by 10% in ELA, Alg Readiness, Pre Algebra and Algebra			
What data did you use to form this goal (findings from data analysis)? API, AYP, CELDT and Average Benchmark DATA		What did the analysis of the data reveal that led you to this goal? There has been an increase in API of 30 points from 07/08-11/12. In 11/12 Yuba Gardens did not meet the expected API growth targets. For the 11/12 school year 1 of the twelve targets were met for AYP. school year were not met. CELDT scores indicate that 93 EL students were early advanced or advanced on the CELDT during the 10/11 school year and that 134 EL students were early advanced or advanced on the CELTD during the 11/12 school year. Benchmark data for the 12/13 school year indicates increases in 7th grade Pre Algebra, and a decrease in Algebra. English benchmarks indicates an increase in 7th grade scores and a decrease in 8th grade scores.	
Who are the focus students and what is the expected growth? General Student Population		What data will be collected to measure student achievement? API, AYP, CELDT and Average Benchmark DATA	
What process will you use to monitor and evaluate the data? Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Facilitators. Data will also be reviewed during monthly Site Council meetings to determine if resources are being spent appropriately.		Actions to improve achievement to exit program improvement (if applicable). CST results for the 12/13 school year will not be available until August 2013.	
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Providing one 6 hour Literacy Resource Technician position to allow the library to be accessible to all students, including low socio-economic/EL and SPED students, allowing students to increase their reading and fluency skills, as well as research academic standards.	070213-062813	Salary/Benefits	EIA-SCE 36179.50 Title I 2017
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Afterschool tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	070213-062813	Salary/Benefits	EIA-SCE 3500.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
			EIA-LEP 5000.00
1.3 Technology Support for teachers to help support student use of technology.	070213-062813	Salary/Benefits	EIA-SCE 3000.00
1.4 Content Facilitators – plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development.	070213-062813	Salary/Benefits	EIA-SCE 2000.00 EIA-LEP 2000.00
1.5 ELD Intervention Curriculum/Materials, in addition to the core program, to help English Learners acquire the English Language	070213-062813	Materials	EIA-LEP 8509.00
1.6 Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core curriculum.	070213-062813	Maintenance contracts and costs for copy and RISO	EIA-SCE 3500.00
1.7 Supplemental/complementary supplies and materials for to help reach academic goals.	070213-062813	Materials	EIA-SCE 15032.50 EIA-LEP 1176.00 Title I 680.00
1.8 Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies.	070213-062813	Salary/Benefits	EIA-SCE 2000.00 EIA-LEP 2000.00
1.9		Title I	Title I

VI. 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 academic performance index and adequate yearly progress growth 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 #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Goal #1 was continued to this section due to number of actions.	
What data did you use to form this goal (findings from data analysis)? This page is a continuation of Goal #1.	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Secure an additional 2 days a week of School Psychologists time to provide direct services to school site teams and individual groups of student to maximize student learning and achievement based on individual learning differences and best teaching practices. Assist school intervention teams in designing effective strategies to enhance instruction. Provides ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth. Provides primary and early intervention services, social skills training, friendship/support groups, violence prevention, anger and stress management training. Assists site staff development as it relates to effective instructional techniques and practices for at-risk students.	070213-062813	Salary/Benefits	EIA-SCE 36000.00
Evaluation of activities to determine if successful in closing the achievement gap			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.2 Ongoing, researched based training to continue implementation of Professional Learning Communities with the use of Sacramento Office of Education consultant.	070213-062813	Service Contract	EIA-SCE 8000.00
2.3 Training for teachers to support needs of educationally disadvantaged students.	070213-062813	Salary/Benefits/Training Costs	EIA-SCE 5000.00 EIA-LEP 5000.00
2.4 Accelerated Reading program to support reading, decoding, fluency and building vocabulary.	070213-062813	Renewal of Contract	EIA-SCE 4000.00
2.5 Continued integration of technology (Smart Boards, IPAD's, Elmo's, student use computers), that support the core curriculum/state standards. EL students can benefit from the use of IPADS as they allow for a high level of engagement and allow students to practice concepts visually as well as orally repetitively. Applications that are helpful for EL learners engage students in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. IPADS can also be used as whiteboards to check for understanding. Cameras will be used to support EL students in writing, enhancement of tech skills and the development of a variety of performance tasks. EL students need a broad range of input to support their language development, and the ability to create a digital story which includes photos and text will give them the support they need to compete a complex project. As the Common Core Standards become the way we teach, the creation of projects and presentations with the classroom iPads will be supported by the use of student photography.	070213-062813	Materials	EIA-SCE 1000.00 EIA-LEP 5000.00

VI. 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 academic performance index and adequate yearly progress growth 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 #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Reduce student referrals and suspension days by an additional 20% for the 2013/2014 school year.		
What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS		What did the analysis of the data reveal that led you to this goal? Data reveals that suspension days were down an average of 28% from 11/12-12/13. Students have been absent 90 days less during the 12/13 school year as compared with 11/12.
Who are the focus students and what is the expected growth? Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.		What data will be collected to measure student achievement? Attendance and Discipline STATS
What process will you use to monitor and evaluate the data? Monthly intervention team meetings.		Actions to improve achievement to exit program improvement (if applicable).

