

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

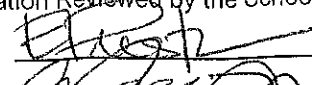
School: Arboga Elementary School

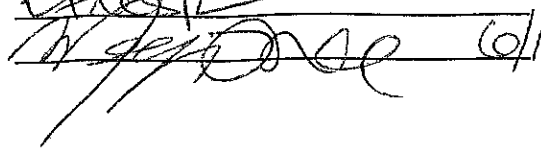
Principal: Eric Preston

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 . 6/6/13

Principal's Signature: 

SSC Chair Signature:  6/13/13

GOAL #1

The site will use funds towards salaries that support student growth both academically and behaviorally.

What data did you use to form this goal (findings from data analysis)? STAR testing, CELDT testing, district benchmark assessments, embedded curricular assessments, DIBELS test results, report cards, referrals, etc.	What did the analysis of the data reveal that led you to this goal? 1. There is always room for growth academically with all subgroups. 2. The site needs help with creating positive behavioral choices for students.
Who are the focus students and what is the expected growth? Although the focus groups are EL students, low SES students and Special Education students, all students will benefit, and the desired growth is a 3% gain in ELA and 2% gain in Math scores as measured by the CSTs.	What data will be collected to measure student achievement? Data mentioned earlier.
What process will you use to monitor and evaluate the data? Looking to the data to see: where grade level instruction can improve; where transitions from grade to grade can improve; where interventions have helped; what interventions have helped, etc.	Actions to improve achievement to exit program improvement (if applicable). See actions below.

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	1. Use release time to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments and plan for common core standards.	Teachers were released to work in grade levels November 6-8, March 12-14 and May 15, 16, 22. Teachers finalized grade level expectations and retention guidelines. They looked at benchmark assessments matching curriculum to those assessments and determining whether or not units of instruction should be moved. They worked on matching current California Standards to the upcoming Common Core Standards.
1.2	2. Providing one 3.75 hour Literary Resource Technician position to allow the library to be staffed by somebody other than teachers to provide comprehensive services to students. The Literary Resource Technician will be responsible for all functions of the library.	The Literary Resource Technician manages a collection of 13, 872 books. She has added 583 books this school year; 18,912 books have been checked in/out as of May, 9, 2013. Each classroom has 30 minutes weekly of library time.
1.3	Providing a bilingual Family Liaison to assist us in better interactions with our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of education at home to support the school's efforts.	The bilingual Family Liaison has kept in constant communication with parents, primarily our Spanish speaking parents. She has translated at ELAC meetings, parent teacher conferences, SSTs, and IEPs, has assisted parents in completing school required paperwork and has performed multiple all calls in Spanish via School Messenger.
1.4	Provide a total of 5 Instructional Assistants to help with ELA instruction in grades K-3. The total number of hours per day is 15.	Teachers used their Instructional Assistants in different ways, although 1st grade uniformly used them for their Daily 5 ELA Workshop rotation. Third grade used theirs for assistance with writing instruction. Kinder and second used theirs for various ELA related instructional help.
1.5	Providing support/release time for the EL Facilitator to strategize with other teachers regarding additional teaching methods to strengthen the core Open Court instruction and help EL students achieve mastery through Open Court and EL curriculum such as Avenues and Peoples' Education.	Because we did not have an EL Facilitator this year, the money allocated here was used for release time for teachers to work on EL related curricular and instructional areas. We will not put money in this area next 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.
1.6 Provide a 2.5 hour Instructional Assistant to assist with science, art and GATE instruction.	This Instructional Assistant has taken on our "volunteer" Art Docent program, coordinating volunteers and a few staff members, to provide ongoing monthly art instruction in 19 of our 20 classrooms. She also provided ongoing GATE instruction to 38 students, teaching them photography and desktop publishing, culminating in the production of our school yearbook.
1.7 Provide after school tutoring for specific students in ELA and Math grades 1-6 who are at Below Basic and Far Below Basic (based on either CST scores or district benchmark assessments). If there are not enough students at these levels, students in the Basic range will also be eligible.	This year, we had 13 of our 21 teachers provide after school tutoring, although some of the teachers not providing tutoring did send their students to a grade level counterpart who did tutor. We tutored a total of 151 students, approximately 30% of our students. 32% of students tutored were current/re-designated EL students.
1.8 Providing a 3.75 hour Elementary Student Support Specialist to help students better understand how their behavioral issues impact their learning and to work with the families of said students, providing academic monitoring as well when needed.	The Student Support Specialist worked with students and families all year long, both during the school day and after school in SSTs, IEPs and parent conferences, providing dialogue for parents and students about how to improve both behavior and academic progress. She also participated in the Art Docent program and was assisting Docents in the classroom, helping students with art lessons.
1.9 Providing professional development opportunities for teachers and increasing the professional development library to help teachers help students.	All teachers participated this year with the Youth Development Network in professional development focused on Strengthfinders—a process to discover inherent strengths in individuals and then learn how to work together through our strengths. We also brought in two Curriculum Specialists from SCOE to present information about the Common Core State Standards to our teachers.

GOAL #2

Providing supplemental services/goods to support student academic growth.

What data did you use to form this goal (findings from data analysis)? Edusoft benchmark results, CELDT results, student progress towards mastery of standards as measured by standards based report cards, STAR testing results, curriculum embedded assessments, DIBELS, etc.	What did the analysis of the data reveal that led you to this goal? Even good teachers need supplemental materials and supplies to enhance their teaching.
Who are the focus students and what is the expected growth? Although EL students, low SES students and Special Education students are the focus, all students will benefit and it is the goal to grow 3% in ELA and 2% in Math as measured by CST testing.	What data will be collected to measure student achievement? Edusoft benchmark results, CELDT results, student progress towards mastery of standards as measured by standards based report cards, STAR testing results
What process will you use to monitor and evaluate the data? Edusoft benchmark results, CELDT results, student progress towards mastery of standards as measured by standards based report cards, STAR testing results	Actions to improve achievement to exit program improvement (if applicable). See actions below.

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 Continue the supplemental Renaissance Place contract for Accelerated Reader, Accelerated Math, Math Facts in a Flash and English Facts in a Flash to help students improve their English/Language Arts and Math skills.	As of May 9, 2013, 389 of our students have taken a total of 16,000 Accelerated Reader tests, earning 17,851 Accelerated Reader points. 166 students have participated in Accelerated Math, mastering 4,606 objectives. Grade level Instructional Reading Level averages have grown as follows: 2nd=.875; 3rd=.667; 4th=.65; 5th=.5; 6th=.5. 224 students have used Math Facts in a Flash, but only 20 students have used English Facts in a Flash. We will be altering our subscription numbers to more accurately mirror actual site usage.
2.2 Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.	We have added 583 books to our Library collection this year and utilized a Supplemental Service Agreement to help the Literary Resource Technician restock shelves and maintain the collection.
2.3 Purchasing needed supplemental materials for core curriculum and interventions.	Purchased materials requested by teachers such as place value boards, math manipulatives, etc.
2.4 Purchasing additional supplemental teacher classroom supplies that will be utilized to vary the learning environment and educational experience.	Purchased supplies for the classrooms, such as colored paper, "offices", crayons, butcher paper, etc.
2.5 Maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum.	If we did not have the maintenance contracts for the school copiers, we would not be able to have school copiers, as we would not have been able to afford them from our meager general fund allocation. We did provide one-third of the cost for this item from the general fund, however.
2.6 Purchasing paper for copies, etc. to support learning beyond the pages of the textbooks. Complementary assignments make education and lessons more relevant to students.	Please see 2.5 above. Spent \$1,473.87 in 4100 and \$3,616.67 in 5298.
2.7 Purchasing, updating and installing technology for the classrooms (bulbs for LCDs, ELMO replacement parts, computer memory upgrades, etc.)	We have purchased computer towers and monitors to replace outdated /broken ones. We have purchased replacement bulbs for our LCD projectors, replacement ELMOs, replacement printers and 20 iPads for classroom use.
2.8 Purchasing additional general curricular materials and supplies designed to complement the core curriculum.	Items purchased from this goal included Measuring Up, Critical Reading, etc.

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.
2.9 Providing schoolwide educational assemblies/opportunities for the students--these assemblies would focus on ELA, History, Math and/or Science.	This year we participated in the Art for the Sky program, which brought an artist in residence onto our campus and utilized Science, ELA and Math to create a piece of "living art" that was videotaped for our school community from a powered paraglider 80 feet high and culminated in a schoolwide assembly with a video of the entire project. Monies were also provided for this event from donations and fundraisers.
2.10 Providing interventions for classroom instruction, i.e. assistance with writing.	We utilized a recently retired 4th grade teacher to provide writing intervention for 4th grade students. Students were taught in small groups in both of the 4th grade classrooms, enhancing the writing instruction already provided by the regular classroom teachers. We had originally budgeted additional days for this endeavor, but were fortunate enough to utilize some "free" days.

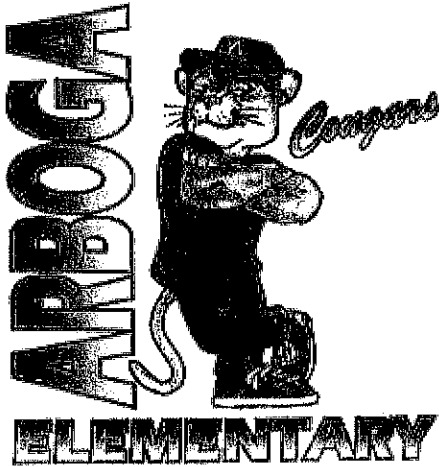
GOAL #3

Increasing parent involvement in the school.

What data did you use to form this goal (findings from data analysis)? All data indicates that increased parent involvement will result in increased student performance.	What did the analysis of the data reveal that led you to this goal? See information to the left.
Who are the focus students and what is the expected growth? The entire school.	What data will be collected to measure student achievement? All data mentioned in earlier two goals.
What process will you use to monitor and evaluate the data? Parent and student involvement in the school and in its activities such as Curriculum Nights.	Actions to improve achievement to exit program improvement (if applicable). Keeping parents informed of educational opportunities and attempting to include them in campus activities.

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	Continuing the contract for School Messenger system, allowing us to make school wide all calls at any time, releasing information to parents on an ongoing basis.	We utilize the School Messenger system well. We have made 55 "all-calls" as of May 9, 2013, reaching 17,725 homes/cellphones.
3.2	Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement and some additional brochures.	Unfortunately, we did not look at the number of "hits" our website had in the beginning of the school year, so we are unable to track how many people have looked at it this school year, but we are now at 104,626 over the life of this current website (roughly 5 years). The Parent Institute School Success Web Content Service provides parenting tips for parents on a daily basis.
3.3	Providing partial scholarships for parents to be fingerprinted through our district so that they may help in classrooms, on field trips and at school functions.	We set aside a large pool of money to assist parents in meeting the fingerprinting requirement our district has for parent volunteers. Unfortunately, to date, we have only assisted 5 parents thus far this year. Next year, we should repeat this action/goal, but with less money targeted towards it.



2013-14
Single Plan for Student Achievement (SPSA)

Arboga Elementary 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: Eric Preston	Telephone: (530) 741-6101
Address: 1686 Broadway	Email Address: epreston@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056634
☒ 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	795	824	849	849	
Growth Target	5	A	A	A	
API Growth Score	824	849	850	864	
Actual Growth	29	25	1	15	

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	100	100		100	100		100	100		100	100	
Number At or Above Proficient	181	207		98	94		13	8		14	14	
Percent At or Above Proficient	60.9	66.6		63.6	70.1		72.2	61.5		63.6	48.3	
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	48	59		44	45		99	111		0	1	
Percent At or Above Proficient	55.8	68.6		61.1	60.0		55.3	59.7		0.0	4.8	
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:

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	223	237		117	108		15	10		18	20	
Percent At or Above Proficient	75.1	76.2		76.0	80.6		83.3	76.9		81.8	69.0	
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	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		100	100		100	100	
Number At or Above Proficient	60	63		53	55		124	136		2	5	
Percent At or Above Proficient	69.8	73.3		73.6	73.3		69.3	73.1		11.8	23.8	
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		Yes	No		Yes	Yes		--	--	

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
2	68	63		16	28		8	7		7	2	
3	49	56		32	29		14	5		4	9	
4	68	78		21	14		5	8		5	0	
5	60	68		25	20		12	8		3	3	
6	57	62		35	28		4	9		4	2	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
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
2	44	75		340.9	378.6		77	70		387.5	378.4	
3	33	28		341.3	326.6		53	67		341.6	375.8	
4	79	82		369.1	385.6		67	77		372.0	383.7	
5	65	81		361.2	373.3		64	58		378.9	364.9	
6	61	67		365.9	363.4		52	65		351.3	366.7	

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
2	54	50		362.6	353.9		60	58		358.3	370.7	
3	31	40		327.2	345.9		43	43		340.3	344.2	
4	92	67		372.4	361.0		62	73		356.6	377.2	
5	45	*		344.4	*		59	63		362.2	357.3	
6	*	38		*	341.1		48	54		352.1	352.0	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts 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
2	68	63		16	28		8	7		7	2	
3	49	56		32	29		14	5		4	9	
4	68	78		21	14		5	8		5	0	
5	60	68		25	20		12	8		3	3	
6	57	62		35	28		4	9		4	2	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	*	*		*	*	*	*	*	*	*	*	*
3	*	*		*	*	*	*	*	*	*	*	*
4	*	*		*	*	*	*	*	*	*	*	*
5	*	*		*	*	*	*	*	*	*	*	*
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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	44	75		340.9	378.6		77	70		387.5	378.4	
3	33	28		341.3	326.6		53	67		341.6	375.8	
4	79	82		369.1	385.6		67	77		372.0	383.7	
5	65	81		361.2	373.3		64	58		378.9	364.9	
6	61	67		365.9	363.4		52	65		351.3	366.7	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	54	50		362.6	353.9		60	58		358.3	370.7	
3	31	40		327.2	345.9		43	43		340.3	344.2	
4	92	67		372.4	361.0		62	73		356.6	377.2	
5	45	*		344.4	*		59	63		362.2	357.3	
6	*	38		*	341.1		48	54		352.1	352.0	

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											
	% 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
2	75	78		11	10		11	12		3	0	
3	76	80		21	12		3	8		0	0	
4	82	88		9	13		9	0		0	0	
5	72	68		21	19		6	12		1	2	
6	69	58		22	31		6	11		4	0	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
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
2	56	88		372.7	399.1		81	83		425.2	409.7	
3	62	61		389.2	365.8		80	85		409.0	431.3	
4	71	86		401.1	422.7		81	89		411.2	427.3	
5	70	69		398.7	382.9		79	62		433.0	370.2	
6	78	57		373.9	365.2		59	65		376.8	382.3	

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
2	77	75		392.1	380.8		69	81		378.6	392.6	
3	54	67		364.2	392.6		68	75		400.9	398.8	
4	75	75		412.3	405.4		73	84		397.0	422.0	
5	55	*		391.0	*		68	61		401.9	366.6	
6	*	46		*	355.3		62	56		359.6	363.3	

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

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: 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
2	75	78		11	10		11	12		3	0	
3	76	80		21	12		3	8		0	0	
4	82	88		9	13		9	0		0	0	
5	72	68		21	19		6	12		1	2	
6	69	58		22	31		6	11		4	0	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
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
2	44	75		340.9	378.6		77	70		387.5	378.4	
3	33	28		341.3	326.6		53	67		341.6	375.8	
4	79	82		369.1	385.6		67	77		372.0	383.7	
5	65	81		361.2	373.3		64	58		378.9	364.9	
6	61	67		365.9	363.4		52	65		351.3	366.7	

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
2	54	50		362.6	353.9		60	58		358.3	370.7	
3	31	40		327.2	345.9		43	43		340.3	344.2	
4	92	67		372.4	361.0		62	73		356.6	377.2	
5	45	*		344.4	*		59	63		362.2	357.3	
6	*	38		*	341.1		48	54		352.1	352.0	

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
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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						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

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						
English Learner	7						
Socio-Economically	7						

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.

Title III Accountability Data (Arboga Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	68	72	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	68	72	
Number Met	45	48	
Percent Met	66.20%	66.7	
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	68	17	78	16		
Number Met	22	--	19	--		
Percent Met	32.40%	---	24.4	--		
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:

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	68	17	78	16		
Number Met	22	--	19	---		
Percent Met	32.40%	--	24.4	---		
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
	#	%	#	%	#	%	#	%	#	%	#
1	1	7	4	27	9	60	1	7			15
2	2	13	4	27	7	47	2	13			15
3			6	50	3	25	3	25			12
4			3	23	8	62	1	8	1	8	13
5	1	17	3	50	2	33					6
6			7	64	3	27	1	9			11
Total	4	6	27	38	32	44	8	11	1	1	72

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	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	82	86		62	65	
3	65	75		83	77	
4	59	56		77	67	
5	40	36		83	85	
6	72	71		60	47	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	87	79		87	85	
1	96	93		96	84	
2	51	72		73	73	
3	55	51		91	90	
4	18	38		90	82	
5	31	30		86	86	
6	38	54		52	76	

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	53	47		58	58	
3	67	70		85	73	
4	41	56		70	64	
5	34	33		78	82	
6	44	62		55	56	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	78	73		84	82	
1	88	81		97	86	

2	58	60		81	66	
3	74	77		69	77	
4	39	40		77	58	
5	11	15		57	67	
6	62	57		52	48	

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	61	57		79	73	
3	66	73		82	84	
4	37	34		68	57	
5	30	25		40	38	
6	39	64		41	43	

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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:

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) The site will put categorical dollars towards salaries that directly impact increasing both student academic achievement and improving student behavior.		
What data did you use to form this goal (findings from data analysis)? STAR testing, CELDT testing, district benchmark assessments, embedded curricular assessments, DIBELS test results, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, referrals, students being sent to the office etc.	What did the analysis of the data reveal that led you to this goal? 1. There is always room for growth academically with all subgroups. 2. The site needs help with creating positive behavioral choices for students.	
Who are the focus students and what is the expected growth? Although the focus groups are EL students, low SES students and Special Education students, all students will benefit, and we desire measurable growth in student academic achievement and a measurable decline in student referrals/students being sent to the office.	What data will be collected to measure student achievement? Data mentioned earlier.	
What process will you use to monitor and evaluate the data? Looking to the data to see: where grade level instruction can improve; where transitions from grade to grade can improve; what categorically funded positions help students meet academic and behavioral goals; where interventions have helped; what interventions have helped, etc.	Actions to improve achievement to exit program improvement (if applicable). 1. Teacher articulation time will more closely focus on providing students what they need to backfill educational gaps and how to teach them to read, think and write more critically. 2.	

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 1. Use release time to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments by grade level, site level and interdistrict, and participate in professional development, all based on full implementation of the Common Core State Standards in 2014-2015.	8/12/13 & 6/13/14	Substitute costs for release time for each teacher on site to have 3 days of grade level articulation (63 days of release time) and for others to have a total of 30 additional days of release time. Also, the costs for consultant(s) from SCOE and/or other educational agencies.	EIA-SCE 9395 EIA-LEP 1300 Title I 5395
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 2. Providing one 3.75 hour Literary Resource Technician who will provide comprehensive services to students, freeing teachers up to teach. The Literary Resource Technician will be responsible for all functions of the library.		Salary and appropriate fringe costs	Title I 13,000

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 Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent community and focusing on our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of good communication between school and home in supporting student academic success.		Salary and appropriate fringe costs.	EIA-LEP 11812
1.4 Provide Instructional Assistants to help with ELA instruction in Kindergarten and 1st grade. The total number of hours per day is 10.		Salary and appropriate fringe costs	EIA-SCE 3500 EIA-LEP 2505 Title I 25030
1.5 Providing a 3.75 hour Elementary Student Support Specialist to assist students in better understanding the link between their behavioral decisions and their learning, to help them become, when appropriate, a part of the SST, IEP and Section 504 meeting process, and to work with the families of our students, providing them support with their students' educational success.		Appropriate salary and fringe costs.	EIA-SCE 8000 Title I 8000
1.6 Provide after school tutoring for any student in grades 1-6 who is struggling with the skills or concepts necessary to demonstrate proficiency and/or continued progress toward academic mastery of the Common Core State Standards (10 hours per teacher).		Salary and appropriate fringe costs.	EIA-SCE 4000 Title I 6000
1.7 Providing a technology based enrichment program for our GATE identified/recommended students.	September 2014 2014	Salary and appropriate fringe costs.	EIA-SCE 1745

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) Providing supplemental materials, supplies, services to enhance student mastery of the Common Core State Standards.			
What data did you use to form this goal (findings from data analysis)? CELDT results, STAR testing results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, etc.	What did the analysis of the data reveal that led you to this goal? Supplemental materials, supplies, and services can enhance the instructional process greatly.		
Who are the focus students and what is the expected growth? Although EL students, low SES students and Special Education students are the focus, all students will benefit from additional instructional materials, etc., and we desire measurable growth in student academic achievement and a measurable increase in demonstrated mastery of the Common Core State Standards.	What data will be collected to measure student achievement? CELDT results, STAR testing results curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, RtI data, tutoring records, etc.		
What process will you use to monitor and evaluate the data? CELDT, STAR testing results, embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards a decrease in students needing tutoring/interventions, etc.	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 Continue the supplemental Renaissance Place contract for Accelerated Reader, Accelerated Math, Math Facts in a Flash and English Facts in a Flash to help students improve their English/Language Arts and Math skills. Continue maintenance contracts on school printers to provide students with enrichment opportunities and skills practices to reach mastery of the Common Core State Standards. Continue the Art Docent contract to provide students a chance to learn about and reflect on art, and then to make literary and real world connections to said art, demonstrating emerging and developing critical thinking skills.	August 2013-June 2014	See action	EIA-SCE 5250 EIA-LEP 500 Title I 5250

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 Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.	August 2103-June 2014	Books, supplies, and salary.	EIA-SCE 3000 Title I 2000
2.3 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.	August 2013-June 2014	Cost of items and appropriate state sales tax, and shipping.	EIA-SCE 16271 EIA-LEP 3000
2.4 Purchasing additional supplies that will be utilized to vary the learning environment and educational experience, and will help students progress towards mastery of the Common Core State Standards.	August 2013-June 2014	Purchasing materials such as math manipulatives, art supplies, etc. to enhance ELA instruction, etc.	EIA-SCE 3000 EIA-LEP 1563 Title I 5257
2.5 Purchasing any additional curriculum to help students become critical thinkers and to master basic skills necessary to master the Common Core State Standards.	August 2013-June 2014	Costs of items, including appropriate sales tax, and shipping.	EIA-SCE 2000 EIA-LEP 2412

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)	
Increasing parent involvement in the school.	
What data did you use to form this goal (findings from data analysis)? All data indicates that increased parent involvement will result in increased student performance.	What did the analysis of the data reveal that led you to this goal? See information to the left.
Who are the focus students and what is the expected growth? The entire school.	What data will be collected to measure student achievement? All data mentioned in earlier two goals.
What process will you use to monitor and evaluate the data? Parent and student involvement in the school and in its activities such as Curriculum Nights, Parent Information Nights, etc. I	Actions to improve achievement to exit program improvement (if applicable). 1. Maintain close and constant communication with our parents to keep them apprised of their student's academic and behavioral performance, ways they can become more active in the school, how they can help their student. 2. Educate parents about the changes being implemented because of the Common Core State Standards and how they can assist the school in helping their child meet mastery of the CCSS.

