

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 Extra Help will be provided three days a week in order to provide intervention for students. Intervention will include remediation on state standards as well as pre-teaching standards for which students may be having difficulty. These teachers will provide instruction during classroom workshop time reducing the student to teacher ratios.	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. K-2 students benefited from the services of this expenditure.
1.5 A STARS liaison will be used to provide academic bridge between Ella and the after school program. This person will work with the classroom teachers to identify areas of need by students attending the program and identifying resources that will provide effective remediation. The liaison will provide professional development to the STARS staff on teaching strategies and methods of engaging students.	Part of the SIG Grant that is now over.
1.6 Teachers will be used to provide after school tutoring and instruction in areas that Ella students are struggling. These teachers will develop intervention based instruction that reteaches concepts that students are struggling to master.	Teachers reported 85% of students helped in tutoring 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. K-6 students benefited from the services of this expenditure.
1.7 The turnaround specialists will be used to work with staff in the development of High Quality First Instruction and student engaged lessons that promote growth in ELL, ELA and Math. These specialists are an integral part to the turnaround of ELLA school and the implementation of the SIG Grant. The turnaround specialists will work with staff and administration to help assure that students and staff are making growth.	Part of the SIG Grant that is now over.
1.8 School Psychologist will provide extra support for students with difficulty learning and meeting grade level proficiency whether with a disability or lack of academic progress. Behavioral counseling will impact student attention and focus on academic progress and in some cases student progress will be monitored daily. The school psychologist will also support SST's and other forms of RTI for students that are struggling in school.	Part of the SIG Grant that is now over.
1.9 Student Service Administrator will provide direct support to ensure all students are successful. Attendance issues and behavioral issues will be addressed. Connections for students with social services to address mental health issues and support for medical limitations that impact learning such as vision will be fostered. Participate in SST meetings and monitor academic follow through. Help develop a mentoring program for studentist that are at risk or are experiencing high rates or repetitive referrals.	Part of the SIG Grant that is now over.
1.10 Grade levels will meet every Wednesday from 1:35 to 3:15. Collaboration is focused on interim testing and instructional strategies. Kindergarten will participate in an extended day program. Instructional time will be increased in all grade levels K-6. One hour a week to meet in grade level outside of Wednesday. Ella will focus on EL 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 ELD instruction. Teachers will 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. This will require weekly articulations to respond to the lessons -including what the students learned and student engagement.	Part of the SIG Grant that is now over.

GOAL #2

Ella will teach EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and subgroups of AYP

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 iReady 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.
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.
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).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 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, Quizdom, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Curriculum Associates, Math Facts in a Flash, Discovery Education, Edusoft, Open Court workbooks that are not part of the core, NCWP and BrainPop. Inspiration, Kidspiration, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning.	The use of programs such as iReady ELA and Math, Accelerated Reader possible. 100% of students in K-6 iReady and students use it when in need of remediation. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency. 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.
2.2 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. Computers that may need to be replaced due to age.	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 iReady ELA and Math, Accelerated Reader possible. 100% of students in K-6 iReady and students use it when in need of remediation. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency.
2.3 Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum	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.
2.4 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as iReady, AR, AM, Curriculum Associates, BrainPop, NCWP, GLAD, CAB Edusoft, Math Facts in a Flash. 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.
2.5 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.
2.6 Office supplies and materials to support the SIG implementation	
2.7 Contracts with outside sources for Ella Elementary. We are incorporating SCOE's experience as a SAIT provider to support Ella with SAIT strategies. ASES will be offered to another 84 students. GLAD will provide training to teachers to promote academic language and literacy. External Evaluator will monitor the data collection process and ensure appropriate progress is made towards the goals.	These programs enhance the learning of students and teachers at Ella. Teachers report most of these programs are used daily to increase knowledge, build background knowledge, and enhance the learning environment.
2.8 Students that meet proficient and advanced on Interim Tests and CST in Math, ELA, Science and CELDT will be awarded for their achievements throughout the year.	These items provided motivation for students to work hard and to do their very best on all tests. Students showed more interest and teachers reported that students became motivated to earn the awards for their achievements.

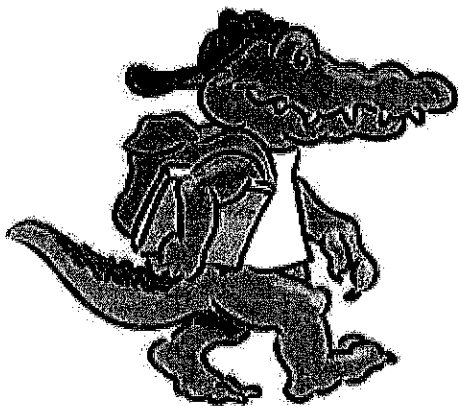
GOAL #3

Parental Involvement is critical for Ella. From ELAC to PTO, Ella 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 95% 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).

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	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.	92% 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 Ella 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.
3.2	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.	Parent notices go out for events and activities. These notices are in two languages
3.3	Provide snacks for monthly parent meetings. We have coffee and a light snack. There is often over 60 adults in attendance.	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.



2013-14
Single Plan for Student Achievement (SPSA)

Ella 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: Rob Gregor	Telephone: (530) 741-6124
Address: 4850 Olivehurst Ave	Email Address: rgregor@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056683
☐ 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	652	652	658	745	
Growth Target	7	7	7	5	
API Growth Score	652	658	745	778	
Actual Growth	0	6	87	33	

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

Ella Elementary has made growth in the API due an effort to concentrate on student engagement and teacher development. Through PLC/Articulation meetings the staff has worked on High Quality First Instruction while using district testing to check growth and understanding. District test scores continue to improve across grade levels in both math and language arts in all sub-groups.