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 Student Services Coordinator – Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions. The student services coordinators will coordinate student services with each other, the PASS officer and the school psychologist. Evaluation of activities to determine if successful in closing the achievement gap	070213-062813	Salary/Benefits	Title I 25000.00
3.2 PASS Officer – PASS officer works with students as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	070213-062813	Contract	Title I 84000.00
3.3 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families.	070213-062813	.75 FTE Salary/Benefits Spanish Speaking Student Support Specialist serving English learners	EIA-SCE 33000.00 EIA-LEP 12000.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.		Spanish Translation (Site is over 15% threshold) Supplemental hours to support work beyond 6.5 hours a day .75 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 6.5 hours a day .5 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 3.5 hours a day	Title I 31000.00

VI. 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 academic performance index and adequate yearly progress growth 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 #4 (Goals should be prioritized, measurable, and focused on identified student learning needs) Increase parental involvement and community support. Decrease the non promote percentage by 20%.		What data did you use to form this goal (findings from data analysis)?		What data will be collected to measure student achievement?	
What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.		What data did the analysis of the data reveal that led you to this goal? There were 152 student/parent conferences and SST's (as of 5/1/13) during the 12/13 school year. There were 79 non - promoting students in 11/12, we anticipate 65 or less non promotes for the 12/13 school year.		What data will be collected to measure student achievement? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	
Who are the focus students and what is the expected growth?		What process will you use to monitor and evaluate the data?		Actions to improve achievement to exit program improvement (if applicable).	
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)		Proposed Expenditures List each expenditure and quantity needed.	
4.1 Increase school to home communication with use of School Messenger.		070213-062813		Contract	
Evaluation of activities to determine if successful in closing the achievement gap				EIA-SCE 700.00	
4.2 Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.		070213-062813		Materials	
				T1-PI 2794.00	

VI. 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 academic performance index and adequate yearly progress growth 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 #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Evaluation of activities to determine if successful in closing the achievement gap			

VI. 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 academic performance index and adequate yearly progress growth 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 #6 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Evaluation of activities to determine if successful in closing the achievement gap			

2013-14 Program Expenditure Summary					
Goal 1		Goal 2		Goal 3	
EIA-SCE	65,212	EIA-SCE	54,000	EIA-SCE	33,000
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	18,685	EIA-LEP	10,000	EIA-LEP	12,000
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	2,697	Title I	0	Title I	140,000
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0
Total	86,594	Total	64,000	Total	185,000
Goal 4		Goal 5		Goal 6	
EIA-SCE	700	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	2,794	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0
Total	3,494	Total	0	Total	0

Total Allocation	
EIA-SCE	\$152,912
EIA-SCE Carryover	0
EIA-LEP	\$40,685
EIA-LEP Carryover	0
Title I	\$142,697
Title I Carryover	0
Title I Parent Involvement	\$2,794
Title I Parent Involvement Carryover	0
Other	0
Total	339,088

Total Expenditures	
EIA-SCE	152,912
EIA-SCE Carryover	0
EIA-LEP	40,685
EIA-LEP Carryover	0
Title I	142,697
Title I Carryover	0
Title I Parent Involvement	2,794
Title I Parent Involvement Carryover	0
Other	0
Total	339,088

Balance	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$5,431

Estimated Cost from EIA/LEP: \$1,289

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$152,912
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$40,685
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	6,720
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$200,317

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$142,697
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,794
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$145,491

Total amount of state and federal categorical funds allocated to this school	\$345,808
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kari Ylst	1				
Rene Wellman		1			
Sue Churchill		1			
Michelle Jones		1			
Pat Paulo		1			
Gloria Castro			1		
Lori Levally				1	
Darcy Halloway				1	
Annette Donley				1	
Karen Warner				1	
Traci Watson				1	
Elvira Rodriguez				1	
Numbers of members of each category	1	4	1	6	

At middle schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). A council at the middle school, may, but is not required to, include pupil representation. If pupils are included on the council, parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012 and 33133(c))

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), and Parents (5). If pupils are included, the composition would be: Principal (1), Teacher (4), Other School Personnel (1), Parents (3), and Pupils (3).