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 Continuing the contract for School Messenger system, allowing us to make school wide all calls at any time, releasing information to parents on an ongoing basis about school events, meetings, activities, etc. Evaluation of activities to determine if successful in closing the achievement gap	August 2013-June 2014	See action	T1-PI 550
3.2 Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.	August 2013-June 2014	See action	T1-PI 500
3.3 Providing partial scholarships for parents to be fingerprinted through our district so that they may help in classrooms, on field trips and at school functions.		see action	T1-PI 319

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

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	26,640	EIA-SCE	29,521	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	15,617	EIA-LEP	7,475	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	57,425	Title I	12,507	Title I	0
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	1,369
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	99,682	Total	49,503	Total	1,369

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$56,161
EIA-SCE Carryover	0
EIA-LEP	\$23,092
EIA-LEP Carryover	0
Title I	\$69,932
Title I Carryover	0
Title I Parent Involvement	\$1,369
Title I Parent Involvement	0
Other	0
Total	150,554

Total Expenditures	
EIA-SCE	56,161
EIA-SCE Carryover	0
EIA-LEP	23,092
EIA-LEP Carryover	0
Title I	69,932
Title I Carryover	0
Title I Parent Involvement	1,369
Title I Parent Involvement	0
Other	0
Total	150,554

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	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: \$1,995

Estimated Cost from EIA/LEP: \$731

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.	\$56,161
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.	\$23,092
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	2,726
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$81,979

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	\$69,932
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.	\$1,369
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	\$71,301

Total amount of state and federal categorical funds allocated to this school	\$153,280
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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
Eric Preston	1			
Theresa Smith			1	
Megan Duarte		1		
Shelly Stonebarger		1		
Angela Holt		1		
Debra Warner		1		
Dean Allen				1
Lisa Kerr				1
Russell Esslin				1
Dave Gothrow				1
Heather Kelly				1
Sandra Skogen				1
Numbers of members of each category	1	4	1	6

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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):

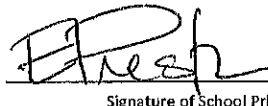
- ☒ English Learner Advisory Committee
☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
☐ Other committees established by the school or district (list):

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: ~~02/07/2013~~ 6/6/13

Attested:

Eric Preston

Typed Name of School Principal



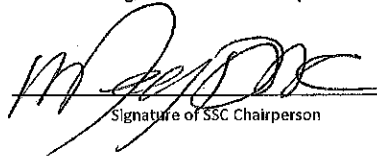
Signature of School Principal

6/13/13

Date

Megan Duarte

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/13/13

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Arboga Elementary School School-Level Parental Involvement Policy

Arboga Elementary School has developed a written Title I parent involvement policy with input from Title I parents. Parents are constantly asked for their input and are encouraged to participate in the school. The policy will be distributed to parents of Title I students and to all students via our Back to School Packet of Information. 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 Arboga Elementary 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 will take place September 26, 2013, in conjunction with a Spaghetti Dinner for families of Arboga Elementary School.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Parents are able to request a meeting with the principal at any time or to communicate via email, phone or in writing.
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. As we are a school-wide Title I school, all parents receive information about educational programs via all calls, newsletters, and events at the school.
4. The school provides parents of Title I students with timely information about Title I programs. See number 3 above.
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. All parents are given information about the School Accountability Report Card, which includes the aforementioned information.
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. Any parent may request an opportunity meet about the education of their children, although this usually happens via a Student Study Team, an Individualized Educational Plan meeting or a Section 504 meeting.

School-Parent Compact

Arboga Elementary 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.

The school-parent compact was created with a focus group of parents, including Title I parents and will be distributed to all parents via our Back to School Packet of Information.

Building Capacity for Involvement

Arboga Elementary 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. This happens through teacher newsletters, letters from the principal and in parent teacher conferences.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Our school offers five Curriculum Nights—Reading, Math, History/Culture, Science and Art—and each of the nights provides ideas/handouts that parents can take home and work on with their children.
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. We work hard to include parents and to help them work with us in educating their children. The teaching staff has created grade level expectations and retention guidelines and shares them with parents. Our Parent Teacher Staff Organization has a Volunteer Coordinator who hosts both the Arboga Elementary School PTSO and Arboga Elementary School Facebook pages, posting information about upcoming events, ways to volunteer, soliciting ideas, etc... 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.
4. 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. We use our School Messenger auto dialer system to make phone calls home. When we have people on site who speak Hmong, Punjabi or Spanish, we are able to record messages in those languages as well.
5. The school provides support for parental involvement activities requested by Title I parents. When parents provide their opinions/ideas, and they are a good way to help parents come onto the campus or to network with each other, we work hard to implement their ideas.

Accessibility

Arboga Elementary 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. Any time a parent has a question regarding information sent home, they have the ability to ask for assistance, including translation into another language, as long as we have access to someone who speaks/writes that language.



Arboga Elementary School
1686 Broadway
Arboga, CA 95961 (530) 741-6101
Eric D. Preston, Principal

2013-2014 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.

Arboga Elementary School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards and to the Common Core 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. Newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Teacher Conferences, Curriculum Nights and Open House welcome parents and the community onto campus. Social Media such as the school's website (www.arboga.us) and Facebook page are also good sources for information (www.facebook.com/ArbogaElementarySchool)
- 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 or visit the school's Facebook page or a PTSO meeting.

Administrator 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 screen time (television, video games, etc.) my child has daily.
- 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 screen time (television, video games, etc.) 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: Browns Valley Elementary School

Principal: Lisa Goodman

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 5/20/13.

Principal's Signature: Lisa Goodman

SSC Chair Signature: Cynthia Slayton

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report cards
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not 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 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students develop research skills, introducing students to a variety of literature genres, supporting the ELA content standards, monitoring students' progress on Accelerated Reader, working with English Learners and students who are reading below grade in small group settings and 1:1 within the classroom structure, and providing technology support.	Every student visited the library on a weekly basis and checked out books within their individualized reading range. Of the 128 first - fifth grade students who participated in the Accelerated Reader program, 90 of the students are reading at or above grade level according to the STAR Reading formative assessment and 104 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered. This date varied from February to May depending on the teacher. For first grade, the average grade equivalency score from the end of August to the beginning of May increased by .8 grade levels with an average GE of 2.3, for 2nd grade the GE increased by 1.2 grade levels with the average GE being 3.5, for 3rd grade the change from August to March was .5 with an average GE of 3.4 (grade placement was 3.65), for 4th grade the change from September through March was 1.3 with an average GE of 6.1, and for 5th grade the increase was 0.2 from August to February with an average GE at 6.4. While only 70 % of our students are reading at or above grade level based on this assessment, 81% demonstrated reading growth. It is believed that the part-time Literacy Resource Technician and the checking out of library books on a weekly basis contributed to this reading growth.
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards and reinforce academic language.	Three teachers (grades 3, 4, and 5) provided before school and after school tutoring two hours per week for 6 weeks to small groups of students (approximately 7) who were working below grade level in reading and in math. District benchmarks were used to monitor progress for these students, which did not provide adequate information regarding student growth since standards measured were not consistent. After reflecting on this, it was determined that next year, teacher-created pre and post would be administered to measure student growth. Of the 21 students who participated in tutoring, 15 students increased in reading fluency according to the district benchmark assessment. In 3rd grade, 4 of the 7 students increased in overall for proficiency for ELA. Even though they did not move to higher proficiency bands, the number of correct responses increased. In Math, 3 of the 7 increased in overall proficiency and 1 moved to the next performance band. In 4th grade, 5 out of 8 students increased in overall performance for ELA and 3 moved to a higher proficiency band. In Math, 5 out of 7 demonstrated an increase in the same proficiency band, while 3 students moved into a higher band. In 5th grade, 6 out of 7 students demonstrated progress and 3 moved to a higher proficiency band in ELA and in math, two students stayed at the same level and the others went down. Since this trend was consistent throughout the class and district, the results are not considered valid to determine growth over time.
1.3 Provide technology components and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support technology based learning and enhance active student engagement. This also includes continuing the supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency.	In addition to the evaluation for Action 1.1, which is directly aligned with Action 1.3, our students utilized the Accelerated Reader program and the Waterford program on a daily basis. Accelerated Reader points ranged in 1st grade from 0.7 - 56.2, in 2nd grade from 17.6 - 104.1, in 3rd grade from 15.6 - 164.2, in 4th grade from 18.1 - 426.1, and in 5th grade from 7.7 - 435.7. The Smartboard, the ELMO, and classroom computers were used on a regular basis as instructional strategies and as tools to enhance student engagement. There is not specific data to isolate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. Technology is believed to be one of the reasons for this school's success. Our students participated in the Smarter Balanced Assessment scientific study. While this was challenging for our students due to the critical thinking and technology skills that are required, the technology components were much easier for our students because of the classroom experiences they have had involving computers and the interactive Smartboard applications.

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 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and content standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	Categorical funding was not used to support this goal.
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the content standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.	Categorical funding was not used to support this goal.
1.6 Continue maintenance contracts for the school copiers and RISO machine to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Categorical funding was not used to support this goal.
1.7 Provide highly engaging books and resources to supplement the Library. This will motivate students to read and as a result, improve ELA skills.	Categorical funding was not used to support this goal.
1.8 Provide testing supplies to enhance motivation and academic achievement from MJUSD's nutritional services department and the district warehouse.	Categorical funding was not used to support this goal.
1.9 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
• Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	

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 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Improved parent communication was a school-wide goal. Notes were sent home on a regular basis, parent conferences were held at least twice during the school year, 63 phone messages were sent through the school messenger system, emails and conference calls were utilized by the PTA, and many face-to-face connections were made on a daily basis. These strategies helped to keep the school community informed.
2.2 Provide communication with parents regarding grade level standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Browns Valley School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with those used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	Categorical funding was not used to support this goal.
2.5 Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	Categorical funding was not used to support this goal.
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	Categorical funding was not used to support this goal.
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.

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.
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, Yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.

GOAL #3

Professional Learning Communities:

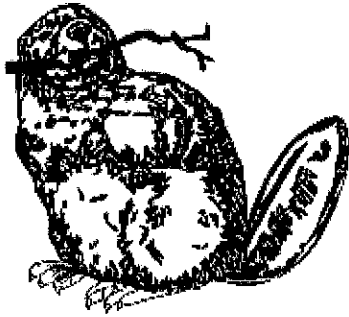
Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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	Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace curriculum, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies, analyze assessment results, and set goals for all students' academic achievement.	Categorical funding was not used to support this goal.
3.2	Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies to positively impact student achievement.	Categorical funding was not used to support this goal.



2013-14
Single Plan for Student Achievement (SPSA)

**Browns Valley Elementary
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: Lisa Goodman	Telephone: (530) 741-6107
Address: 9555 Browns Valley School Rd.	Email Address: lgoodman@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6099014
☒ Initial Plan Approval: 5/20/13	
☐ 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	895	924	906	922	
Growth Target	A	A	A	A	
API Growth Score	924	906	923	914	
Actual Growth	29	-18	17	-8	

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

Even though Browns Valley School's API score decreased by 8 points, our API growth score continues to be the highest in the district and is still above 900. During the 2011-12 school year, three teachers transferred into the school site and over 10 new students transferred from Cordua School to Browns Valley School. It is believed that these changes may have contributed to the slight decrease in the API score.

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	
Number At or Above Proficient	73	81		54	47		--	--		--	--	
Percent At or Above Proficient	73.7	77.9		78.3	77.0		--	--		--	--	
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	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	100	100		100	100		100	100		100	100	
Number At or Above Proficient	6	10		--	--		27	31		--	--	
Percent At or Above Proficient	50.0	66.7		--	--		71.1	81.6		--	--	
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	--	--		--	--		--	--		--	--	

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

All Browns Valley School students met the AYP criteria for ELA. The subgroup of white students did not, but since our API score was above 900, we are not considered to be a program improvement site

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	
Number At or Above Proficient	86	92		60	54		--	--		--	--	
Percent At or Above Proficient	86.9	88.5		87.0	88.5		--	--		--	--	
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	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		100	100		100	100	
Number At or Above Proficient	9	12		--	--		30	33		--	--	
Percent At or Above Proficient	75.0	80.0		--	--		78.9	86.8		--	--	
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	--	--		--	--		--	--		--	--	

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

All Browns Valley School students and subgroups met the AYP criteria for Math.

**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
2	84	72		16	24		0	4		0	0	
3	50	55		44	25		6	20		0	0	
4	90	88		10	12		0	0		0	0	
5	89	79		11	17		0	3		0	0	
6	56	93		37	7		0	0		7	0	

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
2	*	*		*	*		79	79		382.0	370.4	
3	*	*		*	*		*	46		*	352.8	
4	*	*		*	*		86	88		398.3	405.1	
5	*	*		*	*		86	76		415.5	391.7	
6	*	*		*	*		63	*		385.9	*	

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
2		*			*		*	69		*	365.9	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		57	*		373.9	*	

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

72% of our 2nd grade students, 55% of our 3rd grade students, 88% of our 4th grade students, 79% of our 5th grade students, and 93% of our 6th grade students are at or above the proficient level in ELA based on the 2011-12 CST scores.

**California Standards Test (CST)
Mathematics**

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
2	89	80		11	12		0	8		0	0	
3	89	90		11	10		0	0		0	0	
4	100	100		0	0		0	0		0	0	
5	100	80		0	17		0	3		0	0	
6	63	93		22	7		15	0		0	0	

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
2	*	*		*	*		86	86		424.7	402.4	
3	*	*		*	*		*	85		*	456.3	
4	*	*		*	*		100	100		460.1	458.5	
5	*	*		*	*		100	76		483.2	423.1	
6	*	*		*	*		63	*		395.5	*	

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
2		*			*		*	69		*	386.8	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		57	*		375.0	*	

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

80% of our 2nd grade students, 90% of our 3rd grade students, 100% of our 4th grade students, 80% of our 5th grade students, and 93% of our 6th grade students are at or above the proficient level in Math based on the 2011-12 CST scores. Browns Valley students are performing slightly higher in Math than in ELA according to the CST scores.

Title III Accountability Data (Browns Valley Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	9	6	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	9	6	
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	7	3	5	1		
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:

There is not enough information from this data to make accurate conclusions.

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	7	3	5	1		
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:
See summary below.

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

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):

Browns Valley School's English Learners fall into the advanced, early advanced, and intermediate levels. There are currently 6 English Learners. Through extra support from classroom teachers with the content standards and the ELD standards, it is expected that all 6 of the students will either be redesignated to FEP (the 3 advanced students) or move into the next performance level (the early advanced and intermediate students.)

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	76	88		42	80	
3	67	44		83	80	
4	43	52		70	60	
5	50	40		100	88	
6	92	76		71	70	

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

For 2nd grade, the percent of students at or above proficient in ELA and Math has increased this year compared to last year. For 3rd grade, the percent of students at or above proficient in ELA has decreased this year by 23 % and has slightly decreased for Math compared to last year's results. For 4th grade, the percent of students at or above proficient in ELA has increased this year and decreased in Math compared to last year. For 5th grade, the percent of students at or above proficient in ELA and Math has decreased this year compared to last year. For 6th grade, the percent of students at or above proficient in ELA has decreased this year and has slightly decreased for Math compared to last year's results. It is not valid to compare data like this since the groups of students are not the same from year to year. Even if you compare the group from one grade level to the next, it is still not valid since the benchmark is not the same. Our school's math scores tend to be higher than our ELA scores, which is consistent with the data from the CST scores.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	100	100		84	100	
1	100	100		100	92	
2	52	78		72	93	
3	43	25		90	80	
4	30	30		87	85	
5	46	52		100	88	
6	50	41		58	69	

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

Browns Valley School's primary grades have a greater number of students who are at or above the proficient level. Overall, our students are performing better in Math, which has consistently been the case.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	58	74		57	65	
3	45	60		73	48	
4	59	47		91	84	
5	30	48		93	96	
6	92	56		50	54	

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

The 18 week scores are all over the place. Therefore, it is difficult to make any generalizations or see specific trends other than the 4th and 5th grade math scores have continued to be higher than the other assessments given, which was also the case the previous year.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	72	94		96	100	
1	100	96		100	85	
2	43	72		57	72	
3	53	67		53	33	
4	56	48		79	86	
5	23	30		86	61	
6	67	54		75	58	

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

Primary grade scores continue to be higher than the other grades, with exception to 4th grade math.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	43	71		57	84	
3	60	43		85	71	
4	46	43		96	78	
5	53	44		63	32	
6	54	37		60	48	

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

Second grade scores are consistently higher this year compared to last year. 2nd - 4th grade math scores are higher than ELA, which has been a consistent trend.

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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

The 36 week benchmark scores have not been added at this point in the year.

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:
3rd and 5th grade writing scores have improved compared to last year's scores. This is not necessarily valid information since these scores do not reflect the same group of students.

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) Improving Student Performance in English Language Arts and Math: All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report cards
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately 1/3 of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math.	

What process will you use to monitor and evaluate the data? - Academic conferences between teachers and the principal - PLC collaboration time - Edusoft spreadsheets to analyze data - Academic and goal setting conferences between students and the principal - Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.		Literacy Resource Technician	EIA-SCE 9,070.00
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.		Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Place contract for Accelerated		Computers, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and Installation	EIA-SCE 320.00 EIA-LEP 1100.00

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
Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.		Accelerated Reader contract Waterford contract	
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.		Supplementary instructional materials	
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the Common Core State Standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.		Supplementary instructional materials for English Learners Release time and additional hours for the EL Facilitator - See action	
1.6 Continue maintenance contracts for the school copiers and RISO machine to produce enhancement pieces to the core curriculum.		Partial costs for maintenance contracts and related costs for 2 copy machines and a RISO machine and paper	

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
Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.			
1.7 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.		Books, resource videos, and library supplies	
1.8 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.		Release time for teachers, including substitute costs if needed	

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) Shared Responsibility Through School Community Involvement: Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.	
	Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	

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
Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.		Translators, if necessary	
2.5 Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.		Certificates including paper and ink cartridges, pins, medals, and trophies	
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.		Fingerprinting fees	
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.		Refreshments, paper, and copying costs	
2.8 Provide an enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an		Supplemental materials and supplies for the enrichment program	

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
active and participatory role in this project.		Garden supplies and materials	

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) Professional Learning Communities: Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K – 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K – 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement. Evaluation of activities to determine if successful in closing the achievement gap		Teacher release time to collaborate for the purpose of improving student achievement.	
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.		Expenditures for outside consultants, conferences, and materials for staff development	

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	9,390	EIA-SCE	150	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	1,100	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	10,490	Total	150	Total	0

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$9,540
EIA-SCE Carryover	0
EIA-LEP	\$1,100
EIA-LEP Carryover	0
Title I	\$0
Title I Carryover	0
Title I Parent Involvement	\$0
Title I Parent Involvement	0
Other	0
Total	10,640

Total Expenditures	
EIA-SCE	9,540
EIA-SCE Carryover	0
EIA-LEP	1,100
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	10,640

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	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: \$339

Estimated Cost from EIA/LEP: \$35

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.	\$9,540
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.	\$1,100
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	374
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$11,014

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	\$0
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.	\$0
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	\$0

Total amount of state and federal categorical funds allocated to this school	\$11,014
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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
Lisa Goodman	1			
Marilyn Russell			1	
Melanee Vieira		1		
Fran Zito		1		
David Kistler		1		
Teri Shrader		1		
Alicia Wright		1		
Desiree Salerno				1
Eric Salerno				1
Erica Shaver				1
Cynthia Slayton				1
Kelly Owen				1
Melinda Staples				1
Carmie Ellyson				1
Numbers of members of each category	1	5	1	7

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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):
Browns Valley School Parent Teacher Association

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: 5/20/13

Attested:

Lisa Goodman

Typed Name of School Principal

Lisa Goodman 5/20/13

Signature of School Principal

Date

Cynthia Slayton

Typed Name of SSC Chairperson

Cynthia Slayton 5/20/13

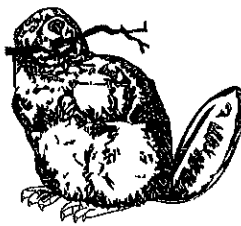
Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



Browns Valley Elementary School School-Level Parental Involvement Policy 2013-14

Browns Valley Elementary School has developed a written parent involvement policy with input from parents. This was accomplished through our Site Council and Parent Teacher Association meetings consisting of representatives from each group. The policy will be distributed to parents of students and can be accessed through a link on our school website.

Involvement of Parents

Browns Valley Elementary School does the following:

1. Convenes an annual meeting to inform parents of state categorical funding requirements and their rights to have a voice and be involved in shared decision making. This occurs at our Site Council, Parent Teacher Association, and Back-to-School Night meetings.
2. Offers a flexible number of meetings. Our Parent Teacher Association meets monthly and the Site Council at least 6 times per year.
3. Involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its categorically funded programs and the Parental Involvement Policy. This is an ongoing process shared by the Site Council and the Parent Teacher Association. As part of our continuous improvement process, we consistently monitor how categorical dollars are spent and the impact on student achievement.
4. Provides parents of students with timely information about State Categorically funded programs. Information about State Categorically funded programs is shared with parents in many different ways. These include Parent Teacher Association monthly meetings, Site Council meetings, the beginning of the year Back-to-School Night, website information, monthly parent newsletters and notes home, and through the School Messenger phone system.
5. Provides parents of students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTA and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress.
6. Provides parents of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents know that they may request a parent teacher conference at any time to discuss concerns related to their child's education. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. A formal process called a Student Study Team meeting is another way that parents are able to work with a team of teachers to brainstorm and create an action plan to help students be more successful.

School-Parent Compact

Browns Valley Elementary School has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share

the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of State Categorically funded students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Through meetings of our Parent Teacher Association group and School Site Council, which all parents are invited to and encouraged to attend, the participants discussed and created a School-Parent Compact representative of our students needs.

Building Capacity for Involvement

Browns Valley Elementary School engages 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 does the following:

1. Assists State Categorically funded parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTA and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress. Teachers send regular progress reports home and parents are able to regularly access progress reports online. Parent trainings and curriculum nights are also offered to build a stronger home/school connection.
2. Provides materials and training to help State Categorically funded parents to work with their children to improve their children's achievement. Parent trainings are offered to support parents and present ways to help at home. Teachers also provide critical information about how to improve academics through homework packets, during parent conferences, and Back-to-School Night. Ideas are also shared during Parent Advisory Council meetings, through newsletters and the school website.
3. Educates staff, with the assistance of State Categorically funded parents, in the value of parent contributions and how to work with parents as equal partners. Parents are seen as true partners in education as evidenced by the number of volunteers. Parents and teachers work together through shared responsibility to positively impact student achievement. Ideas are shared during parent conferences, Back-to-School Night and Open House, PTA and Site Council meetings, Parent Advisory Council meetings, school-related activities, and during staff meetings.
4. Coordinates and integrates the State Categorical parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Information about community programs and resources is sent home on a regular basis and through the School Messenger phone system. Community agencies work hand in hand with the PTA and parent volunteers and come to school often to share information about the resources that are available. This typically occurs when there are large gatherings of parents such as Back-to-School Night, Open House, and PTA-sponsored activities.