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	108	132		43	44		--	--		8	11	
Percent At or Above Proficient	36.5	46.6		46.2	57.1		--	--		44.4	64.7	
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		--	--		--	--	

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	52	66		51	61		95	120		0	1	
Percent At or Above Proficient	31.7	39.8		32.7	38.1		34.3	45.6		0.0	3.1	
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	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

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

Ella Elementary met all of their criteria in ELA for the first time ever in their AYP. This growth is attributed to all staff working together in PLCs/Articulation and concentrating on High Quality First Instruction and student engagement.

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	197	197		65	57		--	--		16	16	
Percent At or Above Proficient	66.6	69.6		69.9	74.0		--	--		88.9	94.1	
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	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	106	109		106	105		180	182		2	7	
Percent At or Above Proficient	64.6	65.7		67.9	65.6		65.0	69.2		6.7	21.9	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes		Yes	No		Yes	Yes		--	--	

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

Ella Elementary met all criteria in Math on the AYP for the first time in the schools history. All staff continues to meet in PLC/Articulation groups to develop High Quality First Instruction while focusing on student engagement.

**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	63		27	18		18	12		11	7	
3	33	37		33	21		22	21		12	21	
4	46	53		31	24		14	15		8	8	
5	22	37		34	32		19	14		25	17	
6	36	38		36	38		17	18		11	7	

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
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	33	61		327.3	362.0		57	67		366.4	380.6	
3	23	26		314.5	306.0		45	62		343.0	374.5	
4	41	46		327.8	343.7		52	71		352.6	363.5	
5	21	23		312.2	313.4		29	57		312.3	357.4	
6	38	42		330.0	340.7		50	35		352.3	341.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	44	56		337.0	353.9		42	65		340.2	368.1	
3	31	27		325.2	306.2		34	31		327.2	312.5	
4	37	44		323.4	336.4		43	55		337.2	353.6	
5	16	12		304.1	297.3		21	34		308.0	326.5	
6	25	22		323.0	324.4		34	36		331.0	338.2	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

**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	63		27	18		18	12		11	7	
3	33	37		33	21		22	21		12	21	
4	46	53		31	24		14	15		8	8	
5	22	37		34	32		19	14		25	17	
6	36	38		36	38		17	18		11	7	

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	33	61		327.3	362.0		57	67		366.4	380.6	
3	23	26		314.5	306.0		45	62		343.0	374.5	
4	41	46		327.8	343.7		52	71		352.6	363.5	
5	21	23		312.2	313.4		29	57		312.3	357.4	
6	38	42		330.0	340.7		50	35		352.3	341.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	44	56		337.0	353.9		42	65		340.2	368.1	
3	31	27		325.2	306.2		34	31		327.2	312.5	
4	37	44		323.4	336.4		43	55		337.2	353.6	
5	16	12		304.1	297.3		21	34		308.0	326.5	
6	25	22		323.0	324.4		34	36		331.0	338.2	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our oveall 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	77	69		8	16		6	12		8	3	
3	71	77		14	12		14	7		0	4	
4	65	80		17	14		15	6		3	0	
5	63	63		14	22		16	11		8	5	
6	59	59		24	21		14	13		3	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
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	75	68		387.0	397.2		87	60		415.3	387.5	
3	64	74		393.4	380.1		85	92		435.6	463.0	
4	61	82		372.9	400.5		64	79		395.9	416.8	
5	69	56		389.3	380.8		61	76		384.5	407.5	
6	57	54		356.8	366.7		61	60		368.9	369.1	

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	75	63		390.0	389.3		77	68		387.7	396.9	
3	71	76		404.9	382.5		72	76		410.5	388.2	
4	60	84		368.6	398.3		63	82		382.4	407.9	
5	72	48		384.1	359.5		62	61		377.6	387.6	
6	56	48		351.9	343.6		56	60		357.9	366.5	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	77	69		8	16		6	12		8	3	
3	71	77		14	12		14	7		0	4	
4	65	80		17	14		15	6		3	0	
5	63	63		14	22		16	11		8	5	
6	59	59		24	21		14	13		3	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
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	33	61		327.3	362.0		57	67		366.4	380.6	
3	23	26		314.5	306.0		45	62		343.0	374.5	
4	41	46		327.8	343.7		52	71		352.6	363.5	
5	21	23		312.2	313.4		29	57		312.3	357.4	
6	38	42		330.0	340.7		50	35		352.3	341.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	44	56		337.0	353.9		42	65		340.2	368.1	
3	31	27		325.2	306.2		34	31		327.2	312.5	
4	37	44		323.4	336.4		43	55		337.2	353.6	
5	16	12		304.1	297.3		21	34		308.0	326.5	
6	25	22		323.0	324.4		34	36		331.0	338.2	

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.