Yuba Gardens Intermediate School School-Level Parental Involvement Policy

Yuba Gardens Intermediate School has developed a written Title I parent involvement policy with input from Title I parents. This policy was developed with parent input gathered from ELAC meetings, PTA meetings, and Site Council meetings. The policy was distributed to parents of Title I students by mail and is also located in the student/parent handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at Yuba Gardens Intermediate School, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting takes place in September.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ELAC, PTA and School Site Council meetings are held monthly.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. The planning and review occurs during ELAC, PTA and School Site Council meetings.
4. The school provides parents of Title I students with timely information about Title I programs. Information is provided through the Title I Parent Meeting, school newsletters, ELAC meetings, School Site Council meetings, Back to School Night, written informational letters sent home with students, parent/teacher/student meetings, IEPs, SSTs and our school Web Site.
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ELAC, School Site Council, Open House, Back to School Night, parent conferences, SST's, IEP's and community forums are used to explain curriculum, assessments, and proficiency levels for students.
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents can attend ELAC, PTA, School Site Council meetings, SST's and IEP's..

School-Parent Compact

Yuba Gardens Intermediate School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

Yuba Gardens Intermediate School developed the school-parent compact with Title I parent information collected at the Title One meeting, Staff Meetings and survey feedback from parents. The school-parent compact is included in our student/parent agendas and registration packets.

Building Capacity for Involvement

Yuba Gardens Intermediate School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The Title I Parent Meeting, written informational letters, school newsletters, ELAC meetings and School Site Council meetings help facilitate an understanding of standards, assessments, and how improve student achievement.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. The Title I Parent Meeting, written informational letters, school newsletters, ELAC meetings, PTA meetings, School Site Council meetings and ABI Parent Connect help facilitate an understanding of standards, assessments, and how improve student achievement. Yuba Gardens also offers parenting classes in the evening, topics included How to Communicate With Your Child, The Fundamental Stages of the Adolescent and The Nurtured Heart approach.
3. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parents can communicate with staff members during the Title 1 meeting, School Site Council Meetings, ELAC Meetings, Back to School Night, Open House/Spring Festival, and parent conferences that may include our Student Support Specialists.
4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our Student Support Specialists work directly with parents to ensure an understanding of how parents can monitor and improve the achievement of their children. Our Support Specialists consistently meet with parents one on one and also provide evening educational programs to assist parents. Yuba Gardens also offers parenting classes in the evening, topics include: How to Communicate with Your Child, The Fundamental Stages of the Adolescent and The Nurtured Heart approach.
5. The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parent understands. All school communication is translated into Spanish.
6. The school provides support for parental involvement activities requested by Title I parents. An example of the support offered includes parenting classes offered in the evening, with various topics being discussed.

Accessibility

Yuba Garden Intermediate School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. All school communication is provided in English and Spanish.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
Yuba Gardens Intermediate School
1964 11th Avenue, Olivehurst, CA 95961
(530) 741-6194 FAX 741-7847



The 2013-2014 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Yuba Gardens School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Summit, and Open House welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. (Through annual parent-teacher conferences.) Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Teacher's Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stays informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent's Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student's Signature: _____ Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2012-13

School: Lindhurst High School

Principal: Bob Eckardt

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 3/21/12

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

All students will reach high standards, at a minimum attaining proficiency or better for 89% of our students in English Language Arts