Community agencies are also invited to attend PTA and Site Council meetings, as well as Student Study Team meetings.

5. Distributes to State Categorical parents, information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. Information is sent home to parents in English and through School Messenger phone calls. School Messenger also has the capability of sending information in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Association, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. When needed, translators are provided to make sure that all parents have equal opportunity and accessibility.
6. Provides support for parental involvement activities requested by State Categorical parents. The Parent Teacher Association is committed to providing parent involvement activities throughout the year. The teachers, being members of this group, work collaboratively with the PTA to provide additional support.

Accessibility

Browns Valley Elementary School provides opportunities for all State Categorical parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Information is sent home to parents in English and through the School Messenger phone system. School Messenger also has the capability of sending information in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Association, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. When needed, translators are provided to make sure that all parents have equal opportunity and accessibility.



Marysville Joint Unified School District

Browns Valley Elementary School



Lisa Goodman, Principal

9555 Browns Valley School Rd., Browns Valley, CA 95918

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.

Browns Valley Elementary 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. Newsletters and the School Messenger 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 annual parent-teacher conferences. 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, 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.
- 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: Cedar Lane Elementary School

Principal: Jill Segner

School Site Council Certification

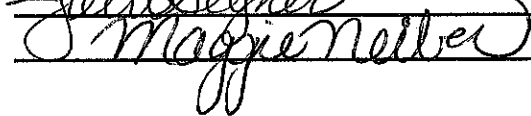
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:



SSC Chair Signature:



GOAL #1

Increase over all API by 5-10 points in all student groups.

What data did you use to form this goal (findings from data analysis)? The measures to identify growth are overall CST scores as measured by AYP, CELDT scores, and API growth.	What did the analysis of the data reveal that led you to this goal? Last year's data revealed students did not make adequate growth with a 20 point drop in API. CLE FEPed 13 students, but we have many more students that are identified as Long Term English Learners. (LTEL). Our goal is to FEP these students next year.
Who are the focus students and what is the expected growth? All students are the focus of growth of 5-10 points of API. CELDT growth should be 1+ year as evidenced by the results of the assessment. AYP growth should reflect moving closer to the goals set by CDE.	What data will be collected to measure student achievement? Data will include CST and CELDT Assessments. Other on-going assessments will be through STAR Reading, STAR Math and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth.
What process will you use to monitor and evaluate the data? We will look at the results of Benchmark assessments and to watch our progress towards improvements in the CST scores. Ongoing monitoring will be through Renaissance products, STAR Reading, STAR Math, and STAR Early Literacy. We will evaluate the CST scores as well as the CELDT scores.	Actions to improve achievement to exit program improvement (if applicable). Increase student achievement on CELDT. Increase student achievement on ELA CST assessment. Increase student achievement on Math CST assessment.

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 Cedar Lane will focus on EL strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study will provide teachers to meet to improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Cedar Lane. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology.	This year Cedar Lane redesignated 21 students, much more than 13 from last year. This has increased due to the following: Teacher collaboration for lesson study using EL strategies EL teaching and learning strategies introduced at the Title I and Title III Conference and SIOP Training conferences were brought back to the staff and shared during staff development time by lead teachers who attended the conferences. Differentiated EL learning was enhanced through technology that allows for hands-on placed lessons tailored to student's individual abilities and progress. Training for staff using released items for the CELDT prepared staff for how questions were asked. Using the rubrics that are available, teachers modeled and taught writing strategies that enhanced the writing of students.

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 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 4 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CABE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Additionally, staff will attend Education for the Future to enable staff to develop a critical and necessary mission and vision for Cedar Lane. Out of District Training 01 3010 0 1110 1000 5220 105 4100 Substitutes for Training 01 3010 0 1110 1000 1105 105 410001 7090 0 1110 1000 1105 105 5298	Professional Development included but was not limited to: Computer Using Educators 20% Title 1 Conference 10% Title 3 Conference 10% SIOP Training 50% Education to the Future Administration Renaissance Products 10% Monthly Articulation 100% Instructional Rounds 35% Positive Behavior Program 30% CELDT Training 100% Please note, while the percentages may indicate a small number, the attendees were not the same for each training. These conference attendees shared their experiences at Staff Meetings and minimum day articulations and meetings. They provided ongoing support to others not in attendance. The Positive Behavior program was in the planning stages and will be rolled out in the 13-14 school year.
1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Waterford is critical to student achievement and new upgrades are necessary for the program to run properly.	Computers in the primary classes were 2004 models. Many programs would not run on the computers anymore. Updating the computers alleviated the issue making the use of programs such as Waterford, Accelerated Reader possible. 100% of students in K-2 use waterford and older students use it when in need of remediation. Accelerated Reader has 100% student participation. The more a student reads, the better they get.
1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Waterford, Accelerated Math and Reading, STAR, English and Math Facts in a Flash, United Streaming, Qwizdom, English in a Flash, Starfall, Early Literacy	These programs enhance the learning of students at Cedar Lane. Teachers report most of these programs are used daily to increase knowledge, build background knowledge, and enhance the learning environment.
1.5 Copiers in a Title I schoolwide 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 introduction of multiple methods to reach students. Students who are not able to grasp concepts through 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.	Copiers are used to prepare hands-on applications and enhance the learning environment. An excellent example of the use of copiers to enhance the program is by using Read Naturally. Focus on reading fluency has increased the reading speed of 96% of those students that participated in after-school tutoring.
1.6 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, Qwizdom, GLAD Strategies, Read Naturally, Avenues, Open Court workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears. Books for the library will also supplement classroom learning.	These materials provided support to the Core Curriculum. These programs sometimes require paper and ink. Results of RFEF students, increases in fluency, and the quality of handwriting all indicate the programs assist in student learning.
1.7 Print Shop to create learning aids to supplement classroom instruction	Teachers access the Print Shop to make copies for items that are not available from the District for Core Curriculum. Teacher have stated using the Print Shop uses less school paper and provides students with necessary skills not addressed in programs provided by curriculum.
1.8 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as Waterford, AR, AM, MFiaF, Starfall, EliaF. Materials for supplemental projects.	Supplementary materials include: art supplies, caterpillars, paper, headphones, paper to create a stimulating classroom environment. These programs and supplies extend the learning of students creating lifelong learners.

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 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.	Data for pre-tutoring and post-tutoring show 98% of students attending on a regular basis showed significant improvement in reading fluency.
1.10 Books in sets to enable small groups the ability to participate in reading at their level	Books sets enable teachers to allow students to read at their level. Teachers report 100% of students that read a book at the appropriate reading level gain confidence and gain skill in reading.

GOAL #2

Supplemental Personnel to provide academic interventions through small groups, behavior modification, student referrals, attendance monitoring which will result in student achievement.

What data did you use to form this goal (findings from data analysis)? Attendance data Student Referrals Para-educator to provide early intervention	What did the analysis of the data reveal that led you to this goal? The subgroup of caucasian students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline. Student class sizes have increased due to loss of QEIA funding. Extra help to provide services to students during workshop times.
Who are the focus students and what is the expected growth? Attendance data reveals the subgroup Caucasian students lack positive attendance. Students with behavior issues will be referred to Community Resources. Primary students will be targeted.	What data will be collected to measure student achievement? Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments
What process will you use to monitor and evaluate the data? Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.	Actions to improve achievement to exit program improvement (if applicable). Increased student attendance increases student achievement. Decreasing student disruption will keep students in class and increase student achievement. Ongoing monitoring assessments

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 Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process. 01 7090 0 1110 3110 1304 105 5298	The Student Services Coordinator is very active on the Cedar Lane campus. From participating in SST meetings where there may be other services requested, or the coordination of those services (50) (Parents sometimes make requests for counseling or it is necessary to bring in to advise with the coordination of services), making referrals to Victor Services/Mental Health (40), referrals to Victim Witness (5), Home visits (73), Crisis intervention with students (20), Child Protection Service reports (20), Crisis intervention and emotional support for the Special Day Class of Emotionally Disturbed students (ongoing and daily). Request for screening for vision for students (5).
2.2 Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL Instruction. 01 7091 0 1110 1000 2101 105 5295	Primary language para-educators have supported the classroom teacher with helping in the classroom in the students home language. Primary classrooms are supported with this and it is reported that once students understand what is expected by speaking in their native language, they are able to transfer it to understanding the English version. (6 classrooms K-1)

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.
2.3 Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read. 01 3010 0 000 2420 105 4100	The Literacy Resource Technician scheduled 30 minutes of library time per week. Additionally, any student may enter the library at any time in order to turn in books or request support for assistance in selecting a book. At the time of this report, students have read 24,407, 649 words with 27,498 books checked out. Student reading challenges were held and students rewarded by class, student and school.
2.4 Credentialed Teacher to provide intervention for students that may need extra support on standards not yet mastered	This substitute teacher reports 80% of students helped in class with a small group setting learned skills that were otherwise too difficult to accomplish. Attendance made a difference for those not making the growth others did. Growth for those attending on a regular basis was indicated by being able to accomplish tasks previously not able to do, increase in reading fluency, and by student report, more confidence in attempting future tasks. 96 students benefited from the services of this expenditure.

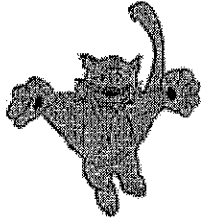
GOAL #3

Parental Involvement is critical for Cedar Lane. From ELAC to PTO, Cedar Lane values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. Parents are encouraged to give input in the development and evaluation of the Site Plan.

What data did you use to form this goal (findings from data analysis)? We used the call logs from School Messenger in order to evaluate the usefulness of the caller.	What did the analysis of the data reveal that led you to this goal? We had 90% of calls go through to parents. Some calls did not go through. This may be because parents do not update their contact information.
Who are the focus students and what is the expected growth? All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.	What data will be collected to measure student achievement? As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.
What process will you use to monitor and evaluate the data? Parent sign in at monthly meetings, attendance records.	Actions to improve achievement to exit program improvement (if applicable). Cedar Lane is investigating PIQE. (Parents Involved in Quality Education) in order to build capacity for parents in building the importance of Education in the lives of our students.

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
3.1	Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.	Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.2	Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter.	90% of calls go through. Some calls are hang-ups, some are not going through due to lack of updated information. Callers were made to inform parents of ESL classes at Cedar Lane as well as school functions and meetings. Functions include, but are not limited to Carnivals, parent conferences, ELAC meetings, Parent involvement meetings, events such as movie nights.
3.3	Provide snacks for monthly parent meetings. We have coffee, water, and a light snack. There is often over 60 adults in attendance.	Parent notices go out for events and activities. These notices are in three languages
3.4	Preschool Transition Plan A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kindergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher, Child Development Director, and school site principal. KinderCamp provides an additional approach to develop and maintain strong linkages between home, school, and the community. KinderCamp is four-week program that targets students who are transitioning from preschool to kindergarten. KinderCamp is taught by a kindergarten teacher and a preschool teacher. The program focuses on developing school readiness skills: cognitive, social/emotional, and physical.	Monthly meetings for parents are held to inform them about the activities at school and to receive concerns parents may have. Sign in forms are available. A working relationship with Preschool is an on-going event at Cedar Lane. The relationship is strong as reported by the Director of Early Education. The Parent Liaison holds meetings weekly and meets with families as needed. Sign in documents are available. KinderCamp had 40 participants. Parents reported through surveys that the students not only enjoyed the program, it was good to have them meet one of the teachers and learn about the school campus. These students are not those that have had a preschool experience.



2013-14

Single Plan for Student Achievement (SPSA)

Cedar Lane Elementary 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: Jill Segner	Telephone: (530) 741-6112
Address: 841 Cedar Lane Ave.	Email Address: jsegner@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056659
☒ 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	700	716	731	711	
Growth Target	5	5	5	5	
API Growth Score	716	731	711	723	
Actual Growth	16	15	-20	12	

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	100	100		100	100		100	100		100	100	
Number At or Above Proficient	104	108		29	31		1	--		19	21	
Percent At or Above Proficient	30.2	34.8		35.4	33.3		8.3	--		23.8	30.4	
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	

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	48	48		60	57		95	106		2	2	
Percent At or Above Proficient	30.8	36.6		30.6	34.3		28.8	35.0		5.0	4.9	
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		No	Yes		--	--	

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	100	100		100	100		100	100		100	100	
Number At or Above Proficient	180	172		41	44		2	--		44	35	
Percent At or Above Proficient	52.3	55.5		50.0	47.3		16.7	--		55.0	50.7	
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	Yes		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	100		100	100		100	100		100	100	
Number At or Above Proficient	86	82		114	101		168	167		4	6	
Percent At or Above Proficient	55.1	62.6		58.2	60.8		50.9	55.1		10.0	14.6	
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	Yes		No	Yes		No	Yes		--	--	

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
2	41	42		25	26		23	14		10	18	
3	19	17		31	30		40	30		10	23	
4	29	38		25	39		30	17		16	6	
5	37	26		35	45		16	13		12	15	
6	19	42		38	26		26	21		17	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
2	*			*			55	43		359.6	326.5	
3	*	*		*	*		10	19		288.6	300.0	
4	*	*		*	*		8	23		296.0	330.7	
5	*	*		*	*		25	31		321.2	315.1	
6	*	*		*	*		8	36		309.3	329.4	

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
2	42	36		340.0	340.4		27	45		319.1	329.1	
3	18	16		316.3	302.4		28	17		315.8	289.0	
4	24	44		327.8	348.3		47	39		323.5	330.6	
5	38	10		339.0	319.5		43	29		333.4	322.1	
6	21	50		316.1	347.1		17	35		311.1	321.1	

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
2	52	37		355.5	333.1		38	42		335.5	335.1	
3	16	17		304.9	303.9		20	17		307.7	296.4	
4	18	20		320.4	324.6		26	38		315.3	336.0	
5	24	11		323.6	309.0		38	26		335.5	322.7	
6	6	19		299.5	313.8		16	42		308.7	336.0	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts 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
2	41	42		26	26		23	14		10	18	
3	19	17		31	30		40	30		10	23	
4	29	38		25	39		30	17		16	6	
5	37	26		35	45		16	13		12	15	
6	19	42		38	26		26	21		17	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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	*			*	*		25	55	43	307.3	359.6	326.5
3	*	*		*	*	*	17	10	19	287.9	288.6	300.0
4	*	*			*	*	50	8	23	345.2	298.0	330.7
5	*	*		*	*	*	14	25	31	307.7	321.2	315.1
6	*	*		*	*	*	26	8	36	329.5	309.3	329.4

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	42	36		340.0	340.4		27	45		319.1	329.1	
3	18	16		316.5	302.4		28	17		313.8	289.0	
4	24	44		327.8	343.3		47	39		323.5	330.6	
5	38	10		339.0	319.5		43	29		333.4	322.1	
6	21	50		316.1	347.1		17	35		311.1	321.1	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	52	37		355.5	333.1		38	42		335.5	335.1	
3	16	17		304.9	303.9		20	17		307.7	296.4	
4	18	20		320.4	324.6		26	38		315.3	336.0	
5	24	11		323.6	309.0		38	26		335.5	322.7	
6	6	19		299.5	313.8		16	42		308.7	336.0	

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											
	% 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
2	52	59		20	19		22	12		6	10	
3	48	53		29	21		20	20		2	6	
4	39	59		25	22		27	16		9	3	
5	60	38		21	26		16	26		2	9	
6	41	49		23	28		24	17		12	5	

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
2	*			*			64	43		365.3	340.8	
3	*	*		*	*		45	52		344.9	371.7	
4	*	*		*	*		33	62		334.7	351.7	
5	*	*		*	*		63	31		409.1	322.5	
6	*	*		*	*		67	57		364.3	368.7	

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
2	55	64		358.6	384.6		41	59		343.1	372.4	
3	55	56		372.3	357.1		44	43		341.3	314.8	
4	43	70		332.2	377.7		47	48		334.3	347.6	
5	60	45		384.9	327.4		61	21		356.9	335.4	
6	46	53		336.8	362.9		17	39		329.2	346.2	

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
2	64	58		369.4	368.6		48	59		348.4	373.8	
3	51	59		364.5	366.8		49	53		354.5	347.4	
4	45	63		337.4	358.5		37	60		329.2	362.0	
5	56	22		384.8	312.8		61	36		385.5	327.0	
6	40	35		324.2	337.3		42	50		334.9	358.8	

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

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: 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
2	52	59		20	19		22	12		6	10	
3	48	53		29	21		20	20		2	6	
4	39	59		25	22		27	16		9	3	
5	60	38		21	26		16	26		2	9	
6	41	49		23	28		24	17		12	5	

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
2	*			*			55	43		359.6	326.5	
3	*	*		*	*		10	19		288.6	300.0	
4	*	*		*	*		8	23		298.0	330.7	
5	*	*		*	*		25	31		321.2	315.1	
6	*	*		*	*		8	36		309.3	329.4	

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
2	42	36		340.0	340.4		27	45		319.1	329.1	
3	18	16		316.3	302.4		28	17		313.8	289.0	
4	24	44		327.8	343.3		47	39		323.5	330.6	
5	38	10		339.0	319.5		43	29		333.4	322.1	
6	21	50		316.1	347.1		17	35		311.1	321.1	

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
2	52	37		355.5	333.1		38	42		335.5	335.1	
3	16	17		304.9	303.9		20	17		307.7	296.4	
4	18	20		320.4	324.6		26	38		315.3	336.0	
5	24	11		323.6	309.0		38	26		335.5	322.7	
6	6	19		299.5	313.8		16	42		308.7	336.0	

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
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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						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

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						
English Learner	7						
Socio-Economically	7						

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.

Title III Accountability Data (Cedar Lane Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	228	191	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	228	191	
Number Met	109	102	
Percent Met	47.80%	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	197	75	174	51		
Number Met	27	24	28	17		
Percent Met	13.70%	32.00%	16.1	33.3		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	No	No	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	197	75	174	51		
Number Met	27	24	28	17		
Percent Met	13.70%	32.00%	16.1	33.3		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	No	No	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	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

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
	#	%	#	%	#	%	#	%	#	%	#
1			7	23	10	33	12	40	1	3	30
2	1	2	3	7	17	40	18	43	3	7	42
3	1	2	5	12	28	67	3	7	5	12	42
4	1	3	12	36	15	45	4	12	1	3	33
5			4	21	10	53	4	21	1	5	19
6	2	8	10	40	11	44	1	4	1	4	25
Total	5	3	41	21	91	48	42	22	12	6	191

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	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	49	50		55	19	
3	29	30		95	62	
4	37	28		70	58	
5	47	22		69	67	
6	54	95		50	32	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	85	60		83	71	
1	81	84		89	79	
2	47	28		59	31	
3	21	15		67	70	
4	3	10		92	64	
5	39	35		65	63	
6	38	4		63	22	

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	39	9		53	33	
3	27	37		54	52	
4	38	39		70	42	
5	12	32		54	80	
6	43	38		47	15	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	75	52		84	64	

1	58	68		86	81	
2	26	10		51	30	
3	28	29		25	38	
4	25	18		62	35	
5	16	29		31	57	
6	53	87		51	53	

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	31	7		46	42	
3	27	28		55	43	
4	23	24		70	33	
5	34	46		42	28	
6	30	39		36	12	

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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:

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 over all API by 5-10 points in all student groups.		
What data did you use to form this goal (findings from data analysis)? The measures to identify growth are overall CST scores as measured by AYP, CELDT scores, and API growth.	What did the analysis of the data reveal that led you to this goal? Last year's data revealed students did not make adequate growth with a 20 point drop in API. CLE FEPped 13 students, but we have many more students that are identified as Long Term English Learners. (LTEL) Our goal is to FEP these students next year.	
Who are the focus students and what is the expected growth? All students are the focus of growth of 5-10 points of API. CELDT growth should be 1+ year as evidenced by the results of the assessment. AYP growth should reflect moving closer to the goals set by CDE.	What data will be collected to measure student achievement? Data will include CST and CELDT Assessments. Other on-going assessments will be through STAR Reading, STAR Math and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth.	
What process will you use to monitor and evaluate the data? We will look at the results of Benchmark assessments and to watch our progress towards improvements in the CST scores. Ongoing monitoring will be through Renaissance products, STAR Reading, STAR Math, and STAR Early Literacy. We will evaluate the CST scores as well as the CELDT scores.	Actions to improve achievement to exit program improvement (if applicable). Increase student achievement on CELDT. Increase student achievement on ELA CST assessment. Increase student achievement on Math CST assessment.	