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

Title III Accountability Data (Ella Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	202	201	
Percent with Prior Year Data	100%	99.5	
Number in Cohort	202	200	
Number Met	95	142	
Percent Met	47.00%	71.0	
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	195	58	200	58		
Number Met	30	19	48	24		
Percent Met	15.40%	32.80%	24.0	41.4		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	No	No	Yes	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	195	58	200	58		
Number Met	30	19	48	24		
Percent Met	15.40%	32.80%	24.0	41.4		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	No	No	Yes	No		

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	25	1	25	2	50	4
1	3	7	11	26	16	37	11	26	2	5	43
2	3	9	11	32	14	41	6	18			34
3	2	7	11	37	13	43	2	7	2	7	30
4			11	37	16	53	2	7	1	3	30
5	1	3	15	45	9	27	4	12	4	12	33
6	1	4	9	33	10	37	6	22	1	4	27
Total	10	5	68	34	79	39	32	16	12	6	201

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):

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	84	84		74	70	
3	48	62		85	84	
4	55	63		88	77	
5	32	44		73	91	
6	49	71		42	69	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall 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	83	69		80	73	
1	99	98		92	89	
2	72	66		79	86	
3	40	63		85	94	
4	25	35		97	94	
5	29	32		88	95	
6	32	86		56	86	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	61	41		67	80	
3	49	68		68	81	
4	62	70		81	93	
5	37	33		79	89	
6	61	62		76	76	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

Grade Level	Trimester 2: Section 2 (24 weeks)					
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	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
K	87	76		96	83	
1	83	85		94	91	
2	62	54		82	80	
3	53	72		80	91	
4	35	39		81	71	
5	18	17		78	86	
6	51	52		61	53	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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:

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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:

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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) 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 monthly 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, Math, Science and Social Science.		
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 and tests within the units)	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 individual assessments and state assessments.	
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.	

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).
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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 Ella Elementary will focus on EL and ELA 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 and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/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 Ella. 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.		Extra Duty Pay for Intervention/Tutoring Sub Costs for release time/Articulation	Title I 17027
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 achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in		CABE English Learner Conference CUE Title I Conference SCOE Behavior Conference Science or Social Science	EIA-SCE 2000 Title I 10000

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
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.			
1.6 Technology Lead will assist out teachers to 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, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.		Hourly pay and benefits	Title I 45000

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) Ella will teach EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and subgroups of AYP			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 iReady 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.
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.	
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).	
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	

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 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: Renalissance, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Curriculum Associates, Discovery Education, Edusoft, Open Court workbooks that are not part of the core, NCWP and BrainPop. iReady ELA/MATH, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning.		Resource Library Paper, ink cartridges library and classroom books Open Court Supplementals CAB iReady BrainPop NCWP GLAD Curriculum Associates Discovery Education Read Naturally DATA WISE	
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 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. Computers that may need to be replaced due to age.		iPad Apps iPads and Protective Cases iPad Accessories Apple TV Headphones Laptops Printers Towers and Monitors Cleaning Supplies LCD Projectors LCD Bulbs Headsets DVD/CD Players	EIA-SCE 4611

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
		PC Upgrades	
2.3 Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum		Lease and Contracts for machines.	EIA-SCE 1700 EIA-LEP 1700 Title I 4250 Other 850
2.4 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as iReady, AR, AM, Curriculum Associates, BrainPop, NCWP, GLAD, CAB Edusoft, Math Facts in a Flash. Materials for supplemental projects		Paper, writing paper, markers, crayons, pens, pencils, glue, scissors, CD players, headsets, rulers, ink cartridges	EIA-SCE 10000 EIA-LEP 10000 Title I 20096 Other 4100
2.5 Print Shop to create learning aids for EL to supplement classroom instruction.		Print Orders	EIA-LEP 349 Title I 163
2.6 Students that meet proficient and advanced on Interim Tests and CST in Math, ELA, Science and CELDT will be awarded for their achievements throughout the year.		Certificates, ribbons, pencils, plaques, notebooks, medals with lanyards	Title I 1500

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 Ella. From ELAC to PTO, Ella 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 95% 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. Evaluation of activities to determine if successful in closing the achievement gap		School Messenger	T1-PI 505
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.		Paper, Ink,	T1-PI 200
3.3 Provide snacks for monthly parent meetings. We have coffee and a light snack. There is often over 60 adults in attendance.		Light snacks, juice, coffee, water	T1-PI 1214

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

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	
EIA-SCE	70,000
EIA-SCE Carryover	0
EIA-LEP	40,732
EIA-LEP Carryover	0
Title I	72,027
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	182,759

Goal 2	
EIA-SCE	16,311
EIA-SCE Carryover	0
EIA-LEP	12,049
EIA-LEP Carryover	0
Title I	26,009
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	4,950
Total	59,319

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	1,919
Title I Parent Involvement	0
Other	0
Total	1,919

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

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

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

Total Allocation	
EIA-SCE	\$86,311
EIA-SCE Carryover	0
EIA-LEP	\$52,781
EIA-LEP Carryover	0
Title I	\$98,036
Title I Carryover	0
Title I Parent Involvement	\$1,919
Title I Parent Involvement	0
Other	0
Total	239,047

Total Expenditures	
EIA-SCE	86,311
EIA-SCE Carryover	0
EIA-LEP	52,781
EIA-LEP Carryover	0
Title I	98,036
Title I Carryover	0
Title I Parent Involvement	1,919
Title I Parent Involvement	0
Other	4,950
Total	243,997

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: \$3,066

Estimated Cost from EIA/LEP: \$1,672

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.	\$86,311
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.	\$52,781
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	4,738
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$143,830

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	\$98,036
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.	\$1,919
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	\$99,955

Total amount of state and federal categorical funds allocated to this school	\$243,785
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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
Rob Gregor	1			
Mailee Lor		1		
Patricia Norby		1		
Youa Chue		1		
Lydia Rasmussen			1	
Debbie Wilden				1
Nubia Octavio				1
Ermelinda Sanchez				1
Cherie Baker				1
Dulce Avelar				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:

Rob Gregor

Typed Name of School Principal



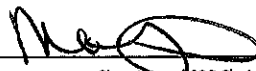
Signature of School Principal

6/10/13

Date

Mailee Lor

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/10/13

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Ella Elementary School-Level Parental Involvement Policy

Ella Elementary has developed a written Title I parent involvement policy with input from Title I parents. Ella Elementary along with parents and ELAC developed the policy to help Ella parents and students stay involved in the process of district and sight policies. The policy was distributed to parents of Title I students. The policy was distributed at beginning and end of the year parent and ELAC meetings. 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 Ella 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. Meetings are held on the last Monday of every month that school is in session.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Parents have chosen to meet after school starts and on days that they are already here for ESL and ELAC meetings.
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 having monthly meetings parents are kept up on all information and policies that affect them and their students.
4. The school provides parents of Title I students with timely information about Title I programs. Parents are sent home all information in two languages on our all call system and once at the meeting hard copies are provided in both languages.
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 information is handed out and explained by an administrator at one of the regular parent meetings during the school year.
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 done by having monthly meetings where parents from all students are asked to provide feedback and they are encouraged to write down any questions that they have. These questions are addressed at the next monthly meeting.

School-Parent Compact

Ella 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.

Parents are asked for their input at our parent and ELAC meetings for ideas and suggestion for our policy. The policy is sent home to all parents on the first day of school. Parents are also given the policy in a packet when they enroll into Ella Elementary.

Building Capacity for Involvement

Ella 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 information is gone over in both the ELAC and parent meeting by an administrator on how to monitor their student's progress.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This information is gone over in both the ELAC and parent meeting by an administrator on how to monitor their student's progress.
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 information is gone over in a staff meeting by an administrator on how to involve the parents in their student's education.
4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. This information is gone over in both the ELAC and parent meeting by an administrator on how to monitor their student's progress.
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 information is gone over in both the ELAC and parent meeting by an administrator on how to monitor their student's progress. Information is also sent home through an all call in the parent's language. Once at the meeting parents are also given hard copies in the appropriate language.
6. The school provides support for parental involvement activities requested by Title I parents. This information is gone over in both the ELAC and parent meeting by an administrator on how to monitor their student's progress.

Accessibility

7. Ella 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. This information is gone over in both the ELAC and parent meeting by an administrator on how to monitor their student's progress. Information is also sent home through an all call in the parent's language. Once at the meeting parents are also given hard copies in the appropriate language.

Ella Elementary School Family - School Compact

Working together, families and the staff at Ella Elementary School can help our students achieve high academic standards. In partnership along with students, we agree on responsibilities which support our students' success in school and in community life.

Staff Pledge

To the best of my ability, I will

- Teach interesting and challenging lessons.
- Motivate students and promote achievement.
- Have high expectations and provide support for the students to reach them.
- Communicate regularly and clearly with families.
- Establish a safe and caring environment.
- Continue to develop professional competencies.
- Work together with staff and families in a considerate way.
- Provide worthwhile, daily homework to reinforce and extend learning.

Student Pledge

To the best of my ability, I will

- Come to school ready to learn and work hard.
- Attend school every day and be on time.
- Return completed assignments and homework, and bring necessary materials.
- Know and follow school and classroom rules.
- Talk with my parents and teachers so that they can help me succeed in school.
- Play and exercise daily.
- Read and study at home on a daily basis.
- Make friends.
- Respect myself, my friends, staff and family.

Family/Parent/Guardian Pledge

To the best of my ability, I will

- Provide a quiet time and place for homework without television or radio.
- Read to and encourage my child to read every day.
- Ensure my child attends school every day, gets proper nutrition and sleep and receives regular medical attention.
- Work together with staff in a considerate way.
- Oversee my child's progress at school through parent-teacher conferences.
- Agree to meet with the teacher at the student's home or off-site to build relationships.
- Communicate the importance of education and learning to my child
- Participate in School Site Council, PTO and/or volunteering.

Affirmed by

Student

Teacher

Parent/Guardian

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

School: Johnson Park Elementary School

Principal: Sarah O'Brien

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: _____

Sarah O'Brien
Jay Zarco

GOAL #1

10% of EL students in all grade levels (2-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.