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.
Who are the focus students and what is the expected growth? While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled through out the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.		This year English teachers went to both CATA (California Association of Teacher in English and CATE (California Association of Bilingual Education). As a result of these professional development opportunities, teachers brought back strategies that have been implemented in the classrooms. Our District Benchmarks have seen some improvement at within our English classes, our 10th grade census for English is an average of 80% pass rate. This is up by 5%.
1.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.		During these testing activities we have noticed that the students were engaged and focused during the examinations. This is not always the case. While we have not received CST or AP scores back, we have noticed and Increase in our CAHSEE scores by 5% our 10th grade benchmarks went up by 5 % and 11th grade by 2%.
1.3 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 5 out of 10 in terms of similar school in the state of California. This is an increase from 6 years ago when it was a 2. In addition, to keep up with supplemental copies and worksheets that teachers generate, LHS will fund a portion of our copy maintenance contracts.		These supplemental activities have shown an increase in benchmark scores in several English classrooms. There was a 15% increase in student scores based on formative assessments. We will be waiting for the state to release the Spring 1013 CAHSEE and CST scores to make a final and concrete evaluation of this expenditure.
1.4 As a way to help close the academic gap with students concerning the passing of the CAHSEE, Lindhurst High School will be purchasing supplemental instructional material to specifically target and help those students who have not passed the CAHSEE.		The measure up material for English was purchased. Verbal feedback from students has indicated that this material was helpful. And our CAHSEE exam scores were up 5% for most subgroups we still are seeing a gap of roughly 15% with our English Learner sub group and have implemented a new program next year to address this issue.
1.5 As supplemental instructional material Lindhurst High School uses other novels to teach the standards. Over time these paperback novels simply wear out and need to be replaced.		These purchases has yet to be delivered, but past performance indicates that these novels provide a useful supplemental approach to teaching various standards such as literary response and analysis.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.6 In order to maximize student learning and increase the opportunity for additional instructional strategies Lindhurst High School will create an additional computer lab. The campus currently has 4 labs and the additional lab will allow more opportunity for teachers to use computers as a class based supplemental strategy. The uses for the lab will be for drop in intervention work in English and Math, supplemental research opportunities as well as standards based research.	In an effort to give as much technology expose and training to students this expenditure, once fully implemented, is expected to increase the availability of technology to the students by one fifth. The process for purchase and installation at the district level has greatly slowed the implementation of this expenditure.
1.7 In an effort to maintain and increase supplemental technology within the classrooms Lindhurst High School will purchase technology, technology equipment and contracted services to enhance our supplemental technology within our classrooms.	In an effort to give as much technology expose and training to students this expenditure, once fully implemented, is expected to increase the availability of technology to the students by one fifth. The process for purchase and installation at the district level has greatly slowed the implementation of this expenditure.
1.8 In an effort to support LHS students passing the CAHSEE. The site counsel has allocated funds to pay teachers to teach a CAHSEE prep class for Juniors and seniors.	This was moderately used by teachers. We have yet to receive CAHSEE scores back to see its success but due to lack of interest by students this is an expenditure we will most likely not revisit. This class did however result in having 60% of those students who took the test pass the CAHSEE.
1.9 In an effort to better utilize technology and the internet the site will purchase 5 licenses for ADOBE writer. This will allow teachers and counselors to more effectively utilize a variety of forms for both students and parents	Feedback from parents has been that they would greatly like the change to how we send forms and information home to them. This purchase has yet to be implemented but expected to meet the needs and requests of our parent community. We were able to use this on a dozen projects by the end of the year and it was met with positive results, including requests from teachers to have documents formatted in this way for their classes.

GOAL #2

All students will reach high standards, at a minimum attaining proficiency or better for 89.1% of our students in Mathematics.

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.
Who are the focus students and what is the expected growth? While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled through out the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Professional Development training certificated and support staff. These training will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB. In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.		Lindhurst sent the math department to the Asilomar conference. At that conference various instructional strategies were discussed and teachers brought back some of those and have been implementing them in their classrooms. Looking at the D and F list it appears that this list is shrinking slightly, a decrease of 67 students out of a total of 487, so indicators are that this training has had a positive effect on student learning. More information will be available when spring CAHSEE and CST scores are released.
2.2 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. All of these items help enrich our instruction and help with our efforts to increase our state and federal gains in both API and AYP scores thus moving us out of PI status.		These supplemental activities have shown an increase in benchmark scores in several Math classrooms. We will be waiting for the state to release the Spring 1013 CST scores to make a final and concrete evaluation of this expenditure. On the CAHSEE it appears that this was a successful expenditure based on an increase of Math scores of passing by 5%.

GOAL #3

Lindhurst High School will take step to reduce the education gap of our English Language Learner population