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 Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology.		Tech Support \$1,000	EIA-SCE \$1,000
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic		English Learner Conference CUE Title I Conference SCOE	EIA-LEP \$4,056 Title I 15,000

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
achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 4 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CAFE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Additionally, staff will attend Education for the Future to enable staff to develop a critical and necessary mission and vision for Cedar Lane. Out of District Training 01 3010 0 1110 1000 5220 105 4100 Substitutes for Training 01 3010 0 1110 1000 1105 105 4100 01 7090 0 1110 1000 1105 105 5298		Behavior Conference Lois Mendoza 20 day \$550/day Teacher Leader presentations Substitutes	EIA-SCE 12,000 EIA-SCE 21,551
1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Waterford is critical to student achievement and new upgrades are necessary for the program to run properly.			
1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Waterford, Accelerated Math and Reading, STAR, English and Math Facts in a Flash, United		Destiny (Library Software) 01 7090 0 1110 1000 5801 105 5298 Waterford \$1,500	EIA-SCE 510 Title I 1500

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
Streaming, Qwizdom, English in a Flash, Starfall, Early Literacy		01 3010 0 1110 1000 5801 105 4100 Qwizdom 01 3010 0 1110 1000 5801 105 4100 United Streaming 01 3010 0 1110 1000 5801 4100 Starfall 01 3010 0 1110 1000 5801 105 4100 Moby Max Accelerated Math Accelerated Reading STAR Enterprise Reading STAR Enterprise Math Math Facts in a Flash English in a Flash Early Literacy 01 7090 0 1110 1000 5801 105 5298 01 7091 0 1110 1000 5801 105 5295 Contracts for machines, Canon, Xerox, and Riso	Title I 1,200 EIA-SCE 2,000 EIA-SCE 1,600 Title I 700 EIA-SCE 7,000 EIA-LEP 206
1.5 Copiers in a Title I schoolwide 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 introduction of multiple methods to reach students. Students who are not able to grasp concepts through e 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			EIA-SCE 3,000 Title I 3,000 Other 1,000

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
supplemental materials to be copied on a daily basis.			
1.6 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, Qwizdom, GLAD Strategies, Read Naturally, Avenues, Open Court workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears. Reading intervention Books for the library will also supplement classroom learning.		Avenues Books for the Library Intervention Reading Paper, ink cartridges, pencils, markers, erasers,	EIA-LEP 5,000 EIA-SCE 5000 EIA-SCE 600 EIA-SCE 5,000 Title I 14,000
1.7 Print Shop to create learning aids to supplement classroom instruction		Print Orders, paper, etc.	EIA-SCE 1000
1.8 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as Waterford, AR, AM, MFiaF, Starfall, EiaF. Materials for supplemental projects.		Paper, markers, crayons, pens, pencils,	Title I 6000 Other 2000
1.9 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.			Title I 28,000
1.10 Books in sets to enable small groups the ability to participate in reading at their level. Testing incentives, plaques, awards, paper certificates, ribbons, notebooks, pencils that meet the state and federal requirements for the educational objective guidelines.		Leveled book sets	Title I 5,000

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
Students that meet proficient or advanced or Redesignated.		Medals, pencils, ribbons,	Title I 1,000

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)			
Supplemental Personnel to provide academic interventions through small groups, behavior modification, student referrals, attendance monitoring which will result in student achievement.			
What data did you use to form this goal (findings from data analysis)? Attendance data Student Referrals Para-educator to provide early intervention	What did the analysis of the data reveal that led you to this goal? The subgroup of caucasian students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline. Student class sizes have increased due to loss of QEIA funding. Extra help to provide services to students during workshop times.		
Who are the focus students and what is the expected growth? Attendance data reveals the subgroup Caucasian students lack positive attendance. Students with behavior issues will be referred to Community Resources. Primary students will be targeted.	What data will be collected to measure student achievement? Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments		
What process will you use to monitor and evaluate the data? Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.	Actions to improve achievement to exit program improvement (if applicable). Increased student attendance increases student achievement. Decreasing student disruption will keep students in class and increase student achievement. Ongoing monitoring assessments		
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 Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social		20% FTE plus benefits	EIA-SCE 25,000

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
services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process. 01 7090 0 1110 3110 1304 105 5298			
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction. 01 7091 0 1110 1000 2101 105 5295		Primary Language ParaEducator	EIA-LEP 35,000
2.3 Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read. 01 3010 0 000 2420 105 4100		Literacy Resource Technician	Title I 15,000
2.4 Student Support Person to monitor attendance issues, create incentives for students to come to school, positive awards. Provide activities at lunch time, behavior assemblies, 3.5 hours			Title I 15,000
2.5 After School Activity Provider Cedar Lane Elementary School will collaborate with the After School Education and Safety (ASES) program to target at-risk students and improve academic achievement. School Improvement funding will allow the program to increase the number of students served, and include a highly qualified, certificated			EIA-SCE 15,000

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
teacher. The certificated teacher will work with students and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student achievement.			

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)			
Parental involvement is critical for Cedar Lane. From ELAC to PTO, Cedar Lane values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. Parents are encouraged to give input in the development and evaluation of the Site Plan.			
What data did you use to form this goal (findings from data analysis)? We used the call logs from School Messenger in order to evaluate the usefulness of the caller.	What did the analysis of the data reveal that led you to this goal? We had 90% of calls go through.		
Who are the focus students and what is the expected growth? All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.	What data will be collected to measure student achievement? As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.		
What process will you use to monitor and evaluate the data? Parent sign in at monthly meetings, attendance records.	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 Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.		School Messenger	T1-PI 500
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Paper for notices for EL parents with regards to events, meetings, activities, and learning opportunities offered at the school.		Paper, Ink,	T1-PI 700
3.3 Provide snacks for monthly parent meetings. We have coffee, water, and a light snack. There is often over 60 adults in attendance.		Light snacks, juice, coffee, water	T1-PI 881

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 Preschool Transition Plan A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kindergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher, Child Development Director, and school site principal. KinderCamp provides an additional approach to develop and maintain strong linkages between home, school, and the community. KinderCamp is four-week program that targets students who are transitioning from preschool to kindergarten. KinderCamp is taught by a kindergarten teacher and a preschool teacher. The program focuses on developing school readiness skills: cognitive, social/emotional, and physical.			

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	60,261	EIA-SCE	40,000	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	9,262	EIA-LEP	35,000	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	75,400	Title I	30,000	Title I	0
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	2,081
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	3,000	Other	0	Other	0
Total	147,923	Total	105,000	Total	2,081

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$100,261
EIA-SCE Carryover	0
EIA-LEP	\$49,262
EIA-LEP Carryover	0
Title I	\$106,814
Title I Carryover	0
Title I Parent Involvement	\$2,081
Title I Parent Involvement	0
Other	0
Total	257,918

Total Expenditures	
EIA-SCE	100,261
EIA-SCE Carryover	0
EIA-LEP	44,262
EIA-LEP Carryover	0
Title I	105,400
Title I Carryover	0
Title I Parent Involvement	2,081
Title I Parent Involvement	0
Other	3,000
Total	255,004

Balance	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	5,000
EIA-LEP Carryover	0
Title I	914
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Total	5,914

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: \$3,561

Estimated Cost from EIA/LEP: \$1,560

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.	\$100,261
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.	\$49,262
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	5,121
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$154,644

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	\$106,314
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.	\$2,081
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	\$108,395

Total amount of state and federal categorical funds allocated to this school	\$263,039
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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
Jill Segner	1			
Margaret Neiber		1		
Monica Reyna		1		
Chris Clinkenbeard			1	
Maria Soto		1		
Rosanne Morales				1
Alicia Gonzales				1
Dulce Avelar				1
Maria Gomez				1
Marie Fernandez				1
Numbers of members of each category	1	3	1	5

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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**):

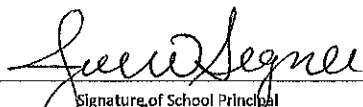
- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

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:

Jill Segner

Typed Name of School Principal



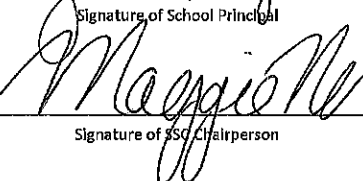
Signature of School Principal

5/20/13

Date

Maggie Neiber

Typed Name of SSC Chairperson



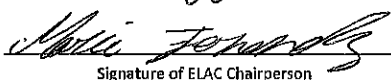
Signature of SSC Chairperson

5/20/13

Date

Marie Fernandes

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5/20/13

Date

Cedar Lane Elementary School School-Level Parental Involvement Policy

Cedar Lane Elementary School has developed a written Title I parent involvement policy with input from Title I parents. We consulted Site Council, English Language Advisory Council, and informal parent meetings. The policy was distributed to parents of Title I students. This policy is distributed yearly in the first week of school and upon registration after that. 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 Cedar Lane Elementary 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. Cedar Lane has an annual "Title I Meeting", where all parents are invited to participate and learn about the rights and responsibilities of all parties involved.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Site Council takes place after school to accommodate staff and daycare is provided. ELAC is organized during the morning and daycare is provided. The principal meets with parents monthly in an organized parent meeting and informally with parents in a knitting, loom, and crochet group.
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.
 - At the conclusion of each year, staff provides data results of improvement strategies that have been implemented.
 - Site Council, ELAC, and staff review data.
 - A Site Plan evaluation is completed
 - From the evaluation results, a plan is developed for the following school year.
4. The school provides parents of Title I students with timely information about Title I programs.
5. Notices for information on Title I program are distributed hard copy and by School Messenger.
6. 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.
 - During the Title I meeting, the Principal shows curriculum used at the school, the assessments used and the proficiency levels students are expected to meet.
7. 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.
 - Cedar Lane Elementary School holds Student Study Teams with parents and necessary staff in order to help students become successful in school.
 - Teachers meet with parents at a minimum of two times a year for parent teacher conferences
 - The Principal and Student Services Coordinator have an open door policy to assist parents in communicating the needs of their student

School-Parent Compact

Cedar Lane Elementary 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.

Administration meets with parents monthly to gain ideas, concerns, and suggestions. Additionally, Administration holds monthly Site Council Meetings, English Language Advisory Committee Meetings, and meets with parents in an informal setting. The result of these meetings is a Compact that Staff and Families feel will best serve their children.

Building Capacity for Involvement

Cedar Lane Elementary 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.
 - Parent meetings are held with these topics.
 - Suggestions are made to assist parents with how to help their children
 - Easy to Understand explanations of California State Common Core Standards are provided
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - During SST meetings
 - During Parent Conferences
 - Implementation of Parent Institute for Quality Education
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.
 - During Staff meetings, discussions are held about how to assist parents in becoming equal partners
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.
 - Cedar Lane has a Family Resource Center on Campus administered by Harmony Health. This is a collaborative effort
 - A Liaison to the Preschool facilitates meetings for parents to instruct them on how to become partners with the school. Many of these parents continue to attend the meetings although their students have left the preschool program. These parents are active on ELAC and Site Council because they know they make a difference.

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.
 - Documents sent home are in three languages, English, Spanish and Hmong
 - The School Messenger Calling system is recorded in three languages.
 - Translators attend every parent meeting
 - We use high school students to translate for Parent-Teacher Conferences.
6. The school provides support for parental involvement activities requested by Title I parents.
 - Parents have asked, organized and received extra-curricular activities.
 - They have asked for and will receive more Yard Supervisors next year as funding allows

Accessibility

Cedar Lane Elementary 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.

- School Messenger in appropriate languages
- Notes home in three languages
- Translators for parent conferences
- Translators to communicate needs of the parent.
- All documents needed to complete in three languages

Cedar Lane Elementary School Family-School Compact

The Cedar Lane Elementary 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.

Cedar Lane Elementary 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.

Administrator 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: Cordua Elementary School

Principal: Lisa Goodman

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 6/10/13.

Principal's Signature: Lisa Goodman

SSC Chair Signature: [Signature]

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not 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 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students develop research skills, introducing students to a variety of literature genres, supporting the ELA content standards, monitoring students' progress on Accelerated Reader, and providing technology support.	Every student visited the library on a weekly basis and checked out books within their individualized reading range. Of the 65 first - sixth grade students who participated in the Accelerated Reader program, 24 of the students are reading at or above grade level according to the STAR Reading formative assessment, but 61 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered. This date varied from April to June depending on the teacher. For the first/second grade class, the average grade equivalency score from the end of August to the beginning of June increased by .7 grade levels with an average GE of 2.3, for the 3rd/4th grade the GE increased by 0.6 grade levels from August to April with the average GE being 3.0, and for the 4th, 5th, 6th grade classroom the change from August to May was 1.3 with an average GE of 5.2. While only 37 % of our students are reading at or above grade level based on this assessment, 94% demonstrated reading growth. It is believed that the part-time Literacy Resource Technician and the checking out of library books on a weekly basis contributed to this reading growth.
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards and reinforce academic language.	Three teachers (grades 2, 3, 4, and 5) provided before school and after school tutoring two hours per week for 8 weeks to small groups of students (approximately 8 students) who were working below grade level in reading and in math. District benchmarks were used to monitor progress for these students, which did not provide adequate information regarding student growth since standards measured were not consistent. After reflecting on this, it was determined that next year if tutoring was provided for intervention, teacher-created pre and post would be administered to measure student growth. Of the 24 students who participated in tutoring, 20 students increased in reading fluency according to the district benchmark assessment. In 2nd grade, 8 out of the 10 students increased their overall performance in ELA with 4 of them moving into a higher proficiency band. In Math, 8 of them demonstrated growth in overall performance with 6 of them moving into higher proficiency bands. In 3rd grade, 2 of the 4 students increased in overall proficiency for ELA. Even though they did not move to higher proficiency bands, the number of correct responses increased. In Math, 2 of the 4 increased in overall proficiency. In 4th grade, 2 out of 6 students increased in overall performance for ELA. In Math, 2 out of 6 demonstrated an increase in the same proficiency band. In 5th grade, 3 out of 6 students demonstrated progress in ELA with one moving to a higher proficiency level. According to the benchmark assessments, there was not overall growth in Math. As mentioned above, the benchmarks were not effective for demonstrating growth over time since the standards were not consistent from benchmark to benchmark.

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.
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support technology based learning and enhance active student engagement. This also includes continuing the supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency.	In addition to the evaluation for Action 1.1, which is directly aligned with Action 1.3, our students utilized the Accelerated Reader program and the Waterford program on a daily basis. Accelerated Reader points ranged from 0.4 to 526.2. This year, we had a total of 51 students attend the Accelerated Reader field trip for reaching their goal and 28 students who went above and beyond the reading expectation. These numbers were higher than previous years. The Smartboard, the ELMO, and classroom computers were used on a regular basis as instructional strategies and as tools to enhance student engagement. There is not specific data to isolate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. Technology is believed to be one of the reasons for this school's success. Our students participated in the Smarter Balanced Assessment scientific study. While this was challenging for our students due to the critical thinking and technology skills that are required, the technology components were much easier for our students because of the classroom experiences they have had involving computers and the interactive Smartboard applications.
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and content standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	Supplementary instructional materials were used to support the core curriculum and fill in the achievement gaps for students through whole class, small group and individualized settings. While it is difficult to show student progress over time through the benchmark assessments due to the inconsistency of standards addressed in each benchmark, formative assessments designed by teachers were used to document this growth over time. These assessments show that students are making progress toward the content standards and it is expected that our CST and CMA results will reflect this growth.
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the content standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.	Supplementary materials were used to fill in the language gaps and support the ELD standards for our English Learners. We currently have 8 students who are considered to be ELs and are provided additional language instruction in the classroom and through after school tutoring. This year, one of the students was redesignated as FEP.
1.6 Continue maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Supplementary instructional materials created by teachers were used to support the core curriculum and fill in the achievement gaps for students through whole class, small group and individualized settings. While it is difficult to show student progress over time through the benchmark assessments due to the inconsistency of standards addressed in each benchmark, formative assessments designed by teachers were used to document this growth over time. These assessments show that students are making progress toward the content standards and it is expected that our CST and CMA results will reflect this growth.
1.7 Provide highly engaging books and resources to supplement the Library. This will motivate students to read and as a result, improve ELA skills.	Categorical funding was not used to support this goal.
1.8 Provide testing supplies to enhance motivation and academic achievement from MJUSD's nutritional services department and the district warehouse.	Categorical funding was not used to support this goal.
1.9 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not 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.
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Improved parent communication was a school-wide goal. Notes were sent home on a regular basis, parent conferences were held at least twice during the school year, 28 phone messages were sent through the school messenger system, emails, and many face-to-face connections were made on a daily basis. These strategies helped to keep the school community informed.
2.2 Provide communication with parents regarding grade level standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordua School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with those used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	Categorical funding was not used to support this goal.
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	Awards assemblies were held each month to recognize students for their academic and behavioral accomplishments. These assemblies were very well-attended by parents and grandparents of the students receiving awards. Many awards were given to acknowledge our students and every student was recognized a number of times throughout the year. We believe that celebrating student success motivates our students to continue to work hard and honors the effort and shared responsibility of the entire learning community.
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	There were 16 parent volunteers that assisted in the classroom on a regular basis and/or attended field trips throughout the year. Many of these parents were actively involved in the Parent Teacher Organization and Site Council. One parent needed financial support to pay for the fingerprinting fees and the TB test required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers.
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.

GOAL #3

Professional Learning Communities:

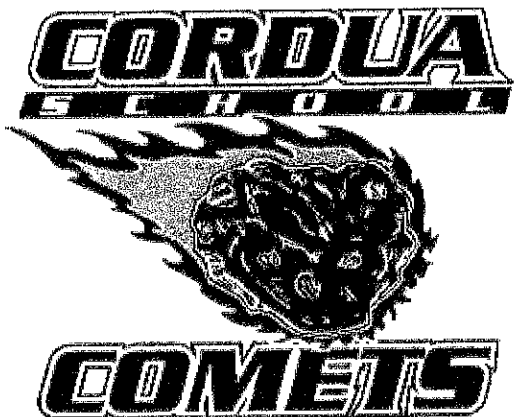
Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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	Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace curriculum, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies, analyze assessment results, and set goals for all students' academic achievement.	Categorical funding was not used to support this goal.
3.2	Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies to positively impact student achievement.	Categorical funding was not used to support this goal.



2013-14

Single Plan for Student Achievement (SPSA)

Cordua Elementary 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: Lisa Goodman	Telephone: (530) 741-6115
Address: 2830 Highway 20	Email Address: lgoodman@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056667
☒ Initial Plan Approval: 6/10/13	
☐ 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	821	831	824	839	
Growth Target	A	A	A	A	
API Growth Score	831	824	839	841	
Actual Growth	10	-7	15	2	

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

Cordua School's API Growth Score increased by 2 points during the 2011-12 school year. Even though our score is above 800, we would like to continue to make growth based on the Academic Performance Index.

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	98		100	97		--	--		100	100	
Number At or Above Proficient	39	27		33	17		--	--		--	--	
Percent At or Above Proficient	66.1	67.5		71.7	63.0		--	--		--	--	
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	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	96		--	75	
Number At or Above Proficient	5	--		9	9		14	13		--	--	
Percent At or Above Proficient	41.7	--		69.2	81.8		63.6	68.4		--	--	
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	--	--		--	--		--	--		--	--	

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

All Cordua School students and subgroups met the AYP criteria for ELA.

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	
Number At or Above Proficient	41	28		36	22		--	--		--	--	
Percent At or Above Proficient	69.5	70.0		78.3	81.5		--	--		--	--	
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	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	
Number At or Above Proficient	4	--		9	8		12	9		--	--	
Percent At or Above Proficient	33.3	--		69.2	72.7		54.5	47.4		--	--	
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	--	--		--	--		--	--		--	--	

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

All Cordua School students and subgroups met the AYP criteria for Math.

**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
2	76	42		10	33		0	8		14	17	
3	67	65		25	24		8	0		0	12	
4	63	*		19	*		13	*		6	*	
5	50	*		33	*		8	*		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
2	*	*		*	*		74	*		351.8	*	
3	*	*		*	*		*	58		*	347.8	
4	*	*		*	*		62	*		367.5	*	
5	*	*		*	*		*	*		*	*	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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

42% of our 2nd grade students and 65% of our 3rd grade students are at or above the proficient level in ELA based on the 2011-12 CST scores. Due to the small number of students in the 4th and 5th grades, scores are not available, even though these scores contributed positively to our overall API score.

**California Standards Test (CST)
Mathematics**

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
2	76	50		19	25		5	25		0	0	
3	75	67		17	28		8	6		0	0	
4	75	*		6	*		13	*		6	*	
5	42	*		33	*		17	*		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
2	*	*		*	*		79	*		396.6	*	
3	*	*		*	*		*	75		*	428.9	
4	*	*		*	*		85	*		394.9	*	
5	*	*		*	*		*	*		*	*	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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

50% of our 2nd grade students and 67% of our 3rd grade students are at or above the proficient level in Math based on the 2011-12 CST scores. 4th and 5th grade scores are not available due to the small number of students enrolled. Cordua students are performing slightly higher in Math than in ELA according to the CST scores.

Title III Accountability Data (Cordua Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	13	10	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	13	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	11	4	10	2		
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:

There is not enough information from this data to make accurate conclusions.

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	11	4	10	2		
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:

See summary below.

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			*****	***			*****	***			*****
2	*****	***					*****	***			*****
3					*****	***					*****
4	*****	***									*****
5	*****	***	*****	***							*****
Total	3	30	3	30	2	20	2	20			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):

Cordua School's English Learners fall into the advanced, early advanced, intermediate and early intermediate levels. There are currently 10 English Learners at the school site. Through extra support in the classroom and after school tutoring from teachers with the grade level content standards and the ELD standards, it is expected that all 6 of the students will either be redesignated to FEP (the 3 advanced students) or move into the next performance level (the early advanced, intermediate, and early intermediate students.)

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	73	60		45	60	
3	36	27		71	80	
4	40	80		55	75	
5	33	33		83	64	

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

For 2nd grade, the percent of students at or above proficient in ELA has decreased this year compared to last year, but has increased in Math. For 3rd grade, similar results were found. For 4th grade, the percent of students at or above proficient in ELA and Math has increased compared to last year. For 5th grade, the percent of students at or above proficient in ELA was the same as last year and Math decreased compared to last year. This is the first year that Cordua School has had 6th grade. Therefore, there is no comparison data. It is not valid to compare data like this since the groups of students are not the same from year to year. Even if you compare the group from one grade level to the next, it is still not valid since the benchmark is not the same. Our school's overall math scores tend to be higher than our ELA scores, which is consistent with the data from the CST scores.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	71	93		82	93	
1	95	94		91	81	
2	36	64		73	64	
3	69	22		75	80	
5	43	22		83	56	

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

Cordua School's primary grades have a greater number of students who are at or above the proficient level. Overall, our students are performing better in Math, which has consistently been the case.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	30	38		40	54	
3	53	56		57	44	
4	50	65		40	38	
5	57	44		71	64	

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

The 18 week scores are all over the place. Therefore, it is difficult to make any generalizations or see specific trends.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	85	92		85	85	

1	64	62		90	93	
2	36	25		50	43	
3	29	33		46	55	
4	27	24		36	46	
5	14	10		86	40	

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

Primary grade scores continue to be higher than the other grades with the 24 week benchmark.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	42	38		40	77	
3	53	14		76	50	
4	60	18		50	31	
5	38	50		29	30	

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

Overall, math scores tend to be higher than ELA, with exception to 5th grade. This has been an ongoing trend.

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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

The 36 week benchmark scores have not been added at this point in the year.

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:

4th grade writing scores have improved compared to last year's scores. This is not necessarily valid information since these scores do not reflect the same group of students.

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) Improving Student Performance in English Language Arts and Math: All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	
What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? - Academic conferences between teachers and the principal - PLC collaboration time - Edusoft spreadsheets to analyze data - Academic and goal setting conferences between students and the principal - Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.		Literacy Resource Technician	Title I 6100.00
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.		Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the		Computers, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation	EIA-SCE 6810.00 EIA-LEP 2559.00 Title I 2461.00

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
supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.		Accelerated Reader contract Waterford contract	Title I 1600.00 Title I 650.00
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.		Supplementary instructional materials	
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the Common Core State Standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.		Supplementary instructional materials for English Learners Release time and additional hours for the EL Facilitator - See action	
1.6 Continue maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the		Partial costs for maintenance contracts and related costs for 2 copy machines and paper	EIA-SCE 400.00 EIA-LEP 300.00

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
pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.			Title I 300.00
1.7 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.		Books, resource videos, and library supplies	
1.8 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.		Release time for teachers, including substitute costs if needed	

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) Shared Responsibility Through School Community Involvement: Establish a positive school climate built on shared responsibility for student learning through student, parent, and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.	Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks/ program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will inspire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.		School Messenger contract Paper and copying costs	T1-PI 100.00
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.		Paper and copying costs	
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordua School's strengths and accomplishments.		Refreshments, advertising, paper, and copying costs	
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger		Facilitators for parent workshops and curriculum nights	

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
home/school connection. Workshops will also be translated into primary languages, if needed.		Translators, if necessary	
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.		Certificates including paper and ink cartridges, pins, medals, and trophies	EJA-SCE 800.00
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.		Fingerprinting fees	T1-PI 118.00
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.		Refreshments, paper, Leadership Team costs, and copying costs	
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff,		Supplemental materials and supplies for the enrichment program	

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
students, parents and community member will take an active and participatory role in this project.		Garden supplies and materials	

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) Professional Learning Communities: Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks/program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K – 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K – 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.