What data did you use to form this goal (findings from data analysis)? Previous years' CST Data and MJUSD Benchmark Data	What did the analysis of the data reveal that led you to this goal? EL students were a sub group that did not make AYP
Who are the focus students and what is the expected growth? English Language Learners	What data will be collected to measure student achievement? Teacher and program assessments MJUSD Benchmark Assessments CEDLT Scores Report Card Performance CST Data
What process will you use to monitor and evaluate the data? MJUSD Benchmark Assessments CEDLT Test CST Test	Actions to improve achievement to exit program improvement (if applicable). Increase intervention for EL 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide bilingual Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.	Francisco Carrasco was hired to work 6 hours a day for 5 days a week to support EL students in the classroom and provide intervention groups of students. He worked to establish goals for students based on Edusoft Data from Benchmarks and CEDLT Data. Students were supported in small groups, one on one and in larger group settings. 5th grade students who attended the Read Natural Groups showed an average of 1 1/2 grade level of reading growth and significant growth in the STAR reading test.
1.2 Provide Structured Teacher Planning Time focusing on the progress of the EL students to provide continuous monitoring and adjusting of the instruction provided to positively impact each EL student's academic performance.	Teacher structured planning time was scheduled on the following dates: 11/7, 11/8, 1/16, 1/22, 2/27, 2/28, 4/9, 4/10, 5/21, 5/22, 5/29, 5/30, 6/4, 6/5. Teachers reviewed data from Edusoft, CEDLT scores, CST scores and informal assessments. Intervention groups were created during these meetings along with tutoring groups.
1.3 Provide supplemental supplies and materials to supplement the district curriculum providing multiple methods of input (visual, realia, Brain Pop, Math Facts in a Flash, Mountain Math & Mountain Language, etc.) to enhance learning opportunities for EL intervention and EL students.	EL students used Brain Pop, Math Facts in a Flash, Mountain Math and Mountain Language daily in EL Intervention as well as in the classroom. These programs helped to introduce new vocabulary concepts to students and helped improve benchmark scores. After starting intervention, the effect was noticeable in after the 12 week benchmarks.
1.4 Increase communication with EL parents regarding their child's progress and resources available.	Newsletters were sent monthly to parents as well as information communicated at ELAC meetings to inform parents of resources and progress. Items were added to the ELAC meeting agendas based on parent suggestion and information that they requested.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Encourage parents to volunteer in thier child's classroom in order to understand the standards which are being addressed at their child's grade level.	Fingerprinting was offered to parents in the newsletter as well as at Open House for volunteering in the classrooms. 5 parents were fingerprinted.
1.6 Increase and provide consistent ELD instruction.	ELD support was provided by two paraeducators daily for a minimum of 3 hours a day. They used a wide range of programs including Highpoint, Avenues and EL technology components. Student progress was monitored by the benchmark data. As students showed progress, students were switched out.

GOAL #2

Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after-school, as well as being available to teachers during the instructional day. These library resources will also include reading intervention materials to help students increase their reading proficiency.

What data did you use to form this goal (findings from data analysis)? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6	What did the analysis of the data reveal that led you to this goal? Students did not increase reading time and needed more access to the library.
Who are the focus students and what is the expected growth? K-1 2-6	What data will be collected to measure student achievement? Accelerated Reader participation grades 2-6 MJUSD Benchmark Assessment data K-6 CST Assessments 2-6
What process will you use to monitor and evaluate the data? Monthly circulation reports Accelerated Reader participation statistics MJUSD benchmark assessments	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	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.	Library was open 5 days a week. Students were also able to go to the library at lunch throughout the week.
2.2	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.	Librarian scheduled weekly times with teachers for classes to be in the library.
2.3	Increase communication to parents about the library and available resources.	Parents were informed by newsletters, flyers, AR reports, and book fairs.
2.4	Provide 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 Across America occurred on March 1st. Readers came from the neighboring high school, the community and different organizations. Parents attended the event as well.
2.5	Increase technology and equipment resources in the library. Provide funding for service and repair of equipment and technology resources.	Computers in the library were replaced and troubleshotted for students to take AR tests.

GOAL #3

5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic and basic levels, toward proficiency and advanced status.

What data did you use to form this goal (findings from data analysis)? Performance gains expected for these students: 5% of the students will improve their level of proficiency at least one level on the California Standards Test in both language arts and mathematics, and students in grades K and 1 will improve their level of proficiency at least one level in standards-based report card results.	What did the analysis of the data reveal that led you to this goal? Based on school wide API students did not meet proficiency levels.
Who are the focus students and what is the expected growth? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results.
What process will you use to monitor and evaluate the data? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results.	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.
3.1 Extended learning time: Provide during-school and after-school tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school program.	366 Tutoring hours completed using ELA-SCE, 45 hours using Title 1. Tutoring was completed in grade levels K-6. Teachers used benchmark data, articulation time and assessments to restructure groups and monitor progress.
3.2 Provide extended learning experiences for students away from the school setting. These opportunities will enhance those CA state standards already taught and increase proficiency.	Field trips by grade level. 6th graders attended Shady Creek May 13th -17th.
3.3 Provide planners for each student in grades 4-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task, and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	Planners given to all students 4th-6th grade. Students were encouraged to use agendas. At SST meetings, parents were encouraged to use the agendas to communicate with teachers on a daily basis.
3.4 Provide supplemental intervention for students far below basic and basic in reading. Students struggling in the proficient level of reading will also receive support. Provide supplementary intervention for students not performing at grade level in English Language Arts and Math. Students will receive intervention as well as study skills interventions to assist with core instructional materials.	Intervention provided 2 days a week per grade level. Teachers provided their own intervention support as well as sent students out to get EL support.
3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level.	SCOE consultants attended articulation meetings, staff meetings and helped support teachers in the classrooms.
3.6 Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.	Board Math, Mountain Math, Mountain Language, Bellworks, etc. purchased to supplement district adopted curriculum.

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 staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school. Including but not limited to PBIS training.	PBIS Team was formed and attended training on 2/12/13, 3/13/13, 4/11/13, 5/13/13. PBIS team developed strategies and supports to implement the PBIS program at Johnson Park. We completed the planning phase and will implement year one of the program starting in the Fall of 2013.
3.8 Identify academically at-risk students through review of STAR test scores, district benchmark assessments and teacher referrals to target students not performing at grade level. Providing one on one academic counseling and coordinates meetings with parents to develop strategies to accelerate student achievement. Provides staff development to teachers and para-educators which encompasses data analysis and research based interventions. Work to develop Read Naturally intervention groups to increase reading fluency and comprehension. Plan and facilitate these groups. Provide home visits when necessary to contact families and make community contacts. Provide motivational and inspirational assemblies for the students.	Intervention and tutoring groups were established in teacher articulation time. Student groups were monitored and changed as needed and as students were mastering standards.
3.9 Provide computer lab for Waterford intervention (K-2), class technology lessons and computer intervention programs and technology in classrooms for student assessment, and access to district data base and supplemental programs (i.e., Accelerated Reader). Improve instructional technology. The Waterford computer program helps with realia, vocabulary, visual representation and basic reading concepts. The visual and verbal components help EL learners as well as students who may be struggling with basic reading concepts. These programs are used as an intervention for EL learners and those students who are below grade level in grades K-6.	Computer lab was open 5 days a week. Accelerated Reader was used in grades 2-6, and was monitored by teachers. Monthly reports were generated by our SSC. Incentives and prizes were given to students.
3.10 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. This will provide each classroom with one IPAD to pilot. As the data shows effectiveness, more IPADS may be purchased. This will assist with the implementation of the Common Core Standards in all classrooms.	IPADS purchased for all teachers. teachers implemented smart board lessons using IPADS. Teachers had IPADS working in thier classrooms by January of 2013.