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.
Who are the focus students and what is the expected growth? Students with the designation of English learners (LEP) and students who have been redesignated (RFEF)	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled throughout the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Monies will be used to purchase an annual site license for Accelerated Reader.	Accelerated Reader was used by approximately 140 students this year. The program seems successful by the observing the 10th grade CAHSEE census test. During the proctoring, EL students appeared to have much less difficulties reading and taking the examination. Also, teacher feedback has been that within the classroom this has been a valuable tool and teachers are seeing academic growth.
3.2	Monies will be used to fund an ELAC facilitator	This monies were not used and will no longer be allocated by LHS site counsel.
3.3	In order to provide collaboration with teachers and maximize teh learning environment during CELDT testing, substitutes as well as teachers teaching during their prep time will be needed to accomplish this.	This expenditure did show the desired affect. Teachers were able to proctor students giving them a comfortable environment and providing the opportunity for teachers to explain the importance and relevance of this test. Often, our long term English learners don't understand the test or its purpose and outside proctors don't have the credibility to explain with validity its purpose. Because of this we say a redesignation number of nearly 40 students.
3.4	To increase teacher's knowledge of not only current and alternative instructional strategies but also increase teacher's understanding of "students of poverty" through professional development.	Teachers used this time for collaboration as well as professional development. Through this professional development two new focus' were brought back to Lindhurst High School, the first being to further address the academic gap of our English Learners and second, a more focused look at some of our English learners, specifically our Long term English learners. These are the students who have been in the California educational system for 7 or more years and still show only intermediate master of English as identified by the CELDT test and often near failing or failing grades. We saw an increase of 15% of students being redesignated for the 2012/2013 school year.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.5 In an effort to extend traditional "book learning" and bring it to a practical hands on level, which has proven to be a very effective strategy for English Language Learners, LHS will purchase Specimens for our Biological Science classes for student use in examining the various body systems.	The opportunity to provide hands on explanations to supplement tradition book learning has a tremendous effect. Reported by teachers, during these lessons student engagement goes for 80-90% continuous engagement to nearly 100% for the entire lesson. Also, understanding goes up, due to the fact of a different delivery model for the information.
3.6 As to be expected English Language Learners are found to have issues with academic language and simple to complex word meanings, even beyond content words. To help with this class sets dictionaries will be purchased for the science department.	With the introduction of these dictionaries it has been observed that a minimum of 80% of the students use these dictionaries. The effectiveness can be seen in an increase in linguistic accuracy of daily assignments.

GOAL #4

Lindhurst High School recognizes that with the needs of the population, addressing the social emotional needs of the students is critical to establish both a physical environment as well as a stable emotion mind set for the students in order for the students to maximize their academic success.

What data did you use to form this goal (findings from data analysis)? Looking at several years of changing demographic data, test results from California State Standards Tests and the California High School Exit Exam, it is clear that there is a correlation to socio-economic status and test scores.	What did the analysis of the data reveal that led you to this goal? Lindhurst identified that due to our large rate of social issues our students face this must be addressed before students can have the greatest chance of success academically.
Who are the focus students and what is the expected growth? Due to our demographics all students at Lindhurst High School will have access or benefit for services provided either directly or indirectly.	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will track testing data in correlation with logs generated by personnel on how many and what types of services are being provided here on campus.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, and the establishment of supplemental services and support personnel to give greater support and guidance to our students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1	LHS will continue to fund a 25% Student Services Coordinator	This position allows for a site administrator to be involved in proactive student relations instead of reactive assertive discipline. The person on average sees 12-15 students a week for counseling in areas of attendance, academic and conflict mediation and coping skills. Currently we are seeing success with this as reflected in a decrease in the number of suspensions and expulsions by 9%
4.2	LHS will supplementally fund four student counselors. Pass Officer	Pass officer manages a case load of 9-12 students. helps with proactive conflict mediations and low level interventions to avoid larger escalating issues especially in the area of gangs. Overall this position mediated 180 individual students and conducted over 2 dozen home visits, in addition to working with the staff on gang identification training and warning signs. Our counselors saw and average of 15-20 students per work for social emotional counseling. Topics ranged from suicide, depression, pregnancy, cutting and other disorders. These contacts greatly stabilized our students and directed them to more services when need. in roughly 80% of the cases the students behavior or grades increased or at least did not worsen.
4.3	LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	The use of our auto dialer, 4-9 times a month has a tremendous impact on attendance at meetings. On average our meetings have a 85% greater attendance rate with the auto dialer than with out.
4.4	LHS will fund for a Secondary Student Support Specialist	Monthly 14-20 home visits are conducted, student/parent mediations 7-8 monthly, maintains at risk case load of mainly freshman and teacher requests averaging 20-25 monthly, assists in procuring outside resources for students of need and conducts 5-6 social/emotional meetings with students monthly. It is agreed upon that these interventions helped decrease the D and F list specifically with our freshman.

GOAL #5

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
5.1	

GOAL #6

The following additional actions were selected by the school staff and School Site Council to support the goals of the Strategic Plan: Student Achievement; Student Engagement; Safe, Welcoming Schools; Parent and Community Partnerships; Communication; Effective Use of Resources

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
6.1	



2013-14
Single Plan for Student Achievement (SPSA)