What process will you use to monitor and evaluate the data? - Academic conferences between teachers and the principal - PLC collaboration time - Edusoft spreadsheets to analyze data - Academic and goal setting conferences between students and the principal - Analyzing growth over time through improved practices and student learning - Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement. Evaluation of activities to determine if successful in closing the achievement gap		Teacher release time to collaborate for the purpose of improving student achievement.	
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.		Expenditures for outside consultants, conferences, and materials for staff development	

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	7,210	EIA-SCE	800	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	2,859	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	11,111	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	218	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	21,180	Total	1,018	Total	0

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$8,010
EIA-SCE Carryover	0
EIA-LEP	\$2,859
EIA-LEP Carryover	0
Title I	\$11,111
Title I Carryover	0
Title I Parent Involvement	\$218
Title I Parent Involvement	0
Other	0
Total	22,198

Total Expenditures	
EIA-SCE	8,010
EIA-SCE Carryover	0
EIA-LEP	2,859
EIA-LEP Carryover	0
Title I	11,111
Title I Carryover	0
Title I Parent Involvement	218
Title I Parent Involvement	0
Other	0
Total	22,198

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	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: \$285

Estimated Cost from EIA/LEP: \$91

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.	\$8,010
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.	\$2,859
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	376
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$11,245

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	\$11,111
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.	\$218
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	\$11,329

Total amount of state and federal categorical funds allocated to this school	\$22,574
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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
Lisa Goodman	1			
Edna Alexander			1	
Heather Taylor		1		
Eliza Pires		1		
Michael O'Brien		1		
Wesley Finley				1
Krystle Hollandsworth				1
John Baadsgaard				1
Gabrielle Stadem				1
Perla Toche				1
Numbers of members of each category	1	3	1	5

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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):
Cordua School Parent Teacher Organization

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: 6/10/13

Attested:

Lisa Goodman

Typed Name of School Principal

Lisa Goodman 6/10/13

Signature of School Principal

Date

John Baadsgaard

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

Date

6/10/13

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



Cordua Elementary School School-Level Parental Involvement Policy 2013-14

Cordua Elementary School has developed a written Title I parent involvement policy with input from Title I parents. This was accomplished through our Site Council and Parent Teacher Organization meetings consisting of representatives from each group. The policy was distributed to parents of Title I students and can be accessed through a link 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 Cordua 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 rights of parents to be involved in the Title I program. This occurs at our Site Council, Parent Teacher Organization, and Back-to-School Night meetings.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Our Parent Teacher Organization meets monthly and the Site Council at least 6 times per year. The dates and times vary to accommodate parents' schedules.
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. This is an ongoing process shared by the Site Council and the Parent Teacher Organization. As part of our continuous improvement process, we consistently monitor how Title I funding is spent and the impact on student achievement.
4. The school provides parents of Title I students with timely information about Title I programs. Information about Title I programs is shared with parents in many different ways. These include Parent Teacher Organization monthly meetings, Site Council meetings, the beginning of the year Back-to-School Night, website information, monthly parent newsletters and notes home, and through the School Messenger phone system.
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. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTO and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress.

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 know that they may request a parent teacher conference at any time to discuss concerns related to their child's education. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. A formal process called a Student Study Team meeting is another way that parents are able to work with a team of teachers to brainstorm and create an action plan to help students be more successful.

School-Parent Compact

Cordua Elementary 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.

Through meetings of our Parent Teacher Organization group and School Site Council, which all parents are invited to and encouraged to attend, the participants discussed and created a School-Parent Compact representative of our students' needs.

Building Capacity for Involvement

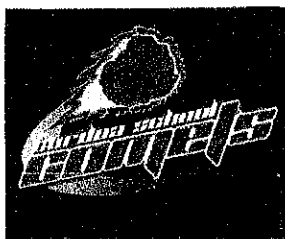
Cordua Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTO and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. Parent trainings and curriculum nights are also offered to build a stronger home/school connection.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parent trainings including Love and Logic and curriculum nights are offered in the evenings to support parents and present ways to help to home. Teachers also provide critical information about how to improve academics through homework packets, during parent conferences, and Back-to-School Night. Ideas are also shared during Parent Advisory Council meetings, through newsletters and the school website.

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 are seen as true partners in education as evidenced by the number of volunteers. Parents and teachers work together through shared responsibility to positively impact student achievement. Ideas are shared during parent conferences, Back-to-School Night and Open House, PTO and Site Council meetings, Parent Advisory Council meetings, school-related activities, and during staff meetings.
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. Information about community programs and resources is sent home on a regular basis and through the School Messenger phone system. Community agencies work hand in hand with the PTO and parent volunteers and come to school often to share information about the resources that are available. This typically occurs when there are large gatherings of parents such as Back-to-School Night, Open House, and PTO-sponsored activities. Community agencies are also invited to attend PTO and Site Council meetings, as well as Student Study Team meetings.
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. Information is sent home to parents in English and through School Messenger phone calls. The School Messenger phone system is also capable of sending messages in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Organization, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. When needed, translators are provided to make sure that all parents have equal opportunity and accessibility.
6. The school provides support for parental involvement activities requested by Title I parents. The Parent Teacher Organization is committed to providing parent involvement activities throughout the year. The teachers, being members of this group, work collaboratively with the PTO to provide ongoing support so that all parents can be involved at some level.

Accessibility

Cordua Elementary 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. Information is sent home to parents in English and through the School Messenger phone system. School Messenger also has the capability of sending information in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Association, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. Translators are provided, if there is a need to make sure that all parents have equal opportunity and accessibility.



Marysville Joint Unified School District

Cordua Elementary School

Lisa Goodman, Principal

2830 Highway 20, Marysville, CA 95901

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.

Cordua Elementary School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards and the Common Core State 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 annual parent-teacher conferences. 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, if possible.
- 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, 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.
- 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: Covillaud Elementary School

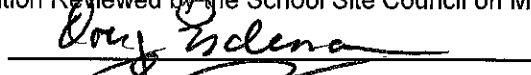
Principal: Doug Escherman

School Site Council Certification

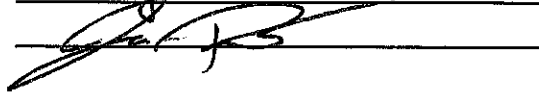
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on May 16, 2013.

Principal's Signature:



SSC Chair Signature:



GOAL #1

The purpose is to maintain, support, and provide students with technology, supplies, equipment, and staffing support to enhance student success.

What data did you use to form this goal (findings from data analysis)? Data was used from MUUSD Benchmark Assessments and California State Testing (CST).	What did the analysis of the data reveal that led you to this goal? The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.
Who are the focus students and what is the expected growth? The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the California Academic Performance Index (API).	What data will be collected to measure student achievement? The MUUSD embedded benchmarks, CELDT scores, CST scores, California State Teaching and Content standards, and teacher observations
What process will you use to monitor and evaluate the data? MUUSD Benchmark assessments that are done every six weeks for grades two through five and every twelve weeks for Kindergarten and first grade will be used to monitor through out the school year. CST yearly assessments, teacher observation, and CELDT scores will also be examined and used to evaluate each students.	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 Every Kindergarten through Second Grade students use the Waterford Lab to enhance reading and language skills. The students are pulled out of their class and sent to work at the lab on skills leveled to their learning needs for twenty to thirty minutes four days a week. Every student, Kindergarten through fifth grade, has access to Accelerated Reader. This program helps enhance student reading out of the classroom as well as within the classroom. It provides intervention in reading comprehension for students. The students are able to check out library books at their reading level. Computers, technology software, batteries, hardware and related equipment which provides and improves academic standards as well as supports direct instruction to students as well as improve technology skills for students and equipment necessary to implement common core standards.	\$1,279.77 for Waterford license renewal which allows every Kindergarten through Second Grade students to work at the lab on skills leveled to their learning needs four days a week. \$293 was funded for additional headsets for the students. Six new computers were installed to replace old computers that could not be repaired. There is a three percent increase in Kinder through Second Grade 30 week Language Arts Benchmark assessment from 2011-2012 to 2012-2013. Through Accelerated Reader, the system was upgraded to include the program, Destiny, which cost the school an additional \$2000. We also upgraded the system for both STAR and AR testing. Student have access to thousands of library books and their comprehension tests. \$4,367.26 was spent to make these changes. Thirty Week Assessments in Language Arts for Third through Fifth Grades have increased in proficiency a total of eleven percent.
1.2 This PE release time allows for small group and intervention time for classroom teachers for students below grade level. The required minutes for physical education is not part of the intervention program. Each grade level has fifty five minutes of intervention during the school day one day a week.	\$4,585 was spent on wages for students and teachers to do small group and intervention time for classroom teachers one hour a week during the school day. 30 week Language Arts assessment proficiency which is now 61 percent schoolwide, went up seven percent. In Mathematics, the school wide proficiency was at 77 percent which increase by four percent from 2011-2012.
1.3 Parent, student, and teacher back to school conferences to improve relationships and commitment from parents plus having the parents and students agree and sign the Title I Parent Compact. It is also a reflective time with the parents looking and last year's assessment and setting goals for the current school year	Over 99 percent of the parent compacts were completed this year by teacher, parent, and student. In 2013-2014, the Title I Parent Compact will be completed by all stakeholders and an additional compact involving attendance will be added to the 2013-2014 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
1.4	Create and enhance a Kindergarten through Fifth Grade Library for students to promote reading, have direct contact with students building and reading fluency by reading to students and listening to students read. Assists students and teachers with classroom research projects. Support reading by supporting and maintaining the Accelerated Reader program.	\$31,982 funds were used for wages to have the library opened before, during, and after school for student use. Students and parents have access to the library throughout the day. AR points are tracked and prizes for incentives are given to students by our two librarians. The library is used to enhance the joy of literature and create a desire to read. There is a three percent increase in Kinder through Second Grade 30 week Language Arts Benchmark assessment from 2011-2012 to 2012-2013. Thirty Week Assessments in Language Arts for Third through Fifth Grades have increased in proficiency a total of eleven percent.
1.5	The school has need to enhance and increase the number of Kindergarten and first grade library books to increase student reading. The school has need to build on the success of reading by adding higher level books to the student reading selection. The school needs to identify which level each book is at so students are reading at the appropriate reading level. The students are showing growth through the use of the Accelerated Reader program where each student can read at their reading level. Teachers are able to assess STAR reading assessment plus provide appropriate grade level comprehensive tests through Accelerated Reader.	\$2,363 was used just to maintain the books in our library. Over \$4,000 was given by the school's PT/CO (Parent Teacher Community Organization) to purchase books and supplies for the library through the Scholastic Book Fair. There is a three percent increase in Kinder through Second Grade 30 week Language Arts Benchmark assessment from 2011-2012 to 2012-2013. Thirty Week Assessments in Language Arts for Third through Fifth Grades have increased in proficiency a total of eleven percent. 73,685,328 words read through 5/14/13 by the students.
1.6	Small group direct learning opportunities and teacher support for all English Language classrooms. Provide direct service to all English Language students by working in small group or one on one. Para Educator will pull students when assessment shows need for tutoring. The school provides materials and supplies and other interventions for English Language students to raise academics	\$44,652 was used in wages to increase the proficiency of our English Learners. 58.8 % of our EL students were proficient in Language Arts in 2012 compared to 39.75 in 2010-2011. An emphasis has been placed on individual tutoring by our para educator to increase proficiency in Language Arts.
1.7	Teacher classroom supplies to aid students in mastering concepts by providing additional resources. Material and supplies will be used enhance core curriculum, student portfolios, materials and supplies that compliment and support direct instruction to students.	Quick word handbooks for 3rd grade were purchased to help teach writing to all students \$155.47. Epson Lamp replacements funds were \$1,077.43 for Smartboards. 30 week Language Arts assessment proficiency which is now 61 percent schoolwide. went up seven percent. In Mathematics, the school wide proficiency was at 77 percent which increase by four percent from 2011-2012.
1.8	Supplement and support regular school program to students by providing intervention in all core subjects before and/or after school.	\$62,015 in wages was used to supplement and support school programs by providing tutoring and intervention in all core subjects before and/or after school. 30 week Language Arts assessment proficiency which is now 61 percent schoolwide. went up seven percent. In Mathematics, the school wide proficiency was at 77 percent which increase by four percent from 2011-2012.
1.9	Technology leads will assist students and teachers in Waterford Accelerated Reader, and Smartboards. The technology leads will enhance learning through improved integration of technology. The primary focus of the technology lead is to enrich and support teaching and learning while strengthening the technology skills of students first, than teachers and staff who in turn will assist students.	\$4750 in wages was used to enhance learning through improved integration of technology. With the new standards in common core, the lead technology individual will assist in identification of changed core standards and how to implement new standards. Students will be directed on how to use electronic devices in the classroom in all core subjects as well as the staff, with an emphasis on writing in Language Arts. 30 week Language Arts assessment proficiency which is now 61 percent schoolwide. went up seven percent.

GOAL #2

All students will be in a learning environment that is safe, including bullying, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement through assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve discipline as well as attendance, and learning problems.

What data did you use to form this goal (findings from data analysis)? Student attendance reports, California crime reports, suspension rates, Choices attendance, and disciplinary referral reports.	What did the analysis of the data reveal that led you to this goal? Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 102 to 22 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance by students and less than twenty days of suspensions for the school year.	What data will be collected to measure student achievement? Disciplinary reports in regards to days of suspension, number of students attending Choices, attendance percentages, referrals to SARB, and California state crime reporting percentages.
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students sent to Choices or suspended from school.	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.
2.1 Auxillary services for students and parents. The school is continually updating and revising our parent-student handbook/calendar, and other student related materials that these products reflect the high quality of standards that define the educational journey of our students. The school sends out weekly communication to all parent about the events at the school which enhances parent involvement at the school site	The school distributes a calendar with every significant event throughout the school year. The calendar also includes a parent handbook on the rules and regulations which reflect the high quality of standards that define the educational journey of our students. \$632 was used to fund these informational booklets to all parents. The school also provides weekly communication through The Scoop and monthly communication through the Cougar Prints. \$192 was used to partially fund the weekly and monthly communication. Over 700 parents and relatives attended our Christmas Stroll largely due to our calendars and weekly communication.
2.2 The school uses school messenger to insure communication with all parents of events, programs, that promotes parent involvement.	In 2011, 328 Grandparents came to Grandparents Day. In 2012, 362 came to Grandparents Day. In 2008, before school messenger, 180 parent came to Parents Day. 346 came in 2012 when we had school messenger. 534 parents and relatives came to Open House on March 21, 2013 with the assistance of school messenger. \$500 was used to fund school messenger.

GOAL #3

Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all students. The student support coordinator, PASS officer, will act as a liaison between school personnel and referral sources to help provide on-site and in-home support to families and is available for nonstructural appointments determined by family need. The student support coordinator and PASS officer will help provide friendly stability and guidance to help the youth and their families focus their lives in a positive direction. The student support coordinator and PASS officer will support, council, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.

What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged students including homeless. The percent of students on free and reduced lunch.	What did the analysis of the data reveal that led you to this goal? The high percentage of economically disadvantaged students at the school.
Who are the focus students and what is the expected growth? The focus students are the economically disadvantaged students. The expected growth is a five percent increase in attendance of said group plus an increase percentage of ten percents of those parents involved at the school site.	What data will be collected to measure student achievement? Parent conference attendance, community parent numbers and attendance at all school related activities. Student attendance.
What process will you use to monitor and evaluate the data? The school will keep track of our major parent events and record number of parents in attendance compared to previous year.	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 PASS Program offers services to students and their families one day per week. The PASS officer will work with students with behavioral problems, support and counsel families as well as coordinate staff referrals for high risk students	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. Funding for our PASS Officers is \$5,000. The PASS officers works with students with behavioral issues as well as helps in the social events that have built up the number of parent and community volunteers at the school. Over 260 needy students were given a Christmas Party through the efforts of our PASS officer. Over 100 community and school volunteers were invited and attended a Volunteer Luncheon again through our PASS officer's efforts. In 2011-2012, 246 students attended our Choices behavioral intervention program. In 2012-2013, 96 have been assigned Choices.
3.2 Maintenance contract for the school copiers so teachers and staff can photocopy school homework packets, home communication, as well as curriculum such as board math, language loops, and board language, and the Mary Covillaud Daily Comprehensive Key which will support and enhance the core curriculum	\$4633 was funded for the school copiers so teachers and staff can photocopy school homework packets, home communication, as well as curriculum such as board math, language loops, and board language, and the Mary Covillaud Daily Comprehensive Key which will support and enhance the core curriculum. 30 week Language Arts assessment proficiency which is now 61 percent schoolwide, went up seven percent. In Mathematics, the school wide proficiency was at 77 percent which increase by four percent from 2011-2012.
3.3 Elementary Student Service Coordinator which assists with the school's responsibilities for attendance by making home visits, monitoring attendance, and coordinating activities with teachers. Being a positive, motivating role model for students with behavioral issues. To assist in seeking changes in the school's program to better prepare students to succeed in life and in the core academic curriculum at the school site	\$35,637 was funded for the Elementary Student Service Coordinator (SSC) for the 2012-2013 school year. The SSC oversaw the incentive programs for Kindergarten through Fifth Grade. The SSC chaired all of the school's COST and SST meetings. The SSC provided the physical support the students needed to attend school. A clothes closet was monitored by the SSC throughout the morning as well as other activities were included attendance by making home visits, monitoring attendance, and coordinating activities with teachers. The evaluation of the program has to examine whether we had this individual or not. I believe that the school would not be able to close any achievement gaps or promote student achievement without our SSC.



2013-14
Single Plan for Student Achievement (SPSA)
Covillaud Elementary 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: Doug Escherman	Telephone: (530) 741-6121
Address: 628 F St.	Email Address: descherman@mjuds.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056733
☐ Initial Plan Approval: May 21, 2013	
☐ 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	816	834	857	841	
Growth Target	A	A	A	A	
API Growth Score	834	857	841	877	
Actual Growth	18	23	-16	36	

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	99	99		99	100		100	100		100	100	
Number At or Above Proficient	179	200		95	100		5	6		12	9	
Percent At or Above Proficient	61.3	73.8		74.2	83.3		41.7	54.5		70.6	69.2	
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	99	97		100	99		99	98		91	97	
Number At or Above Proficient	52	73		36	46		133	147		2	5	
Percent At or Above Proficient	45.6	65.8		42.4	63.0		55.4	69.0		11.1	20.8	
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		No	Yes		--	--	

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	99	99		99	100		100	100		100	100	
Number At or Above Proficient	222	227		107	104		6	6		14	12	
Percent At or Above Proficient	76.0	83.8		83.6	86.7		50.0	54.5		82.4	92.3	
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	99	97		100	99		99	98		91	97	
Number At or Above Proficient	76	93		59	65		174	176		3	8	
Percent At or Above Proficient	66.7	83.8		69.4	89.0		72.5	82.6		16.7	33.3	
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		Yes	Yes		--	--	

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
2	65	80		14	13		10	1		11	5	
3	54	67		18	21		18	11		10	2	
4	58	76		17	13		23	6		3	6	
5	63	63		24	22		13	10		0	5	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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
2	54	81		363.2	394.9		77	80		383.8	387.0	
3	31	62		319.0	358.8		74	76		366.6	377.8	
4	35	59		332.5	352.6		79	97		389.5	396.1	
5	59	48		356.9	341.0		64	75		358.2	364.3	
6		*			*			92			390.6	

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
2	46	75		358.7	390.5		60	80		368.4	384.9	
3	30	64		316.5	353.1		48	62		338.1	365.2	
4	45	45		336.2	333.5		50	67		352.0	362.6	
5	38	50		337.5	331.6		58	59		354.2	348.2	
6		*			*			87			370.0	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts 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
2	65	80		14	18		10	1		11	5	
3	54	67		18	21		18	11		10	2	
4	58	76		17	13		23	6		9	6	
5	63	63		24	22		13	10		0	5	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	*	*		*	*	*	*	*	*	*	*	*
3	*	*		*	*	*	*	*	*	*	*	*
4	*	*		*	*	*	*	*	*	*	*	*
5	*	*		*	*	*	*	*	*	*	*	*

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	54	81		363.7	354.9		77	80		383.8	387.0	
3	31	62		319.0	358.8		74	76		366.6	377.8	
4	35	59		332.5	352.6		79	97		389.5	396.1	
5	59	48		356.9	341.0		64	75		358.2	364.3	
6		*			*			92			390.6	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	46	75		358.7	390.5		60	80		368.4	384.9	
3	30	64		316.5	353.1		48	62		338.1	365.2	
4	45	45		336.2	333.5		50	67		352.0	362.6	
5	38	50		337.5	331.6		58	59		354.2	348.2	
6		*			*			87			370.0	

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											
	% 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
2	83	87		7	8		6	4		4	1	
3	72	75		14	18		10	4		3	3	
4	65	85		21	7		14	6		0	1	
5	72	85		20	6		6	6		1	2	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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
2	82	87		403.1	430.1		86	86		418.0	417.3	
3	61	70		372.6	384.7		85	83		433.4	432.5	
4	50	83		352.9	389.1		83	97		430.0	423.1	
5	59	88		378.0	417.2		75	83		394.8	443.8	
6		*			*			75			378.3	

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
2	85	95		405.2	426.7		82	87		404.4	413.7	
3	63	83		370.0	408.5		68	76		395.9	407.9	
4	65	77		372.3	384.9		63	81		380.1	393.4	
5	67	93		376.9	425.9		68	84		381.9	427.0	
6		*			*			67			382.5	

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

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: 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
2	83	87		7	8		6	4		4	1	
3	72	75		14	18		10	4		3	3	
4	65	86		21	7		14	6		0	1	
5	72	85		20	6		6	6		1	2	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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
2	54	81		363.2	394.9		77	80		383.8	387.0	
3	31	62		319.0	358.8		74	76		366.6	377.8	
4	35	59		332.5	352.6		79	97		389.5	396.1	
5	59	48		356.9	341.0		64	75		358.2	364.3	
6		*			*			92			390.6	

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
2	46	75		358.7	390.5		60	80		368.4	384.9	
3	30	64		316.5	353.1		48	62		338.1	365.2	
4	45	45		336.2	333.5		50	67		352.0	362.6	
5	38	50		337.5	331.6		58	59		354.2	348.2	
6		*			*			87			370.0	

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

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						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

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						
English Learner	7						
Socio-Economically	7						

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.