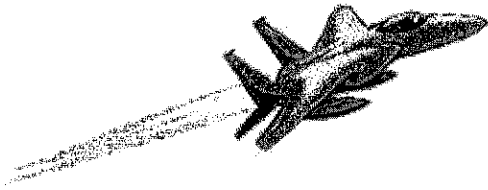
GOAL #4

What data did you use to form this goal (findings from data analysis)? Increased student achievement reflected in a 5% increase in the number of students scoring proficient and advanced on CSTs and district benchmarks. Reduce student's suspensions by 10% from 2009-2010 school year. Increase attendance to reach 97% goal. Increase parent attendance at school activities and opportunities for parents to be informed of their child's successes and participate in problem solving activities.	What did the analysis of the data reveal that led you to this goal? Students were struggling, accordingly to CST data, in Language Arts and math. Problem solving and inference were two areas of concern.
Who are the focus students and what is the expected growth? K-6	What data will be collected to measure student achievement? Discipline referrals Suspension Attendance Parent participation logs Meeting attendance logs Detention records SST documentation of behavior and interventions
What process will you use to monitor and evaluate the data? Reduced discipline referrals, fewer suspensions Completion of improvement and beautification projects on campus CST results (increased number of students proficient and advanced) District benchmark assessments (increased number of students proficient and advanced)	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 Establish incentive system with monthly, trimester and yearly awards. The system will reinforce the positive behavior expectations and recognize increased academic performance and attendance.	Trimester awards assemblies occurred three times throughout the year. Shining Star Reading Incentive program occurred once a month to encourage positive reinforcement of reading. Blue ticket drawings also occurred on these days.
4.2 Increase parent communication and active participation.	Newsletters were sent home monthly to inform parents of school events. The School Messenger system was used to communicate with parents and encourage participation.
4.3 Increase supervision of students before school, during recesses and after-school to create a safe and comfortable climate. Provide monthly meetings for yard duty reviewing problem solving strategies.	Extra yard supervision was added in the following ways: Parent volunteers, CAL WORKS volunteers, paid yard duties and staff. Referrals in the morning dramatically decreased.

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.
4.4 Provide classrooms with materials, supplies and equipment to utilize the Second Step program. Also provide after-school opportunities (detention) as an intervention providing students with decision making skills.	Second Step was taught at least once a week in 60% of the classrooms. Detention was offered daily using social skills and life choices programs.
4.5 Provide extended learning opportunities for enrichment for GATE students. Provide extended learning experiences for those students attending Shady Creek.	Approximately 93% of the 6th grade students attended Shady Creek Outdoor School. More GATE type opportunities are currently being researched and will possibly be implemented in the 2013-2014 school year.
4.6 Provide avenue for student input and leadership through an organized student council. Provide staff development opportunities for teacher advisor.	Student leadership did not take place in the 2012-2013 school year. We are working on making it part of the Johnson Park campus in 2013-2014 possibly using the LHS teacher cadets.
4.7 Provide professionally developed performances (art, drama, music, etc.) for students. This experience may be presented in assemblies, field trips, guest performances, etc.	Our testing kickoff assembly occurred on April 22nd. The theme was "I CAN"
4.8 Provide a Student Support Specialist to increase positive reinforcement of good behavior as well as increase overall attendance of students. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.	Student Support Specialist was funded for 4 days a week. He ran a behavior intervention group every day after school, scheduled and facilitated 42 SST meetings, and ran academic intervention pull out time.



2013-14
Single Plan for Student Achievement (SPSA)

Johnson Park 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: Sarah O'Brien	Telephone: (530) 741-6133
Address: 4364 Lever Ave.	Email Address: sobrien@mjsd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056709
☒ Initial Plan Approval: May 29, 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	759	759	753	785	
Growth Target	5	5	5	5	
API Growth Score	759	753	783	773	
Actual Growth	0	-6	30	-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	122	102		45	28		--	--		8	--	
Percent At or Above Proficient	49.0	44.5		52.9	43.1		--	--		66.7	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

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	62	61		49	48		96	91		6	3	
Percent At or Above Proficient	45.6	43.9		44.5	44.4		45.7	43.8		20.0	9.7	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		No	No		Yes	No		--	--	