Lindhurst High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal:	Bob Eckardt	Telephone:	(530) 741-6150
Address:	4446 Olive Dr.	Email Address:	beckardt@mjusd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-5830013
☒ Initial Plan Approval:			
☒ Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	687	687	683	711	
Growth Target	6	6	6	5	
API Growth Score	687	685	709	698	
Actual Growth	0	-2	26	-13	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	99		97	97		100	100		100	100	
Number At or Above Proficient	142	95		32	28		9	--		28	17	
Percent At or Above Proficient	49.3	35.1		43.8	37.8		56.2	--		50.0	34.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99		99	99		99	99		91	100	
Number At or Above Proficient	61	46		40	19		123	80		1	0	
Percent At or Above Proficient	49.6	35.4		36.0	17.3		49.8	33.5		3.4	0.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	99		97	100		100	100		100	100	
Number At or Above Proficient	135	119		30	36		6	--		33	27	
Percent At or Above Proficient	47.2	43.8		41.1	47.4		37.5	--		58.9	54.0	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No		No	No		--	--		No	No	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	99		98	100		98	99		91	100	
Number At or Above Proficient	58	52		45	38		119	100		1	4	
Percent At or Above Proficient	47.9	40.3		40.9	34.2		48.6	41.7		3.4	10.5	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	38	36		38	33		13	20		11	11	
10	36	33		37	38		18	17		9	11	
11	36	36		33	37		16	16		15	11	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	27	*		331.8	*		46	26		340.8	318.0	
10	50	*		340.9	*		36	36		338.8	334.5	
11	13	45		310.1	343.6		38	29		332.0	329.6	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	36	32		329.4	329.4		40	43		337.1	326.7	
10	34	33		331.3	325.0		36	36		320.7	325.1	
11	36	32		329.3	331.2		39	44		322.2	325.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	18	7		308.9	295.7		37	32		330.8	324.7	
10	11	7		301.7	299.9		36	32		330.4	324.6	
11	4	4		284.8	295.8		35	34		326.4	331.5	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	0	0		7	9		57	45		36	45	

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	*	*		*	*	
Hispanic/Latino	*	0		*	263.5	
White	*	0		*	258.6	
English Learner	*	0		*	260.9	
Socio-Economically Disadvantaged	0	0		259.0	259.8	

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	19	9		22	24		38	49		21	18	
10	9	1		23	14		34	57		34	27	
11	3	0		19	11		33	47		44	42	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9	*	*		*	*	
Asian	9	25	35		310.9	322.6	
Hispanic/Latino	9	16	5		293.9	288.2	
	10	11	2		278.5	275.8	
	11	9	*		271.5	*	
White	9	23	4		296.1	280.7	
	10	5	0		270.8	267.9	
	11	0	*		265.4	*	
English Learner	9	6	12		281.0	290.7	
	10	16	0		287.9	264.7	
Socio-Economically Disadvantaged	9	19	9		295.6	290.9	
	10	10	1		279.5	275.8	
	11	3	0		265.4	258.6	

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	43	26		39	46		19	25		0	2	
10	12	12		31	28		51	44		6	16	
11	9	12		20	28		52	45		19	16	

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9	*	*		*	*	
Asian	9	43	35		342.0	332.3	
	10	4	5		296.6	277.8	
	11	17	*		295.1	*	
Hispanic/Latino	9	43	18		336.7	317.5	
	10	18	9		304.8	289.0	
	11	0	7		271.1	280.2	
White	9	44	17		339.2	323.7	
	10	17	24		313.9	308.4	
	11	27	17		294.7	294.3	
English Learner	9	27	*		323.6	*	
	10	0	0		281.6	262.8	
	11	0	5		259.8	272.3	
Socio-Economically Disadvantaged	9						
	10	42	22		339.0	323.8	
	11	12	9		300.8	285.6	

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	32	28		37	41		27	26		5	5	
11	17	9		36	37		28	34		19	19	

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
	10	36	26		327.1	326.9	
	11	18	5		318.8	295.6	
Hispanic/Latino	9						
	10	33	26		332.5	325.5	
	11	13	4		288.4	288.9	
	10	*	29		*	326.6	
	11	25	21		302.7	308.1	
English Learner	9						
	11	*	0		*	287.7	
Socio-Economically Disadvantaged	9						
	10	32	25		325.5	325.9	
	11	16	8		301.0	296.2	

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
11	25	13		36	43		30	41		9	4	

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
	11	14	9		311.0	298.2	
Hispanic/Latino	9						
	11	35	16		308.2	312.6	
English Learner	9						
Socio-Economically Disadvantaged	9						
	11	28	14		313.8	307.8	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (Lindhurst High School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	267	264	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	267	264	
Number Met	113	141	
Percent Met	42.30%	53.4%	
NCLB Target	54.6	56.0	57.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	27	255	25	250		
Number Met	--	91	--	107		
Percent Met	--	35.70%	--	42.8%		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	No	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	27	255	25	250		
Number Met	--	91	--	107		
Percent Met	--	35.70%	--	42.8%		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	No	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	3	32	34	45	48	9	10	4	4	93
10	4	6	17	25	34	51	10	15	2	3	67
11	9	17	21	40	16	30	6	11	1	2	53
12	7	14	22	43	13	25	7	14	2	4	51
Total	23	9	92	35	108	41	32	12	9	3	264