Title III Accountability Data (Covillaud Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	103	106	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	103	106	
Number Met	59	65	
Percent Met	57.30%	61.3	
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	114	23	108	22		
Number Met	17	--	21	--		
Percent Met	14.90%	--	19.4	--		
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	114	23	108	22		
Number Met	17	--	21	--		
Percent Met	14.90%	--	19.4	--		
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	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

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
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***	*****	***	*****
1	1	4	8	29	15	54	4	14			28
2			3	13	9	38	11	46	1	4	24
3	1	8	2	17	6	50	3	25			12
4	2	9	7	30	11	48	1	4	2	9	23
5	1	7	5	33	6	40	3	20			15
6			*****	***							*****
Total	5	5	26	25	47	44	23	22	5	5	106

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	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	70	86		69	75	
3	59	65		77	90	
4	47	55		79	84	
5	21	44		70	67	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	73	87		78	90	
1	89	93		89	91	
2	72	76		81	92	
3	47	60		80	95	
4	25	23		74	78	
5	23	48		66	80	

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	60	54		76	77	
3	45	69		62	73	
4	48	66		48	59	
5	29	31		59	67	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	66	68		77	78	
1	72	74		87	90	
2	52	34		87	79	
3	64	64		53	65	

4	26	43		62	53	
5	12	15		71	68	

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	59	69		81	53	
3	57	81		77	69	
4	33	58		70	44	
5	26	39		31	32	

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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:

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) The purpose is to maintain, support, and provide students with technology, supplies, equipment, and staffing support to enhance student success.			
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?	What data will be collected to measure student achievement?	
Data was used from MIUSD Benchmark Assessments and California State Testing (CST).	The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.	The MIUSD embedded benchmarks, CELDT scores, CST scores, California State Teaching and Content standards, and teacher observations	
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).	
The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the California Academic Performance Index (API).	MIUSD Benchmark assessments that are done every six weeks for grades two through five and every twelve weeks for Kindergarten and first grade will be used to monitor through out the school year. CST yearly assessments, teacher observation, and CELDT scores will also be examined and used to evaluate each students.		

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 Every Kindergarten through Second Grade students use the Waterford Lab to enhance reading and language skills. The students are pulled out of their class and sent to work at the lab on skills leveled to their learning needs for twenty to thirty minutes four days a week.	7/13-6/14	Yearly contractual contract with Waterford	Title I \$1,280
Every student, Kindergarten through fifth grade, has access to Accelerated Reader. This program helps enhance student reading out of the classroom as well as within the classroom. It provides intervention in reading comprehension for students. The students are able to check out library books at their reading level.	7/13-6/14	equipment and supplies	

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
Computers, technology software, batteries, hardware and related equipment which provides and improves academic standards as well as supports direct instruction to students as well as improve technology skills for students and equipment necessary to implement common core standards..	7/13-6/14	equipment and supplies. This will include computers, ipads, monitors, charging units, microsoft licenses and contracts.	Title I \$2,000
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 This PE release time allows for small group and intervention time for classroom teachers for students below grade level. The required minutes for physical education is not part of the intervention program. each grade level has fifty five minutes of intervention during the school day one day a week.	7/13-6/14	Wages for two physical education teachers three day a week, two hours per day. Robert Jory Salary 4,500.00; PERS 513.77; SS 279.00; Unemp 49.50; WComp 60.75; Post Employment Benefits 110.25 Total 5,650.65 Unnamed Salary 4,500.00; PERS 513.77; SS 279.00; Unemp 49.50; WComp 60.75; Post Employment Benefits 110.25 Total 5,650.65	Title I \$11,302
1.3 Parent, student, and teacher back to school conferences to improve relationships and commitment from parents plus having the parents and students agree and sign the Title I Parent Compact. It is also a reflective time with the parents looking and last year's assessment and setting goals for the current school year	7/13-6/14	wages for substitute teachers while teachers are conferencing with parents. Salary \$2970.00: Benefits STRS 245.03, OASDI/Social Security 184.14, Medicare 43.07, SSI 32.67, WC 40.10, Post Emp Bene. 72.77 Total Benefits 617.76 Total Salary \$3587.76	EIA-SCE \$3,588
1.4 Create and enhance a Kindergarten through Fifth Grade Library for students to promote reading, have direct contact with students building and reading fluency by reading to students and listening to students read. Assists students and teachers with classroom research projects. Support reading by supporting and maintaining the Accelerated Reader program.	7/13-6/14	Literary Resource Technician wages. Mary Lemmenes one 3 hour position Salary 10,420.85; PERS 1,189.76; SS 797.28; Unemp 114.62; WComp 163.57; Total 12,686.08 Sylvia Ybarra One 3 1/2 hour position Salary 13,127.29; PERS 1498.75; SS 1004.19; Unemp 144.43; WComp 206.14; Total 15980.80	Title I \$28,667

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
1.8 Supplement and support regular school program to students by providing intervention in all core subjects before and/or after school.	7/13-6/14	wages	Title I \$15,000
1.9 Technology leads will assist students and teachers in Waterford. Accelerated Reader, Common Core and Smartboards. The technology leads will enhance learning through improved integration of technology under the direction of the Common Core Standards. The primary focus of the technology lead is to enrich and support teaching and learning while strengthening the technology skills of students first, than teachers and staff who in turn will assist students.	7/13-6/14	Salary \$8942. Benefits STRS 737.72, OASDI/Social Security 554.40, Medicare 129.66, SSI 98.36, WC 120.72, Post Emp Bene. 219.08 Total Benefits 1.859.94.76 Total Salary \$10,801.94.	Title I \$10,802.

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, including bullying, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement through assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve discipline as well as attendance, and learning problems.		
What data did you use to form this goal (findings from data analysis)? Student attendance reports, California crime reports, suspension rates, Choices attendance, and disciplinary referral reports.	What did the analysis of the data reveal that led you to this goal? Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 102 to 22 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached	
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance by students and less than twenty days of suspensions for the school year.	What data will be collected to measure student achievement? Disciplinary reports in regards to days of suspension, number of students attending Choices, attendance percentages, referrals to SARB, and California state crime reporting percentages.	
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students sent to Choices or suspended from school.	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 Auxiliary services for students and parents. The school is continually updating and revising our parent-student handbook/calendar, and other student related materials that these products reflect the high quality of standards that define the educational journey of our students. The school sends out weekly communication to all parent about the events at the school which enhances parent involvement at the school site	7/13-6/14	printing costs for parent-student handbook/calendars	TJ-PI \$950

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		material and supplies	T1-PI \$812
2.2 The school uses school messenger to insure communication with all parents of events, programs, that promotes parent involvement.		contractual agreement for school messenger	

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) Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all students. The student support coordinator, PASS officer, will act as a liaison between school personnel and referral sources to help provide on-site and in-home support to families and is available for nonstructural appointments determined by family need. The student support coordinator and PASS officer will help provide friendly stability and guidance to help the youth and their families' focus their lives in a positive direction. The student support coordinator and PASS officer will support, council, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.	
What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged students including homeless. The percent of students on free and reduced lunch.	What did the analysis of the data reveal that led you to this goal? The high percentage of economically disadvantaged students at the school.
Who are the focus students and what is the expected growth? The focus students are the economically disadvantaged students. The expected growth is a five percent increase in attendance of said group plus an increase percentage of ten percents of those parents involved at the school site.	What data will be collected to measure student achievement? Parent conference attendance, community parent numbers and attendance at all school related activities. Student attendance.
What process will you use to monitor and evaluate the data? The school will keep track of our major parent events and record number of parents in attendance compared to previous year.	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 PASS Program offers services to students and their families one day per week. The PASS officer will work with students with behavioral problems, support and counsel families as well as coordinate staff referrals for high risk students Evaluation of activities to determine if successful in closing the achievement gap	7/13-6/14	wages	EIA-SCE \$1,500
3.2 Maintenance contract for the school copes so teachers and staff can photocopy school homework packets, home communication, as well as curriculum such as board math, language loops, and board language, and the Mary Covillaud Daily Comprehensive Key which will support and enhance the core curriculum	7/13-6/14	annual contractual maintenance cost	EIA-SCE \$1697

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
3.3 Elementary Student Service Coordinator which assists with the school's responsibilities for attendance by making home visits, monitoring attendance, and coordinating activities with teachers. Being a positive, motivating role model for students with behavioral issues. To assist in seeking changes in the school's program to better prepare students to succeed in life and in the core academic curriculum at the school site	7/13-6/14	Wages: Justine Asurmendi Salary 23,700.93.72.; PERS 2,367.87 SS 1697.30; H/W 7,569.65; Unemp 244.09; WComp 372.13.88; Total 35,950.97	EIA-SCE \$17,976 Title I \$17,976

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)			
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 #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	37,508	EIA-SCE	0	EIA-SCE	21,173
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	24,411	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	71,999	Title I	0	Title I	17,976
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	1,762	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	133,918	Total	1,762	Total	39,149

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$58,681
EIA-SCE Carryover	0
EIA-LEP	\$24,411
EIA-LEP Carryover	0
Title I	\$89,975
Title I Carryover	0
Title I Parent Involvement	\$1,762
Title I Parent Involvement	0
Other	0
Total	174,829

Total Expenditures	
EIA-SCE	58,681
EIA-SCE Carryover	0
EIA-LEP	24,411
EIA-LEP Carryover	0
Title I	89,975
Title I Carryover	0
Title I Parent Involvement	1,762
Title I Parent Involvement	0
Other	0
Total	174,829

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	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: \$2,084

Estimated Cost from EIA/LEP: \$773

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.	\$58,681
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.	\$24,411
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	2,857
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$85,949

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	\$89,975
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.	\$1,762
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	\$91,737

Total amount of state and federal categorical funds allocated to this school	\$177,686
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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
Doug Escherman	1			
Cathy Decker		1		
Susan Trafford		1		
Kolby Morgan		1		
Patricia Hogan		1		
Laura Nicholson				1
Jason Roper				1
Jennifer Rivera				1
Robert Payne				1
Gary Rogers				1
Yesenia Adams				1
Justine Asurmendi			1	
Numbers of members of each category	1	4	1	6

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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):

Parent Teacher Community Organization (PTCO). GATE. Special Education. STARS (After School Program)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 21, 2013

Attested:

Doug Escherman

Typed Name of School Principal



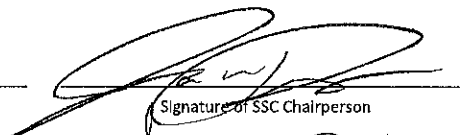
Signature of School Principal

5-21-2013

Date

Jason Roper

Typed Name of SSC Chairperson



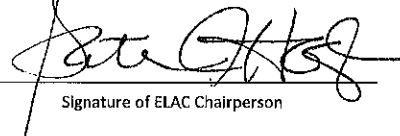
Signature of SSC Chairperson

5/21/13

Date

Patricia Hogan

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5-21-2013

Date

Mary Covillaud Elementary School-Level Parental Involvement Policy

Mary Covillaud Elementary has developed a written Title I parent involvement policy with input from Title I parents. The policy was adopted by Mary Covillaud Elementary on 06/10/2008. Parents were asked to fill out surveys about the staff, safety, and environment of the school. Site Council was able to take the data and develop a vision statement for the school. After the policy was distributed to parents of Title I students via the Mary Covillaud web site, through Parent-Teacher conferences at the beginning of the school year, sent home with back to school information, and at the Title I annual meeting. 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 Mary Covillaud Elementary, 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. The meeting explains the requirements of Title I, the rights of parents and students involved, as well as the school's participation in the Title I program.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include the Title I annual meeting, quarterly meeting with the principal called Coffee and Tea with Mr. E, Parent Day, use of personnel to meet parents concerning participating at the school site, the Mary Covillaud Web Page through MSUSD.com, and School Messenger.
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. These meetings include the Title I annual meeting, quarterly meeting with the principal called Coffee and Tea with Mr. E, Parent Day, use of personnel to meet parents concerning participating at the school site, the Mary Covillaud Web Page through MSUSD.com, and School Messenger.
4. The school provides parents of Title I students with timely information about Title I programs. These meetings include the Title I annual meeting, quarterly meeting with the principal called Coffee and Tea with Mr. E, Parent Day, use of personnel to meet parents concerning participating at the school site, the Mary Covillaud Web Page through MSUSD.com, and School Messenger.
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 CST results, District benchmark assessments, Mary Covillaud Elementary goal setting form, and back to school parent teacher conferences.
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 is accomplished through Coffee and Tea with Mr. E, Parent Day, and Grandparent Day.

School-Parent Compact

Mary Covillaud Elementary 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.

The Parent Compact was developed by Marysville Joint Unified School District. The school, with the assistance of Title I parents and Site Council, has adopted the Parent Compact and made it a compact between school and home. The Parent Compact is signed by all parties at the Back to School parent, teacher, and student conference. It is also available at the Title I annual meeting.

Building Capacity for Involvement

Mary Covillaud Elementary 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 is accomplished through the State's Academic Content Standards, the new Common Core Standards, the State and local academic assessments including alternate assessments, the requirement of Title I, and how to monitor a child's progress and how to work with educators. Formal meetings such as Back to School Parent conferences and the Title I annual meeting helps supports the partnership between school and home.
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 school is assisted by MJUSD's Adult Education program.
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 is accomplished through events such as the Thanksgiving Feast, Father Daughter dance, Mother Son Fun Night, Back to School Bash, Parent Day, Grandparent Day, and Movie Night
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. With the assistance of our district, we are able to extend feasible and appropriate programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngster, the Parents as Teachers Program, and public preschools.
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 is done through the Covillaud Scoop, a weekly schedule of activities plus the Cougar Prints, a monthly newsletter of classroom activities as well as school functions and events.
6. The school provides support for parental involvement activities requested by Title I parents. This is accomplished not only by the Title I Annual meeting and Back to School Conferencing but also through PTCO (Parent, Teacher, Community Organization), ELAC (English Language Advisory Committee), and Site Council.

Accessibility

Mary Covillaud Elementary 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. Our ELAC is able to provide information and school reports with Limited English proficiency. Also, the Title I annual meeting and Coffee and Tea with Mr. E is able to assist parents with disabilities and Limited English learners with appropriate information and reports concerning Title I..



Covillaud Elementary 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.

Covillaud Elementary 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 and weekly The Scoop provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Advisory Committee, 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 and through annual parent-teacher conferences.
- 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: _____

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: Dobbins Elementary School

Principal: Lynne Cardoza

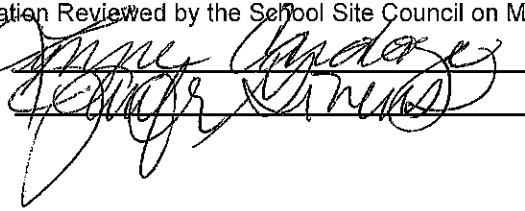
School Site Council Certification

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 May 2, 2013.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to be 'Lynne Cardoza'. The second signature, for the SSC Chair, is also written over a horizontal line and is more stylized, possibly reading 'Jennifer [unclear]'. Both signatures are positioned to the right of their respective labels.

GOAL #1

Improve student achievement in English Language Arts and Math. By June 2013, the number of students attaining proficiency will increase by 10% in both Language Arts and Math, as measured by the California Standards Test.

What data did you use to form this goal (findings from data analysis)? CST Scores	What did the analysis of the data reveal that led you to this goal? Our 2012, CST results indicate that 54.3% of our students are proficient in ELA and 60% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected growth: The number of students attaining proficiency will increase by 10%	What data will be collected to measure student achievement? CST scores, Benchmark scores, STAR Reading scores, API and AYP scores
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Benchmark and embedded assessment data.	Actions to improve achievement to exit program improvement (if applicable). Increase student achievement on ELA and Math CST assessments.

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 students access to curriculum that addresses individual academic levels in grades K-6 ELA through the implementation of the web based Accelerated Reader Program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.	All students K - 6 participated in the Accelerated Reader Program. Significant growth was made by all grade levels. Students passed a total of 1,894 tests school wide.
1.2	To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	Supplementary materials included but were not limited to: Mountain Math and Language, SRA Skills Series & paper. These materials provide additional support to and enhance our core curriculum. Assessment results indicate growth in both ELA and Math.
1.3	Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support.	Our library was open 5 days per week for 3.5 hours per day, including morning recess time. Students were provided assistance with book selection, research projects, and academic support. Significant growth was made by all grade levels in fluency and reading comprehension as evidenced by Accelerated Reader Growth reports and Benchmark Results.
1.4	Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	111 hours of intervention tutoring was provided in grades K - 6. Benchmark data was used to determine areas of focus. Pre and post data indicate growth by students attending regularly.
1.5	Provide small group ELA and Math direct learning opportunities and teacher support in K - 6 classrooms.	Para's contract was increased 1.5 hours per day by site contribution. Para provided daily support in 1/2/3 combination classroom by providing small group learning opportunities.
1.6	Improve student achievement through the use and integration of technology	Waterford Early Reading program and Spelling City provided students technology enhanced learning opportunities in K - 6 grade. Pre and post data indicate significant growth by all grade levels.

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.
1.7 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.	Eight hours of professional development was provided by the Youth Development Network in the area of Teaching Through Strengths. All staff members identified their top five strengths and learned how to use those strengths to enhance their day to day relationships both personally and in the work place.

GOAL #2

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2013.

What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	What did the analysis of the data reveal that led you to this goal? Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary actions.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents	What data will be collected to measure student achievement? Parent involvement, attendance rates, number of disciplinary actions, achievement scores
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.	Actions to improve achievement to exit program improvement (if applicable). N/A

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
2.1	Continue to keep the school community informed about school and classroom activities, and school related functions and meetings.	Include specific expenditures and report student achievement outcomes based on measurements noted above. The school messenger is used on a regular basis by the site administration, teachers, and PTSA to keep parents informed about what is happening at school and in the classroom. Two parents were fingerprinted which allowed them to become active participants in their child's education. A family literacy night was held in March. Parents were provided with strategies to assist their children in the area of fluency. The evening was attended by approximately 20 families.
2.2	Provide opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	
2.3	Facilitate parent workshops and curriculum nights which will provide parents with strategies to incorporate at home to support students in building academic success.	



2013-14
Single Plan for Student Achievement (SPSA)

Dobbins Elementary 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: Lynne Cardoza	Telephone: (530) 692-1665
Address: Dobbins School Lane	Email Address: lcardoza@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056675
☒ Initial Plan Approval: May 2, 2013	
☒ 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	816	810	765	790	
Growth Target	A	A	5	5	
API Growth Score	810	765	790	783	
Actual Growth	-6	-45	25	-7	

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	100	100		100	100		100	100		--	--	
Number At or Above Proficient	20	19		14	11		--	--		--	--	
Percent At or Above Proficient	44.4	54.3		48.3	61.1		--	--		--	--	
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		--	--		--	--		--	--	

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	
Number At or Above Proficient	--	--		--	--		14	12		--	--	
Percent At or Above Proficient	--	--		--	--		38.9	48.0		--	--	
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	--	--		--	--		--	--		--	--	

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	99	100		97	100		100	100		--	--	
Number At or Above Proficient	29	21		19	11		--	--		--	--	
Percent At or Above Proficient	65.9	60.0		67.9	61.1		--	--		--	--	
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		--	--		--	--		--	--	

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	
Number At or Above Proficient	--	--		--	--		22	15		--	--	
Percent At or Above Proficient	--	--		--	--		61.1	60.0		--	--	
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	--	--		--	--		--	--		--	--	

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
2	40	*		33	*		20	*		7	*	
3	*	25		*	50		*	25		*	0	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	

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
3	*	*		*	*		*	*		*	*	

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
2							31	*		338.5		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts 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
2	40	*		39	*		20	*		7	*	
3	*	25		*	50		*	25		*	0	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
3	*	*		*	*		*	*		*	*	

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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2							31	*		33.5	*	

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											
	% 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
2	47	*		27	*		27	*		0	*	
3	*	62		*	30		*	0		*	8	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	

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
3	*	*		*	*		*	*		*	*	

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
2							46	*		350.2	*	

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

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: 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
2	47	*		27	*		27	*		0	*	
3	*	62		*	31		*	0		*	8	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	

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
3	*	*		*	*		*	*		*	*	

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
2							31			339.6		

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

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						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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
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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						
English Learner	7						
Socio-Economically	7						

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.

Title III Accountability Data (Dobbins Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers		1	
Percent with Prior Year Data		100.0	
Number in Cohort		1	
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			1	0		
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			1	0		
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
	#	%	#	%	#	%	#	%	#	%	#
4					*****	***					*****
Total					*****	***					*****

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	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	83	85		100	86	
3	42	100		77	100	
4	67	33		57	58	
5	60	20		60	40	
6	43	33		29	33	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	85	85		85	85	
1	100	93		100	86	
2	100	0		100	86	
3	25	50		83	50	
4	0	17		67	67	
5	22	20		78	20	
6	14	33		57	33	

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	100	71		100	57	
3	46	33		64	100	
4	50	45		44	36	
5	22	25		78	40	
6	14	33		29	33	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	91	82		100	91	

1	62	86		100	100	
2	67	50		100	57	
3	62	100		96	100	
4	56	9		60	36	
5	22	0		67	25	
6	43	50		57	50	

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	50	25		100	88	
3	50	100		50	100	
4	57	40		67	70	
5	38	33		62	33	
6	17	25		33	25	

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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:

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:

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 Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA through the implementation of the web based Accelerated Reader Program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.	8/13 - 6/14	AR/STAR subscription renewal	Other 1409.00
Evaluation of activities to determine if successful in closing the achievement gap		AR Books	Other TBA
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students	8/13 - 6/14	Materials, Supplies, Books, Equipment, copy paper, and ink	EIA-SCE 405.00 Title I 2240.00

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
toward mastery as well as target students who are not proficient in ELA and Math.		Equipment Maintenance	Other 2085.00
1.3 Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support.	8/13 - 6/14	Library Resource Technician	Title I 8874.00
1.4 Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	8/13 - 6/14	Hourly rate for teachers &/or Intervention Tutors - wages & benefits	Other TBA
1.5 Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	8/13 - 6/14	Para-educator wages & benefits	EIA-SCE 5805.00
1.6 Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	8/13 - 6/14	Waterford Renewal	Title I 650.00
		Spelling City, Brain Pop, Read Naturally Subscription Fees	Other TBA
		Purchase ipads & apps.	Other TBA
1.7 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.	8/13 - 6/14	Consultant & conference fees, employee wages, substitute wages for teacher release, staff development materials & supplies	Other TBA

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) Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2014.			
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records		What did the analysis of the data reveal that led you to this goal? Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary actions.	
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents		What data will be collected to measure student achievement? Parent involvement, attendance rates, number of disciplinary actions, achievement scores	
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.		Actions to improve achievement to exit program improvement (if applicable). N/A	

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 Continue to keep the school community informed about school and classroom activities, and school related functions and meetings Evaluation of activities to determine if successful in closing the achievement gap	8/13 - 6/14	School Messenger Renewal	T1-PI 100.00
2.2 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	8/13 - 6/14	Fingerprinting Fees	T1-PI 71.00
2.3 Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.	8/13 - 6/14	Materials, supplies, refreshments	T1-PI 59.00

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	6,210	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	11,764	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	230	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	3,494	Other	0	Other	0
Total	21,468	Total	230	Total	0

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$6,210
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	\$11,764
Title I Carryover	0
Title I Parent Involvement	\$230
Title I Parent Involvement	0
Other	0
Total	18,204

Total Expenditures	
EIA-SCE	6,210
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	11,764
Title I Carryover	0
Title I Parent Involvement	230
Title I Parent Involvement	0
Other	3,494
Total	21,698

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	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: \$221

Estimated Cost from EIA/LEP:

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.	\$6,210
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.	0
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	221
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$6,431

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	\$11,764
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.	\$230
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	\$11,994

Total amount of state and federal categorical funds allocated to this school	\$18,425
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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
Lynne Cardoza	1			
Jennifer Givens			X	
Teri Soares		X		
Kerry Yates		X		
Carol Kelly		X		
Felicia Mayo				X
Chrisann McSweeney				X
Brenda Johnson				X
Raelynn Beintker				X
Jill Keck				X
Numbers of members of each category	1	3	1	5

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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: May 2, 2013

Attested:

Lynne Cardoza

Typed Name of School Principal

Signature of School Principal

Date

Jennifer Givens

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Dobbins School

School-Level Parental Involvement Policy

Dobbins School has developed a written Title I parent involvement policy with input from Title I parents, teachers, administrators, and other staff members. Input was gathered formally during PTSA meetings, Site Council and staff meetings. The policy is distributed to parents of Title I students during of Title I students via Presentations to Parents, as well as posted 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 Dobbins 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 annual meeting is held every fall and includes:
 - Information regarding the school's participation in the school-wide Title I Program
 - Explanation of the program and its requirements
 - Information informing parents of their right to be involved
 - Encouragement of parents' participation
 - An opportunity for parents to serve on the School-wide Title I Committee
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Parents are surveyed to determine convenient meeting times. Meetings are scheduled according to parent preferences to ensure that all parents have an opportunity to be involved.
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 by:
 - Invitation/Meeting notification via newsletters, website, notices
 - Reviewing, evaluating, and revising Parent Involvement Policy annually
 - Reviewing, evaluating, and revising School-Parent Compact annually
 - Working jointly with parents on an on-going basis to improve parental involvement
4. The school provides parents of Title I students with timely information about Title I programs through conferencing, meetings, presentations, or literature concerning:
 - Title I Programs in the school
 - Results of the annual school review including school performance profiles
 - Individual students' assessment results and their interpretation
 - A description and explanation of the school curriculum
 - The assessments used to measure student progress and proficiency levels that the students are required to meet
 - Opportunities for regular meetings to provide input, collaborate with other parents, and participation in shared decision making related to the education of their children
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 through conferencing, meetings, presentations, and literature.