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

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	162	144		59	41		--	--		11	--	
Percent At or Above Proficient	65.1	63.4		69.4	63.1		--	--		91.7	--	
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	Yes	No		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	100	
Number At or Above Proficient	81	88		68	70		128	129		5	6	
Percent At or Above Proficient	59.6	64.2		61.8	66.0		61.0	62.6		16.7	19.4	
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	Yes	Yes		No	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	87	82		8	11		3	5		3	2	
3	43	33		28	45		15	10		13	12	
4	31	38		42	33		18	21		9	8	
5	40	33		29	52		19	10		12	5	
6	53	37		37	50		3	10		7	4	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	*	*		*	*		*	*		*	*	
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	95	89		429.6	383.6		79	80		390.4	402.0	
3	33	33		326.4	333.9		57	31		372.3	327.5	
4	32	34		337.7	326.3		*	42		*	342.1	
5	30	30		325.0	332.9		45	*		343.3	*	
6	50	35		359.2	345.0		57	26		363.5	326.6	

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	93	86		444.0	376.1		83	81		410.3	382.6	
3	35	31		334.7	323.9		43	34		338.4	334.5	
4	27	33		332.0	329.9		30	37		333.4	330.2	
5	11	33		303.7	326.9		36	31		327.5	331.5	
6	24	20		333.1	333.7		50	35		356.9	338.9	

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	87	82		8	11		3	5		3	2	
3	43	33		28	45		15	10		13	12	
4	31	38		42	33		18	21		9	8	
5	40	33		29	52		19	10		12	5	
6	53	37		37	50		3	10		7	4	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	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	95	89		429.6	383.6		79	80		390.4	402.0	
3	33	33		326.4	338.9		57	31		372.3	327.5	
4	32	34		337.7	326.3		*	42		*	342.1	
5	30	30		325.0	332.9		45	*		343.3	*	
6	50	35		359.2	345.0		57	26		363.5	326.0	

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	93	86		444.0	376.1		83	81		410.3	382.6	
3	35	31		334.7	323.9		43	34		338.4	334.5	
4	27	33		332.0	329.9		30	37		333.4	330.2	
5	11	33		303.7	326.9		36	31		327.5	331.5	
6	24	20		333.1	333.7		50	35		356.9	338.9	

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	92	82		3	9		5	7		0	2	
3	70	65		15	16		8	16		8	2	
4	51	44		27	24		16	24		7	8	
5	54	52		12	24		25	17		10	7	
6	73	65		11	15		11	12		4	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
2	*	*		*	*		*	*		*	*	
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	95	89		514.8	440.6		93	82		463.7	428.0	
3	56	63		393.1	391.6		81	69		427.8	400.5	
4	55	44		346.1	343.7		*	42		*	346.2	
5	41	53		346.8	347.0		60	*		372.6	*	
6	69	69		401.8	372.7		74	53		395.2	392.3	

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	93	90		513.4	438.5		90	81		493.7	427.5	
3	65	75		423.7	389.3		66	68		402.1	398.2	
4	41	52		330.5	356.3		53	40		343.6	342.3	
5	37	38		334.7	334.0		48	51		354.6	344.1	
6	65	67		388.9	380.1		68	63		394.2	349.1	

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	92	82		3	9		5	7		0	2	
3	70	65		15	16		8	16		8	2	
4	51	44		27	24		16	24		7	8	
5	54	52		12	24		25	17		10	7	
6	73	65		11	15		11	12		4	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
2	*	*		*	*		*	*		*	*	
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	95	89		429.6	383.8		79	80		390.4	402.0	
3	33	33		326.4	333.9		57	31		372.3	327.5	
4	32	34		337.7	326.3		*	42		*	342.1	
5	30	30		325.0	332.9		45	*		343.3	*	
6	50	35		359.2	345.0		57	26		363.5	326.6	

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	93	86		444.0	376.1		83	81		410.3	382.6	
3	35	31		334.7	323.9		43	34		338.4	334.5	
4	27	33		332.0	329.9		30	37		333.4	330.2	
5	11	33		303.7	326.9		36	31		327.5	331.5	
6	24	20		333.1	333.7		50	35		356.9	338.9	

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 (Johnson Park Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	115	119	
Percent with Prior Year Data	100%	98.3	
Number in Cohort	115	117	
Number Met	62	76	
Percent Met	53.90%	65.0	
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	98	38	92	41		
Number Met	20	16	25	20		
Percent Met	20.40%	42.10%	27.2	48.8		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	Yes	No	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	98	38	92	41		
Number Met	20	16	25	20		
Percent Met	20.40%	42.10%	27.2	48.8		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	Yes	No	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	No	No	
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			3	17	8	44	6	33	1	6	18
2			10	50	6	30	4	20			20
3	4	27	6	40	5	33					15
4	4	14	9	32	11	39	3	11	1	4	28
5			9	41	11	50	1	5	1	5	22
6	2	13	9	56	5	31					16
Total	10	8	46	39	46	39	14	12	3	3	119

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	65	62		63	45	
3	38	33		71	45	
4	30	34		38	46	
5	15	23		64	58	
6	55	45		62	36	

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	77	65		85	78	
1	96	97		100	89	
2	59	60		60	46	
3	38	39		89	83	
5	5	17		68	55	
6	24	20		70	47	

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	58	47		60	49	
3	57	62		67	65	
4	57	25		54	27	
5	14	21		50	33	
6	20	32		51	66	

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	73	70		90	78	
1	92	83		100	88	

2	57	24		68	51	
3	65	60		63	58	
4	29	21		44	26	
6	35	26		64	42	

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	68	24		70	43	
3	61	57		69	65	
4	28	18		42	46	
6	36	11		61	38	