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

2012-13 California High School Exit Exam (CAHSEE) Results: English-Language Arts**Grade 10 Combined Test**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2012-13 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	7.4	6.2		18	13.7		16.6	14.4	
Graduation Rate	86.27	86.43		80.53	80.03		80.53	76.26	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				10	4	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				6	4	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				10	2	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				3		

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school’s District Benchmark Data:

ASAM

(insert CDE Chart here)

Summarize and draw conclusions regarding the school’s District Benchmark Data:

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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 (Goals should be prioritized, measurable, and focused on identified student learning needs) All students will reach high standards, at a minimum attaining proficiency or better for 89% of our students in English Language Arts		
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.	
Who are the focus students and what is the expected growth? While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.	
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled throughout the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.	

Actions To Be Taken To Reach This Goal (Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.	July 1, 2013 through June 30, 2014	program specific Conferences, such as English conferences and Secondary Lit Conf or Asilimar for English.	Title I 6000
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as		Teachers teaching beyond their required time to act as subs and/or bringing in substitutes to allow for	Title I 8000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.		collaboration time for Structured Teacher Planning days, state testing times to ensure student connection to proctor with subject matter increasing the personal validity of the test for the students.	
1.3 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 5 out of 10 in terms of similar school in the state of California. This is an increase from 6 years ago when it was a 2.		As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner. As well as toner ink for printing off supplemental materials on classroom printers. This includes material from our intervention classes.	Title I 2500

VI. 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 academic performance index and adequate yearly progress growth 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 #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) All students will reach high standards, at a minimum attaining proficiency or better for 89.1% of our students in Mathematics.		
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.	
Who are the focus students and what is the expected growth? While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.	
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled throughout the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Professional Development training certificated and support staff. These training will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB. In order to provide collaboration with teachers and	July 1, 2013 through June 30, 2014	program specific Conferences, such as Math conferences at Asilomar.	Title I 6000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.		Teachers teaching beyond their required time to act as subs and/ bringing in substitutes to allow for collaboration time for Structure Teacher Planning days.	Title I 8000
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. All of these items help enrich our instruction and help with our efforts to increase our state and federal gains in both API and AYP scores thus moving us out of PI status.		As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner. This includes ink for classroom printers often used for the ALEK intervention program	Title I 2500
2.3 LHS will use monies to purchase an intervention program.	July 1, 2013 through June 30, 2014	Looking at our data, LHS math scores are consistently low. After doing research it has been decided that the use of the ALEK program in the math department can help our struggling math students primarily in Algebra but also in geometry.	Title I 3500

VI. 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 academic performance index and adequate yearly progress growth 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 #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Lindhurst High School will take step to reduce the education gap of our English Language Learner population		
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.	
Who are the focus students and what is the expected growth? Students with the designation of English learners (LEP) and students who have been redesignated (RFEF)	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.	
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled through out the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 Monies will be used to purchase an annual site license for Accelerated Reader.	July 1, 2013 through June 30, 2014	This program will be used to help motivate and provide extra supplemental reading support for EL and RFEF students	EIA-SCE 2700
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Monies will be used to fund material for EL intervention class	July 1, 2013 through June 30, 2014	LHS will purchase supplemental instructional material for our intervention EL-LTEL. These materials include manuals, workbooks etc... LHS will purchase additional novels for our LTEL classes	EIA-SCE 5741 EIA-LEP 2259 EIA-LEP 2400
3.3 Monies will be used to fund two bilingual para educators	July 1, 2013 through June 30, 2014	In order to better serve our English language students LHS will hire two bilingual para educators to work specifically with EL students in core classes such as	EIA-LEP 52000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.4 Monies will be used to support the AVID program which historically focuses on English Learners giving them the opportunity to take advanced rigor courses.	July 1, 2013 through June 30, 2014	English and Math. LHS will fund the AVID program fees LHS will fund the ongoing collaboration and professional development trainings AVID provides.	Title I 3800 Title I 6000