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 are encouraged to visit their child(ren)'s school regularly and to remain in regular communication with teachers. Parents may request a conference with the principal or their child's teacher at any time they feel it is necessary.

School-Parent Compact

Dobbins 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.

The School-Parent Compact will be reviewed, evaluated, and revised during the scheduled committee meetings. Once completed, all parents will be given a copy of the compact. The Compact will also be posted on the school website. Parents, teachers, administrators, and students will sign the compact. Teachers will review the Compact with their students and parents will be encouraged to discuss the contents of the Compact with their child.

Building Capacity for Involvement

Dobbins 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 through:
 - Parent Night presentations
 - Parent-Teacher conferences
 - Standards based report cards
 - Grade Level standards brochures
 - Newsletter articles
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement through:
 - Parent-Teacher conferences
 - Family literacy/math/science nights
 - District Parent Training Opportunities
 - Making parent resources available
 - Publishing Parent Tips in monthly newsletter
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 through:

- District sponsored professional development days
 - Buy Back Day professional development
 - Minimum Day Staff Development Training
 - Professional Development at Monthly Staff Meetings
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 through:
 - Participation in Parent/School Organizations
 - Invitations to volunteer at school in classrooms, library, etc.
 - Serve as a member on the District Advisory Committee
 - Fundraising
 - Special School/Community Events
 - Chaperones
 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 through:
 - All notices are distributed in native languages
 - All notices are written in language that is simple and understandable
 6. The school provides support for parental involvement activities requested by Title I parents by:
 - Surveying parent needs
 - Providing/participating in requested activities

Accessibility

Dobbins 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.

Dobbins Elementary
School-Parent Compact 2013-2014

The 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.

As *parents*, we will provide a loving and nurturing home environment that supports our child's learning in the following ways:

- Model an atmosphere of respect and responsibility.
- Ensure my child attends school every day and is on time.
- Encourage my child to make healthy life choices which include:
 - Provide my child with the necessary tools and support to practice good oral and physical hygiene.
 - Healthy food choices
- Regularly monitor my child's progress in school.
 - Provide a time and place for homework to be completed.
 - Check to make sure homework is complete and legible
- Monitor the amount of time spent watching television and playing video games.
- Be actively involved in my child's education by:
 - Volunteering in my child's classroom (when parent is available).
 - Participating in decisions relating to my child's education.
 - Staying informed about my child's progress
 - Communicating with the school by reading all notices received from the school or district and respond as appropriate.
 - Serving on school advisory or policy groups (when parent is available).

Parent Signature: _____ Date: _____

As a *student*, I will be responsible for my academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and return it on time.
- Ask for help when I need to.
- Meet my monthly Accelerated Reader (AR) goals.
- Limit television watching and video game playing
- Read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Follow Eagle Expectations

Student Signature: _____ Date: _____

Dobbins School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, respectful, nurturing, safe, 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, Family Nights, and Open House
 - Award Ceremonies
 - PTC Events
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences and reports on student progress.
- Teachers are enthusiastic to meet with parents throughout the school year by appointment (this lessens disruptions in student learning).
- 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 Signature: _____ Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2012-13

School: Edgewater Elementary School

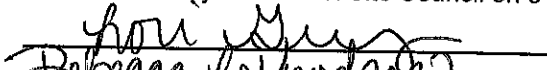
Principal: Lori Guy

School Site Council Certification

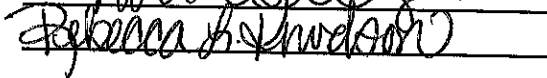
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5-20-2013.

Principal's Signature:



SSC Chair Signature:



GOAL #1

Increase the number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the California standards test by 15%.

What data did you use to form this goal (findings from data analysis)? CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classwork. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels. Looking at the data over a 3 year period, all grade levels have made growth and continue to reach higher levels of proficiency.	What did the analysis of the data reveal that led you to this goal? Our ELA and Math proficiency rates are still below the federal targets for AYP. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark (as evidenced in 2nd grade last year).
Who are the focus students and what is the expected growth? Students in grades 2-6.	What data will be collected to measure student achievement? STAR reading; CST ELA; MJUSD benchmark assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classwork performance; Open Court assessments; attendance rates
What process will you use to monitor and evaluate the data? Grade level articulation meetings after each benchmark will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.	Actions to improve achievement to exit program improvement (if applicable). Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress.

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 intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.	Teachers provided 350 hours of tutoring and served over 94 students. All 2nd, 4th-6th grade students receive at least 45 min. of intervention daily based on their academic performance and needs. Increases in percentage points of students scoring proficient or advanced as indicated in our 30 week benchmarks include a 2% point increase in ELA for 3rd grade, 3% points 4th grade and 23% points in 5th grade. The number of students proficient increased in grade 2 also, but due to increased enrollment, the percentage was 3% lower. On the 24 week benchmarks, 4th grade increased 4% points and 5th grade increased 22% points on ELA. 5th grade also increased 22% points in Mathematics.
1.2 Provide release time for professional development in the form of articulation, data analysis and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers.	Each grade level had 3 release days for articulation. During these meetings, interventions were improved and materials ordered based on grade level and/or class needs for supplemental materials to align the curriculum to the standards. Student groups were also revised based on current performance.

Actions To Be Taken To Reach This Goal	Evaluation Of Research-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.
1.3 Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards and provide students with extended learning opportunities. Provide classroom funds to purchase supplemental materials, supplies, games to supplement curriculum and provide for differentiated instruction. Provide classroom responders or increasing student engagement and to assist in assessing for understanding. This may include materials needed for workshop time.	Increases in percentage of students scoring proficient or advanced as indicated in our 30 week benchmarks include a 2% increase in ELA for 3rd grade, 3% 4th grade and 23% in 5th grade. The number of students proficient in grade 2 also, but due to increased enrollment, the percentage was 3% lower. 2nd and 5th grade showed gains in mathematics also with a 2% increase in 2nd grade and 27% increase in math. 1st grade remained the same with 85% proficient. On the 24 week benchmarks, 4th grade increased 4 % points and 5th grade increased 22% points on ELA. 5th grade also increased 22% in Mathematics.
1.4 Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math), Read Naturally and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities.	With the accelerated reader program, as of May 6, 2013, students had read 27,027 books. An increase of over 6,000 books from last year at approx. the same time. Students read over 111,370,045 words so far this year! Participation rates also increased this year with more K and 1st grade participants. While we had just a handful of k students participate last year, this year we had 29% of k students participating with accelerated reader. In first grade we had 92% of students participating and 100% participation in the remaining grade levels. Read Naturally groups has been implemented with the 4th-6th grade intervention groups and in a pull out group for 3rd grade. 85% of the students participating increased their grade equivalent in reading fluency and comprehension by at least one grade level. The other students were referred for further resources through our Student Study Team meetings. IXL (math support) was fully implemented in grades 3rd -6th and partially in 2nd grade. The teachers monitor student lessons and progress and receive reports of hours spent at home on math. Students are averaging 30 min./day for their usage at home. In class teachers assign specific standards for the students to supplement their class instruction and for students needing additional practice. 5th grade has seen an increase of over 27% of students proficient or advanced in math on the 30 week assessment. This is also an increase over 11% looking at these students when they were in 4th grade on the 30 week assessment.
1.5 Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.	Increases in percentage of students scoring proficient or advanced as indicated in our 30 week benchmarks include a 2% increase in ELA for 3rd grade, 3% 4th grade and 23% in 5th grade. The number of students proficient in grade 2 also, but due to increased enrollment, the percentage was 3% lower. 2nd and 5th grade showed gains in mathematics also with a 2% increase in 2nd grade and 27% increase in math. 1st grade remained the same with 85% proficient. On the 24 week benchmarks, 4th grade increased 4 % points and 5th grade increased 22% points on ELA. 5th grade also increased 22% in Mathematics.
1.6 Provide Elementary Student Support Specialist to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically.	Over 40 SSTs were held this year and 15 follow ups facilitated by our Elementary Student Support specialist and 6 IEP referrals. Additionally, the Elementary Support Specialist had support groups as needed for social conflicts resulting in over 50 sessions. She also provided classroom lessons using Steps to Respect anti-bullying curriculum to two classrooms serving 64 students.
1.7 Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 13 parents and with PTO and Lottery funds, another 16 parents will be fingerprinted.	22 parents were fingerprinted this year from all sources. Classroom parents volunteering on a regular basis increased this year by 3 parents. We had over 60 parents volunteer for our jog a thon and on our School newsletters were sent home each month and 16 notices were made via the phone messenger so far this year in addition to the absence and tardy notifications. Over 70 parent and community members participated in our Read Across America Day.
1.8 Provide phone calls to remind parents of important events, upcoming meetings, and to monitor attendance.	16 notices were made during so far this year via the phone messaging system. Calls were made daily for students needing absences verified or that were tardy to school.
1.9 Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual appreciation luncheon.	Last year 60 attended our annual volunteer luncheon with over 75 invitations sent out. Approximately 90 parents and community members were invited to the parent appreciation luncheon 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.
1.10 Provide technology support for students through IPADS. This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Phase 1 will be to provide one IPAD per classroom. Phase 2 will include IPADS for intervention in some classrooms/ grade levels to pilot their success. As the data shows effectiveness, more IPADS may be purchased. Accessories will also be purchased including a cart for storage and charging, protective covers and programs.	IPADS were purchased for each classroom teacher. Lessons were presented using the IPAD and Elmo's so all the class could participate in the lessons. Additionally, we were able to purchase a lab with 40 IPADS which will be used during grade level intervention time for 45 minutes daily. Additional IPADS were also available for EL instruction and intervention.

GOAL #2

Improve students scoring proficient and advanced in ELA on the CSTs by at least 15% by increasing students accessibility to the library. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use the library. Make library available for students before school, lunch and afterschool.

What data did you use to form this goal (findings from data analysis)? CST scores, MJUSD benchmarks, Accelerated Reader participation, number of books read, pages and words read and library patronage and circulation reports. Students that improved the number of books they read and took tests on also improved in their ELA CSTs and district benchmarks.	What did the analysis of the data reveal that led you to this goal? Last year we saw an increase doubling the number of books, pages and words read by students. We also saw an increase in the number of students participating in accelerated reader. A majority of the students that earned a medal for reading and participated in accelerated reader consistently scored proficient or higher in ELA on benchmarks and CSTs. We want to increase participation. Last year we had several kindergarten students participating and almost half of our first grade students.
Who are the focus students and what is the expected growth? K-6 and we expect to increase participation and number of books, pages and words read by 15%.	What data will be collected to measure student achievement? Accelerated Reader Participation, number of books, pages and words read MJUSD benchmark assessments CST assessments (2-6) Library patronage and circulation reports
What process will you use to monitor and evaluate the data? Monthly circulation reports, Accelerated Reader dash board results which reviews Accelerated Reader participation and MJUSD benchmark assessments will be reviewed in grade level articulation meetings and presented at staff meetings for analysis and adjustments.	Actions to improve achievement to exit program improvement (if applicable). Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.

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 Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).	The Literacy Resource technician coordinates our accelerated reader incentive program. She provides incentives and monitors student progress. 223 students have earned medals this year. 76 earning bronze, 51 earning silver and 96 earning gold medals. We had over 70 parent and community members participate in our Read Across America/ Read a thon day. Additionally readers from Beale Air Force Base have adopted and read to classes on at least 4 dates so far this year. Accelerated reader statistics through May 6, 2013 document 27,027 books read and over 111,370,045 words read. Kindergarten participation has increased to 29% of students participating in Accelerated Reader and 1st grade has increased to a total of 92% of students participating. 2nd-6th grade have 100% participation.
2.2 Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for A/R books, non fiction, and vocabulary building books as recommended by Isabel Beck.	We currently have 7,356 titles in our library with 7,557 book in our library. \$15,000 in new books were purchased this year.
2.3 Provide books in other languages and about different cultures for parents to check out and read with their children.	\$5,400 in cultural books were purchased this year. We had 22 EL students redesignated 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.
2.4 Provide a checkout system which allows students to locate books based on titles, authors, or subject.	544 patrons utilized our library with 820 books checked out this year so far. Classes visit the library once a week and individual students also visit the library at lunch recess and after-school.
2.5 Provide 6 Ipads for student use in library. This technology will increase the accessibility of supplemental programs for students i.e., Accelerated Reader, XL, E-books and educational applications. Additionally, space will be freed up to accommodate more books in the library.	The six Ipads will double the current capacity available for student access to Accelerated Reader at any time.

GOAL #3

Increase the percentage of EL students scoring proficient and advanced in ELA and levels 4 and 5 on CELDT exam by 15%. Increase number of students eligible for redesignation by 15%.

What data did you use to form this goal (findings from data analysis)? CELDT data, CST and benchmark data. The number of EL students proficient in ELA increased, but due to increasing population, our percentage proficient decreased.	What did the analysis of the data reveal that led you to this goal? We have a large group of students that are performing high enough on the CSTs to be redesignated, but do not have high enough CELDT scores for redesignation.
Who are the focus students and what is the expected growth? EL students grade 3 to 6.	What data will be collected to measure student achievement? CELDT, CST, redesignation numbers, MJUSD benchmark data, classroom assessments and work samples, and intervention assessments.
What process will you use to monitor and evaluate the data? Teacher articulation after the benchmarks. MJUSD benchmark data reviewed by grade level and administration. EL team to review data when CST results are in during August and again in January when new CELDT scores are available.	Actions to improve achievement to exit program improvement (if applicable). Targeting instruction for EL students based on ELD levels during grade level intervention time and focussing on improving student achievement in ELA based on students' levels.

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	Provide para-educator support for teachers and to work with groups of students for intervention during workshop time.	Spanish speaking para educator provided support for teachers during their ELD instruction time and/or intervention by grade level. 22 students were redesignated this year.
3.2	Provide technology to assist teachers with instruction and to supplement the curriculum for students. Provide English and Math in a Flash and Brain Pop to increase comprehensible input for EL students by providing visual and interactive instruction.	Brain Pop, English in a Flash and Math Facts in a Flash were provided to all classrooms. 120 students participated in the Math in a Flash program and 80 participated in English in a Flash program completing over 800 lessons total. English in a Flash and Math Facts in a Flash are used as an intervention in the classrooms. Math facts in a Flash documents 693 levels mastered by students and 72,873 math facts practiced. 22 students were redesignated this year.
3.3	Provide supplemental supplies, materials and/or books to provide additional visual comprehensive input for EL students. This may include learning games and materials for learning English words and concepts.	Supplemental games and interactive lessons were purchased for teachers to use with their smartboards. Our site technology representative will load all the lessons on the teachers computers so all classrooms will have access to the lessons. The lessons will be used during classroom workshops for EL groups, to reinforce concepts using visual input for instruction and during ELD instruction and/or intervention. 22 students redesignated this year.
3.4	Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input.	Our EL facilitator held 6 parent meetings throughout the year. Additionally, she attended most of the monthly parent meetings and had several meetings with small groups of parents throughout the year as situations and needs arose. 22 students redesignated this year.
3.5	Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math.	77 hours of tutoring were provided to over 20 students this year. Additional students received tutoring with other funding. 22 students redesignated this year.
3.6	Provide translation for our Hmong students and for parent/teacher communication. Our Hmong population is under 15% of our enrollment.	8 hours of Hmong translation was used for parent/teacher communication 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.
3.7 Provide technology support for EL students through iPads. This technology will increase the accessibility of supplemental programs for EL students and will be used to supplement ELD instruction, EL intervention groups and/or EL tutoring groups.	22 students were redesignated this year. A lab of 40 iPADS was purchased for use with EL groups. Other IPADS were purchased for other intervention groups and students to use. Teachers have priority for IPADS during their grade level ELD time.

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 5.1	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 #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)

Edgewater Elementary 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: Lori Guy	Telephone: (530) 741-0866
Address: 5715 Oakwood Drive	Email Address: lguy@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-0119362
☒ 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		B	756	764	
Growth Target		B	5	5	
API Growth Score		756	764	802	
Actual Growth		B	8	38	

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

With additional interventions (tutoring and para-educators) we were able to move students to higher levels of proficiency increasing our API by 38 points exceeding the state goal of 800. In order to increase our API in 2013-14 we need to intensify our interventions. In 2012-13 we implemented intervention groups at a common time for grades 4-6 to improve student achievement in ELA. Although we exceeded our growth target, we would like to continue to increase the number and percentage of students moving to proficient at a higher rate. We continue to need to increase proficiency in our subgroups especially English Learners and Low socio-economic.

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	99		100	100		100	100	
Number At or Above Proficient	66	126		31	48		--	4		9	9	
Percent At or Above Proficient	39.1	51.0		56.4	63.2		--	36.4		37.5	30.0	
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	23	55		21	44		34	77		--	2	
Percent At or Above Proficient	30.7	48.7		28.0	43.1		27.6	42.8		--	14.3	
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	Yes		Yes	Yes		No	Yes		--	--	

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

We increased in the actual number of students proficient in ELA for the socioeconomic disadvantaged and white subgroups, but decreased in the percentage as we have more students those categories. Our EL groups continue to be a group we need to focus on increasing proficiency at a higher rate as the target keeps increasing. Through the grade level intervention groups, we will focus on addressing the areas students need to improve with the priority on ELA. ELD groups will be held during the intervention time with a focus on improving ELD concepts to improve ELA scores.

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	100		99	99		100	100		100	100	
Number At or Above Proficient	96	160		36	56		--	3		16	18	
Percent At or Above Proficient	57.1	64.8		66.7	73.7		--	27.3		66.7	60.0	
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	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	37	70		39	60		62	108		--	3	
Percent At or Above Proficient	49.3	61.9		52.0	58.8		50.4	60.0		--	21.4	
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	Yes		No	Yes		No	Yes		--	--	

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

In math our number of students proficient increased in all areas, Our primary focus will be to improve student ELA proficiency as students need to be able to read the math problems. Additionally, we will focus on supplementing the Saxon curriculum to supplement the areas not covered in depth for the California State Standards. One teacher piloted IXL math as a supplemental online math program in 2011-12 and based on student results, we purchased a site license for 2012-13. Based on student achievement on program and district benchmark assessments, our number of students proficient and advanced we expect an increase for 2012.

**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
2	44	51		23	25		27	16		6	8	
3	42	44		39	36		15	11		5	8	
4	33	70		35	22		23	5		8	3	
5		30			46			9			15	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		18	*		310.8	*	

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
2	33	49		328.5	351.1		52	63		358.6	364.5	
3	41	32		337.0	330.8		50	60		348.2	368.6	
4	26	79		323.6	373.3		67	61		361.7	369.9	
5		32			325.0			33			356.9	

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
2	32	52		319.0	351.4		37	48		330.8	351.8	
3	32	31		333.2	322.4		28	35		326.6	331.4	
4	12	72		308.3	371.0		20	63		320.5	360.1	
5		10			303.7			15			317.1	

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

In 2010-2011, a significant number of our 4th grade students were not scoring proficient in ELA on the CSTs. Interventions were prioritized to support this group first. 12 fourth grade students were only a few questions away from scoring proficient in ELA. Our first intervention groups focused on those students. In 2012-13 we added grade level interventions 4th-6th to focus on ELA standards and focus on areas needed for growth in proficiency. 2011-12 CST assessment results show an increase in all ELA scores for every grade except 3rd. We will focus in implementing intervention groups in that grade level based on the success we have experienced with the other grade levels previously.

**California Standards Test (CST)
Mathematics**

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
2	61	69		20	18		16	11		3	2	
3	69	66		23	25		8	8		0	2	
4	41	75		27	19		25	5		7	2	
5		50			26			22			2	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		27	*		323.5	*	

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
2	50	66		347.8	391.9		68	81		405.9	415.2	
3	67	61		379.6	371.0		68	70		401.5	405.8	
4	37	71		324.1	385.5		57	76		369.4	396.4	
5		52			363.7			56			396.5	

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
2	48	69		345.8	389.9		54	65		362.6	386.9	
3	76	58		380.7	366.4		63	63		380.5	383.1	
4	27	68		316.7	380.5		33	73		318.9	379.3	
5		40			342.7			38			346.2	

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

Math proficiency increased in 2011-12 in all grade levels except 3rd. 3rd grade teachers have reviewed the data and curriculum and are aware of the need to supplement the Saxon curriculum. One third grade teacher piloted a supplemental math program and had more students in the proficient range. We will implement the program in all 3rd grade classrooms this year. Teachers in all grade levels will continue to articulate and refine the use of supplemental curriculum following each district benchmark assessment.