VI. 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 academic performance index and adequate yearly progress growth 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 #4 (Goals should be prioritized, measurable, and focused on identified student learning needs) Lindhurst High School recognizes that with the needs of the population, addressing the social emotional needs of the students is critical to establish both a physical environment as well as a stable emotion mind set for the students in order for the students to maximize their academic success.	
What data did you use to form this goal (findings from data analysis)? Looking at several years of changing demographic data, test results from California State Standards Tests and the California High School Exit Exam, it is clear that there is a correlation to socio-economic status and test scores.	What did the analysis of the data reveal that led you to this goal? Lindhurst identified that due to our large rate of social issues our students face this must be addressed before students can have the greatest chance of success academically.
Who are the focus students and what is the expected growth? Due to our demographics all students at Lindhurst High School will have access or benefit for services provided either directly or indirectly.	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will track testing data in correlation with logs generated by personnel on how many and what types of services are being provided here on campus.	Actions to improve achievement to exit program improvement (if applicable). Through professional development, and the establishment of supplemental services and support personnel to give greater support and guidance to our students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
4.1 LHS will continue to fund a 25% Student Services Coordinator	July 1, 2013 through June 30, 2014	This position will interact directly with students and assist parents in guiding students towards positive solutions to conflict resolution, scheduling issues that may be affecting social behavior and oversee school climate programs such as AVID and Leadership	EIA-SCE 27000
Evaluation of activities to determine if successful in closing the achievement gap			
4.2 LHS will supplementally fund 3 student counselors.		It has been established that with three counselors the amount of time doing general fund duties for each counselor is 15% that amount is funded by the district. With one other counselor doing more general fund activities, including master scheduling total his general fund time to 55% The remaining 85% and	EIA-SCE 87570 Title I 122535

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Pass Officer		45% of the time LHS has counselors working with students on social emotional issues and programs thus putting students in a much better frame of mind so that they have a better opportunity to be successful. If students feel connected to their school and teacher studies have shown those students have a lower dropout rate and increased academic success. Having only one counselor would have our student to counselor ratio of 1:1185 thus almost ensuring little to no contact. LHS will continue to fund a PASS officer. This position will work directly with students / parents and provide such secondary resources as leading groups for those students with behavioral and or emotional issues, run anger management classes, work one on one with students who have made poor choices and counsel them on effective and alternate choices that can be made.	EIA-SCE 58000
4.3 LHS will continue to offer services to increase parental involvement which may lead to better student achievement.		a) Electronic equipment used to communicate with parents which includes contracts and services for the school's 'auto dialer', printed material for parents who can not down load the information from a computer such as parent/student handbook, course catalogs , business cards to be given to parent to facilitate direct contact with teachers and school officials b) LHS will have materials printed out for parental/community communication such as informational pamphlets regarding various events such as college information night and parents information nights, as well as food for meetings such as freshman information night, senior night, open house and back to school	T1-PI 1900 T1-PI 2429
4.4 LHS will fund for a Secondary Student Support Specialist		This position will continue to provide service to students and families who are struggling with various	EIA-SCE 21500

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
4.5 LHS will fund continued professional development in other content areas	July 1, 2013 through June 30, 2014	aspects of school such as discipline, attendance and social acceptance as well as other areas Aside from English and Math, LHS will send other personnel to professional development opportunities such as AVID, AP and other disciplines	Title I 21500 Title I 7400

VI. 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 academic performance index and adequate yearly progress growth 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 #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). Evaluation of activities to determine if successful in closing the achievement gap	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

VI. 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 academic performance index and adequate yearly progress growth 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 #6 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Evaluation of activities to determine if successful in closing the achievement gap				

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	0	EIA-SCE	0	EIA-SCE	8,441
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	56,659
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	16,500	Title I	20,000	Title I	9,800
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0
Total	16,500	Total	20,000	Total	74,900

Goal 4		Goal 5		Goal 6	
EIA-SCE	194,070	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	151,435	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	4,329	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0
Total	349,834	Total	0	Total	0

Total Allocation*	Total Expenditures	Balance**
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EIA-SCE	\$220,953
EIA-SCE Carryover	0
EIA-LEP	\$56,959
EIA-LEP Carryover	0
Title I	\$221,125
Title I Carryover	0
Title I Parent Involvement	\$4,329
Title I Parent Involvement Carryover	0
Other	0
Total	503,366

EIA-SCE	202,511
EIA-SCE Carryover	0
EIA-LEP	56,659
EIA-LEP Carryover	0
Title I	197,735
Title I Carryover	0
Title I Parent Involvement	4,329
Title I Parent Involvement Carryover	0
Other	0
Total	461,234

EIA-SCE	18,442
EIA-SCE Carryover	0
EIA-LEP	300
EIA-LEP Carryover	0
Title I	23,390
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	42,132

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$7,848

Estimated Cost from EIA/LEP: \$1,804

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$220,953
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$56,959
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	9,652
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$287,564

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$221,125
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$4,329
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$225,454

Total amount of state and federal categorical funds allocated to this school	\$513,018
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