Title III Accountability Data (Edgewater Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	105	131	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	105	131	
Number Met	48	78	
Percent Met	45.70%	59.5	
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	130	5	128	23		
Number Met	25	--	39	--		
Percent Met	19.20%	--	30.5	--		
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:

While we increased the number of students proficient in ELA, we increased the number of students at a higher rate which decreased our overall percentage of students proficient in 2010-11. Staff development was provided to support teachers in understanding concepts EL students will be assessed on and ELD materials were secured for all grade levels. In 2011-12, each grade level established a common time for ELD instruction allowing for students to be grouped by their academic needs. In 2010-11 we were approximately 10% below the target for proficiency. In 2011-12 we met the NCLB targets for proficiency. Additionally, we had 23 students meet the criteria for redesignation in 2012-13.

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	130	5	128	23		
Number Met	25	--	39	--		
Percent Met	19.20%	--	30.5	--		
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	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

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:
Students scoring Early Advanced and Advanced for 3rd grade will have CST and grades reviewed to determine if they are eligible for reclassification.

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			6	26	7	30	6	26	4	17	23
2	2	7	5	17	11	37	10	33	2	7	30
3	3	10	8	26	15	48	3	10	2	6	31
4	3	12	14	54	9	35					26
5	1	5	6	29	13	62	1	5			21
Total	9	7	39	30	55	42	20	15	8	6	131

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):

Teachers are focusing on ELD instruction and within their grade levels have developed plans for providing ELD for the various levels. Materials were obtained for all grade levels which did not already have them.

Professional development was provided to teachers including the skills and standards students are assessed on the CELDT test. Samples and rubrics were provided. Student progress was reviewed and teachers needs were addressed. 4th-6th grade intervention will provide ELD groups with small group focus on improving ELD standards. Para-educator support will also be provided during this time. SSTs were held on all Long Term English Learners that were not identified as special education students. In fall of 2012-13 we were able to redesignate an additional 15 students due to increased CST scores and 8 more in the spring due to improvement in CELDT scores with a total of 23 .

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	83	66		65	65	
3	51	51		80	69	
4	43	49		75	77	
5	19	48		68	84	

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

2nd and 4th grade continue to show improvement in ELA and Math. 2nd grade has implemented a grade level time where they focus on students' reading needs based on their abilities. While this is the first year with 5th grade students, 19% of students proficient and advanced is alarming. We are continuing to provide resources and increasing interventions. In 2012-13 We will be having 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	66	69		90	73	
1	83	90		90	89	
2	53	49		78	86	
3	39	49		80	94	
4	21	25		84	94	
5	10	40		69	95	

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

K teachers strongly feel the decrease in math scores is due to increases in their classes combined with more students with individual needs. First grade teachers also faced increased class sizes and have worked with the K teachers to send students that need letter and sound reinforcement to provide intervention when the K teachers have their small groups for intervention. 2nd-4th grade In 2012-13 we Implemented 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance. Kindergarten teachers saw a decrease in proficiency in math by 17 students. Two teachers implemented intervention for their students scoring below proficiency in addition to the ELA.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	33	43		60	64	
3	63	56		59	58	
4	60	65		52	48	
5	17	36		60	86	

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

Each grade level continues to show growth from last year to this year except third grade in ELA and 4th grade saw a decrease of 4% in mathematics. Looking back at the 12 week benchmark all grade levels show an increase with the exception of 2nd grade. Teachers are looking at the curriculum and making adjustments. There were several concepts on the 2nd trimester test that had not

been introduced yet in the curriculum. In 2012-13 We implemented 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance. Due to the decrease in 4th grade math proficiency, intervention classes were also added two days per week in math.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	79	74		91	84	
1	74	65		79	84	
2	41	36		60	55	
3	55	51		57	53	
4	41	39		65	52	
5	12	22		43	75	

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

5th grade is the only grade level that showed an increase in students proficient in ELA on this benchmark. Teachers continued to review data, change intervention groups accordingly and adjusted instruction. Based on a decrease of 13 students proficient in math, 4th grade added two days of intervention in math for students not scoring proficient.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	41	42		52	67	
3	50	63		67	63	
4	35	36		52	62	
5	10	37		15	59	

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

ELA scores are consistent or increased over last year. We need to continue to look at how to increase the number of students proficient and advanced in ELA. We continue to focus on ELD instruction and intervention for ELA. Third grade is the only grade level that showed a decrease in Math proficiency from the previous year. Teachers met to review curriculum and develop interventions.

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

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

Each year, the number of students proficient and advanced is increasing. The percentage of students in most grade levels are increasing also. K and 3rd decreased by 2% in ELA from 2010-11 to 2011-12. Teachers attribute the decrease to increased class sizes and are implementing plans after each set of benchmarks for interventions. We continue to use this data for placement in intervention groups.

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:

All grade levels showed an increase in the number of students proficient in writing. In 4-6 grades, there are two writing intervention classes for students that are not proficient in writing. 3rd grade has implemented writing projects integrating science and language arts skills with our goal to increase the number of students scoring proficient and advanced. In addition, all grade levels are providing ELD and/or intervention times for ELA. Teachers provide small group instruction during their classroom workshop times. All grade levels have increased the amount of writing implemented.

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 number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the California standards test by 15%.		
What data did you use to form this goal (findings from data analysis)? CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classroom. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels. Looking at the data over a 3 year period, all grade levels have made growth and continue to reach higher levels of proficiency.	What did the analysis of the data reveal that led you to this goal? Our ELA and Math proficiency rates are still below the federal targets for AYP. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark (as evidenced in 2nd grade last year).	
Who are the focus students and what is the expected growth? Students in grades 2-6.	What data will be collected to measure student achievement? STAR reading; CST ELA; MJUSD benchmark assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classroom performance; Open Court assessments, attendance rates	
What process will you use to monitor and evaluate the data? Grade level articulation meetings after each benchmark will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.	Actions to improve achievement to exit program improvement (if applicable). Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress.	

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 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.		Extra Duty	EIA-SCE 3000
		Para Educators	Title I 25000

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			
1.2 Provide release time for professional development in the form of articulation, data analysis, and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide at least one day per month for common core technology representative to provide demo lessons, share resources and provide peer observations.		substitutes for release time Extra duty/consultation books for staff development	EIA-SCE 8000 Title I 6876 EIA-SCE 2500 EIA-SCE 500 Title I 500
1.3 Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards and provide students with extended learning opportunities. Provide supplemental materials to provide transition to the Common Core Standards. Provide classroom funds to purchase supplemental materials, supplies, games to supplement curriculum and provide for differentiated instruction. This may include materials needed for workshop time.		supplies books	EIA-SCE 12,181 Title I 1500 EIA-SCE 2000 Title I 1155
1.4 Provide technology resources for intervention including		professional contracts	EIA-SCE 6780

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
Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math), Read Naturally and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities.		Title I supplies, materials (print cartridges, batteries, paper) equipment	3000 EIA-SCE 4500 Title I 2000 Other 3000 EIA-SCE 4000
1.5 Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.		maintenance contract print shop paper	EIA-SCE 4000 Other 4000 EIA-SCE 1200 EIA-SCE 3000 Other 2000
1.6 Provide Elementary Student Support Specialist to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically.		para-educator	Title I 12000
1.7 Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 13 parents and with PTO and Lottery funds, another 16 parents will be fingerprinted.		fingerprinting for volunteers	T1-PI 872 Other 1500
1.8 Provide phone calls to remind parents of important events, upcoming meetings, and to monitor attendance.		school messenger supplies	T1-PI 400
1.9 Provide parents with written information, newsletters, phone calls to increase communication. Provide materials		supplies	

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
and supplies for parent meetings and an annual appreciation luncheon.			
1.10 Provide technology support for students through IPADs. This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Phase 1 will be to provide one IPAD per classroom. Phase 2 will include IPADs for intervention in some classrooms/ grade levels to pilot their success. As the data shows effectiveness, more IPADs may be purchased. Accessories will also be purchased including a cart for storage and charging, protective covers and programs.		currently unfunded. May purchase more with carryover or increased allocation.	

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) Improve students scoring proficient and advanced in ELA on the CSTs by at least 15% by increasing students accessibility to the library. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use the library. Make library available for students before school, lunch and afterschool.			
What data did you use to form this goal (findings from data analysis)? CST scores, MIUSD benchmarks, Accelerated Reader participation, number of books read, pages and words read and library patronage and circulation reports. Students that improved the number of books they read and took tests on also improved in their ELA CSTs and district benchmarks.	What did the analysis of the data reveal that led you to this goal? Last year we saw an increase doubling the number of books, pages and words read by students. We also saw an increase in the number of students participating in accelerated reader. A majority of the students that earned a medal for reading and participated in accelerated reader consistently scored proficient or higher in ELA on benchmarks and CSTs. We want to increase participation. Last year we had several kindergarten students participating and almost half of our first grade students. This year 2012-13 we had 29% of our kindergarten students participate in Accelerated Reader and 92% of our first grade students.		
Who are the focus students and what is the expected growth? K-6 and we expect to increase participation and number of books, pages and words read by 15%.	What data will be collected to measure student achievement? Accelerated Reader Participation, number of books, pages and words read MIUSD benchmark assessments CST assessments (2-6) Library patronage and circulation reports		
What process will you use to monitor and evaluate the data? Monthly circulation reports, Accelerated Reader dash board results which reviews Accelerated Reader participation and MIUSD benchmark assessments will be reviewed in grade level articulation meetings and presented at staff meetings for analysis and adjustments.	Actions to improve achievement to exit program improvement (if applicable). Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.		
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 Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain		Literacy resource technician salary	Title I 13000

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
exposure to various genres available in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).		extra duty	Title I 2000
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for A/R books, non fiction, and vocabulary building books as recommended by Isabel Beck.		currently unfunded	
2.3 Provide books in other languages and about different cultures for parents to check out and read with their children.		Currently unfunded	
2.4 Provide a checkout system which allows students to locate books based on titles, authors, or subject.		Destiny contract	Title I 505
2.5 Provide 6 Ipads for student use in library. This technology will increase the accessibility of supplemental programs for students i.e., Accelerated Reader, IXL, E-books and educational applications. Additionally, space will be freed up to accommodate more books in the library.		Ipads and accessories *currently unfunded* May purchase with carryover or additional allocations	

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) Increase the percentage of EL students scoring proficient and advanced in ELA and levels 4 and 5 on CELDT exam by 15%. Increase number of students eligible for redesignation by 15%.				
What data did you use to form this goal (findings from data analysis)? CELDT data, CST and benchmark data. The number of EL students proficient in ELA increased, but due to increasing population, our percentage proficient decreased. Looking at the CELDT data and number of years students have been in school shows we have a group that did not make any CELDT growth, but	What did the analysis of the data reveal that led you to this goal? We redesignated 23 students this year. Each year we review the students CST, CELDT scores, grades and classroom performance. We have a group of students that we are waiting for current CST results and may redesignate in the fall because they barely met the criteria and the teachers felt their classroom performance was not as strong as needed for redesignation.			
Who are the focus students and what is the expected growth? EL students grade 3 to 6.	What data will be collected to measure student achievement? CELDT, CST, redesignation numbers, MIUSD benchmark data, classroom assessments and work samples, and intervention assessments.			
What process will you use to monitor and evaluate the data? Teacher articulation after the benchmarks. MIUSD benchmark data reviewed by grade level and administration. EL team to review data when CST results are in during August and again in January when new CELDT scores are available.	Actions to improve achievement to exit program improvement (if applicable). Targeting instruction for EL students based on ELD levels during grade level intervention time and focussing on improving student achievement in ELA based on students' levels.			
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 Provide para-educator support for teachers and to work with groups of students for intervention during workshop time.		para-educator	EIA-LEP 14000	
Evaluation of activities to determine if successful in closing the achievement gap				
3.2 Provide technology to assist teachers with instruction and to supplement the curriculum for students. Provide English and Math in a Flash, Discovery Learning and Brain Pop to increase comprehensible input for EL students by providing visual and interactive instruction.		contracts	EIA-LEP 5500	
3.3 Provide supplemental supplies, materials and/or books to provide additional visual comprehensive input for EL		books, supplies	EIA-LEP 1509	

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
students. This may include learning games and materials for learning English words and concepts.			
3.4 Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input.		substitutes, extra duty	EIA-LEP 5,000
3.5 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math.		extra duty	
3.6 Provide translation for our Hmong students and for parent/teacher communication. Our Hmong population is under 15% of our enrollment.		extra duty para-educator	EIA-LEP 5000
3.7 Provide technology support for EL students through IPADS. This technology will increase the accessibility of supplemental programs for EL students and will be used to supplement ELD instruction, EL intervention groups and/or EL tutoring groups.		supplies (IPADS, accessories, programs) *currently unfunded* May purchase more with carryover funds or additional allocations equipment (cart) *currently unfunded*	

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	60,661	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	31,009
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	52,031	Title I	15,505	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	1,322	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	10,500	Other	0	Other	0
Total	124,514	Total	15,505	Total	31,009

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	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	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$60,661
EIA-SCE Carryover	0
EIA-LEP	\$31,009
EIA-LEP Carryover	0
Title I	\$67,536
Title I Carryover	0
Title I Parent Involvement	\$1,322
Title I Parent Involvement	0
Other	0
Total	160,528

Total Expenditures	
EIA-SCE	60,661
EIA-SCE Carryover	0
EIA-LEP	31,009
EIA-LEP Carryover	0
Title I	67,536
Title I Carryover	0
Title I Parent Involvement	1,322
Title I Parent Involvement	0
Other	10,500
Total	171,028

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	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: \$2,155

Estimated Cost from EIA/LEP: \$982

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.	\$60,661
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.	\$31,009
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	3,137
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$94,807

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	\$67,536
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.	\$1,322
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	\$68,858

Total amount of state and federal categorical funds allocated to this school	\$163,665
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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
Lori Guy	1			
Jeri Chahon		1		
Sandy Wilcox		1		
Bonnie Marshall		1		
Rebecca Knudson			1	
Kevin Collosi				1
Brenda Franks				1
Sarah Hudson				1
Michael Smith				1
Jennifer Watson				1
Numbers of members of each category	1			

At elementary 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). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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)

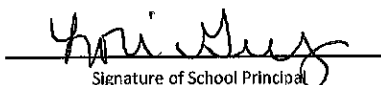
☒ Other committees established by the school or district (list):
PTO

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: 5/20/2013

Attested:

Lori Guy

Typed Name of School Principal



Signature of School Principal

5/20/13

Date

Rebecca Knudson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/20/13

Date

Melissa Gonzalez

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5/20/13

Date

Edgewater Elementary School-Level Parental Involvement Policy 2013-14

Edgewater Elementary has developed a written Title I parent involvement policy with input from Title I parents. Parents contributed information in parent meetings and through the school's site council. Site council reviews the parent involvement policy at least annually. The policy was distributed to parents of Title I students. The policy is distributed to all Edgewater Elementary students in the Edgewater Family handbook distributed the first week of school. Starting 2013-14 the policy will also be posted on the 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 Edgewater Elementary, 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 on their annual Back to School night.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. A variety of parent meetings are scheduled throughout the year. ELAC (English Learner Advisory Committee), Site council, parent meetings (established by the PTO board), parent committee meetings and special evening events. Meetings are held (depending on the group).
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. Parents of Title 1 students are involved in the planning, review and improvement of its Title 1 programs and the Title 1 Parental Involvement Policy through monthly site council meetings. Input is also gathered and information shared at monthly parent meetings, ELAC parent meetings and shared at site council meetings. Input is included in the school site plan.
4. The school provides parents of Title I students with timely information about Title I programs. Information about Title 1 programs is provided in the family handbook, presented at Back to School Night and updated information is provided at site council meetings and in monthly news letter. Information about title 1 programs is also provided at parent meetings, ELAC and site council throughout the year.
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 through classroom information/newsletters, Back to School information, progress reports, parent teacher conferences in the fall (spring as needed), newsletters, parent meetings and notices.
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. Monthly parent meetings are held and additional meetings are scheduled as requested. At all parent meetings, ELAC and site council there is a time for parents to share topics they would like for future meetings/discussion.

School-Parent Compact

Edgewater Elementary 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.

The attached school-parent compact was developed with a group of parents and school staff. The compact will be reviewed and revised as needed each year by the site council and is included in the family handbook distributed at the start of each school year. Students are given a copy to take home, review with their parents, sign and return to their classroom teacher each fall.

Building Capacity for Involvement

Edgewater Elementary 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. Edgewater Elementary provides kindergarten information meetings during the first month of school and grade level standards/ expectations are presented at Kindergarten orientation (before school starts) and Back to School Night. Teachers schedule additional conferences as needed for student achievement/improvement or as requested by parents. Parents are provided with a calendar notifying them when students have their benchmark assessments. Teachers provide progress reports and 4th-6th grade teachers provide parents with information so parents can access their online grade book.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. A monthly parent education newsletter is sent home with ideas and materials for parents to work with their children at home. Additionally, teachers meet with parents and send home appropriate materials and activities. At parent meetings, parents are encouraged to visit and seek assistance from our school library.
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. At our site, parent representatives have attended staff meetings to discuss with the staff, the best ways for parents and teachers to work together on common goals. Teachers and parents also meet during the monthly parent meetings and various committee meetings throughout the year.
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. Although we do not have a parent resource center, our library acts as a place for parents to meet, get information, resources, ask questions and get referrals to the appropriate staff to assist their needs. The library is open after school for parents and families and many take advantage of

this opportunity. Some parent involvement funds are allocated for getting parents fingerprinted to help in classrooms and with school projects.

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. Newsletters and meeting notices are translated in Spanish and Hmong. School notifications through the school messenger are made in English and Spanish. Translators are provided for meetings. Additionally, PTO provides information on facebook and maintains a bulletin board posting current information.
6. The school provides support for parental involvement activities requested by Title I parents. A survey is conducted annually by the PTO asking for interest in a variety of activities and includes a list of requests for classroom volunteer times/activities by teacher and/or school activity, and funding assistance for fingerprinting. There is space for indicating other areas the parent would like to volunteer with. Activities are also included for parents that may not be available during the school day but are willing to work on projects in the evenings/weekends.

Accessibility

Edgewater Elementary 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. Translators are available on site and at parent meetings. All communication sent home is translated and parents are always encouraged to come to the school if there is something they don't understand.

Edgewater Elementary School

5715 Oakwood Drive, Marysville, CA 95901

Phone: (530) 741-0866 Fax: (530) 741-1332

Principal, Lori Guy

It is important that families and schools work together to help students achieve high academic standards. The following 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.

Edgewater Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction aligned to the California Content Standards while transitioning to Common Core Standards in a positive, safe, supportive, and effective learning environment.
- Participate in appropriate professional development to improve teaching and learning.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences, Student Study Team meetings (as necessary) and conferences as requested by parent and/or teacher throughout the school year.
- Communicate with parents on a regular basis and encourage them 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.
- Actively participate in collaborative decision making and work with my colleagues to help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Staff Signature: _____ Date: _____

Edgewater Family/Parent Pledge:

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

- Ensure my child attends school every day, on time and gets adequate sleep.
- Provide quiet time and place for homework and monitor TV viewing.
- 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.
- Participate in decisions relating to my child's education.
- Communicate with the teacher or school when I have a concern.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Respect the school, staff, students and families.

Parent Signature: _____ Date: _____

Edgewater Student Pledge:

I agree to share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Ask for help when I need it.
- Know and follow school and class rules. (see attached school rules)
- Limit my television watching and read every day after school.
- Be responsible for my own behavior.
- Respect the school, classmates, staff and families.

Student Signature: _____ Date: _____

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

School: Ella Elementary School

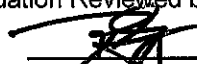
Principal: Rob Gregor

School Site Council Certification

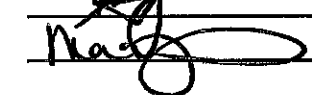
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:

 6/10/13

SSC Chair Signature:

 6/10/13

GOAL #1

Students will make academic growth/progress on three forms of measures: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and the subgroups of AYP

A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require weekly articulations to respond to the lessons -including what the students learned and student engagement.

B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student.

C. Professional Development for all staff to help foster growth in EL, ELA and Math.

What data did you use to form this goal (findings from data analysis)? Results from the CST Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Sign-in sheets Classroom assessments and intervention tests (developed by teachers in Edusoft)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on district assessments and state assessments. District assessments have shown great improvement. Data sheets will be provided upon request. CELDT Scores improved and more students were RFP out of ESL. Teachers turned in the intervention sheets for any tutoring and students that took part in tutoring and extra intervention showed improvement on their district benchmarks.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind. Teachers turned in their data sheets to coaches weekly. Students were provided with high quality first instruction where teachers were trained by SCOE and the administrator to develop lesson plans that were engaging for all students. Students that were struggling were reassessed and retaught the strategies if they were not able to show proficiency on the district benchmarks and classroom assessments.

What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable). After looking over the data 90% of the students that received extra instruction and high quality first instruction show growth on their district benchmarks and on classroom assessments. Students grew from as little as 5 points to as much as several hundred on their overall benchmarks and classroom assessments.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.	
Actions To Be Taken To Reach This Goal	The Student Services Coordinator is very active on our campus. From participating in SST meetings where there may be other services requested, or the coordination of those services (42) (Parents sometimes make requests for counseling or it is necessary to bring in to advise with the coordination of services), making referrals to Victor Services/Mental Health (55), referrals to Victim Witness (7), Home visits (58), Crisis intervention with students (22), Child Protection Service reports (31) and Request for screening for vision for students (12).
1.1 Teachers meet weekly to develop highly effective lessons that involve strategies that provide access to academic language, practice academic language, and provide higher level questioning to extend the lesson for all students but in particular, EL students.	This year Ella redesignated 5 students using: Teacher collaboration for lesson study using EL strategies EL teaching and learning strategies introduced at the Title 1 and Title III Conference, GLAD and SIOP Trainings; were brought back to the staff and shared during staff development time by lead teachers who attended the conferences. Differentiated EL learning was enhanced through technology that allows for hands-on placed lessons tailored to students' individual abilities and progress. Training for staff using released items for the CELDT prepared staff for how questions were asked. Using the rubrics that are available, teachers modeled and taught writing strategies that enhanced the students writings.
1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CUBE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.	Professional Development included but was not limited to: Computer Using Educators 20% Title 1 Conference 10% Title 3 Conference 10% SIOP Training 50% Weekly Articulation 100% Positive Behavior Program 100% CELDT Training 100% GLAD Training 100% iPad Training 100% Site Level PD 100% NCWP 100% SCOE trainings 100% Please note, while the percentages may indicate a small number, the attendees were not the same for each training. These conference attendees shared their experiences at Staff Meetings and minimum day articulations and meetings. They provided ongoing support to others not in attendance. The Positive Behavior program was in the planning stages and will be rolled out in the 13-14 school year.
1.3 Elementary Student Support Specialist will help motivate students to improve academic skills, attendance and attitude. Provide students with academic counseling, Motivational Assemblies, Monitoring and maintaining student's achievement. Provide supplemental intervention for students. Pacing of Standards, use of Edusoft, benchmark alignment, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's.	