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) 10% of EL students in all grade levels (2-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.			
What data did you use to form this goal (findings from data analysis)? Previous years' CST Data and MJUSD Benchmark Data		What did the analysis of the data reveal that led you to this goal? EL students were a sub group that did not make AYP	
Who are the focus students and what is the expected growth? English Language Learners		What data will be collected to measure student achievement? Teacher and program assessments MJUSD Benchmark Assessments CEDLT Scores Report Card Performance CST Data	
What process will you use to monitor and evaluate the data? MJUSD Benchmark Assessments CELDT Test CST Test		Actions to improve achievement to exit program improvement (if applicable). Increase intervention for EL 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 Provide bilingual Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.		(1) 6 hour Student Support Specialist 5 days a week	EIA-SCE \$20,500
Evaluation of activities to determine if successful in closing the achievement gap			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Collecting and monitoring intervention plans from teachers. EL progress monitoring sheets.			
1.2 Provide Structured Teacher Planning Time focusing on the progress of the EL students to provide continuous monitoring and adjusting of the instruction provided to positively impact each EL student's academic performance. Collection of grade level meeting notes and minutes.		Substitute teacher for release time and/or extra duty. (16 days @ \$120) (\$520 per day x 2 days per session x 5 sessions	EIA-LEP \$7,200
1.3 Provide supplemental supplies and materials to supplement the district curriculum providing multiple methods of input (visual, realia, Brain Pop, Math Facts in a Flash, Mountain Math & Mountain Language, etc.) to enhance learning opportunities for EL intervention and EL students.		Provide technology equipment and supplies to increase student comprehension and exposure to concepts. Provide supplemental materials and supplies. Brain Pop- \$2070 Math Facts in a Flash- \$ 1500 Mountain Math & Mountain Language- \$1,181 Provide copying equipment, maintenance contracts and supplies for supplemental direct instruction.	EIA-SCE \$3,500 EIA-LEP \$1,257 Title I \$5,800
District Assessment Data			
1.4 Increase communication with EL parents regarding their child's progress and resources available.		Provide materials, supplies and equipment for duplicating materials, preparing supplemental instructional materials and for home school communication. Print shop request for duplication.	Other Currently Unfunded
Parent Survey			
1.5 Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level.		Fingerprinting for parents. 5 parents @ \$71 Provide translator for conferences, parent communication, and for written notices, newsletters, etc.	T1-PI \$355 Other Lottery Funded
Parent Survey			

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) Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after-school, as well as being available to teachers during the instructional day. These library resources will also include reading intervention materials to help students increase their reading proficiency.			
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?
Accelerated Reader participation grades 2-6 MIUSD benchmark assessments K-6 CST assessments 2-6	Students needed increased literacy support.	K-1 2-6	Accelerated Reader participation grades 2-6 MIUSD Benchmark Assessment data K-6 CST Assessments 2-6
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Monthly circulation reports Accelerated Reader participation statistics MIUSD benchmark 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 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.	2013-2014 School Year	Provide Literacy Resource Technician. Provide equipment, supplies, books and materials for library.	Title I \$15,000 Other Lottery Funded

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
Library AR Lists			
2.4 Provide 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)	Ongoing	Provide notification to parents and community (paper, ink, copying, translation) Provide refreshments. Provide decorations (banners, posters, etc.) to announce event to visitors. Provide name tags for guest readers and visitors.	Other PTO Funded
Copies of Read Across America Notes			
2.5 Increase technology and equipment resources in the library. Provide funding for service and repair of equipment and technology resources.	Ongoing	Provide computers and earphones for library.	Other Currently Unfunde d
Copies of Purchase orders			

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) 5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic and basic levels, toward proficiency and advanced status.		
What data did you use to form this goal (findings from data analysis)? Performance gains expected for these students: 5% of the students will improve their level of proficiency at least one level on the California Standards Test in both language arts and mathematics, and students in grades K and 1 will improve their level of proficiency at least one level in standards-based report card results.	What did the analysis of the data reveal that led you to this goal? Students needed extra support and intervention in the classroom environment.	
Who are the focus students and what is the expected growth? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results.	
What process will you use to monitor and evaluate the data? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results.	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 quantify needed.	Funding Source/ Estimated Cost
3.1 Extended learning time: Provide during-school and after-school tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school program.	October 2013-May 2014	Teacher extra duty (Tutoring) 40 hrs @ \$55 Title 1 80 hrs @ \$55 EIA-SCE Materials and supplies Technology Supplemental Program	EIA-SCE \$4,400 Title I \$2,200 EIA-SCE \$6,500 Title I \$3,000

Evaluation of activities to determine if successful in closing the achievement gap

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Tutoring Tracking Sheets Benchmark Data Pre/Post Assessments			
3.2 Provide extended learning experiences for students away from the school setting. These opportunities will enhance those CA state standards already taught and increase proficiency.		Teacher extra duty Para Educator Extra Duty Release Time	Title I \$1,800 EIA-SCE \$500
Benchmark Data			
3.3 Provide planners for each student in grades 4-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task, and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	September 2013-June 2014	Academic planners	Title I \$2,000
Documentation by parent/teacher communication logs SST documentation			
3.4 Provide supplemental intervention for students far below basic and basic in reading. Students struggling in the proficient level of reading will also receive support. Provide supplementary intervention for students not performing at grade level in English Language Arts and Math. Students will receive intervention as well as study	September 2013-June 2014	Para Educator- 1 positions	Other Currently Unfunded, Possibly fund with carryover \$\$

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
skills interventions to assist with core instructional materials.		structured teacher planning time Substitute Release Time 18 days @ \$130	Other Refer to goal #1 EIA-SCE \$2,400
Intervention group documentation			
3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Documentation of Buy Back Day agendas. Grade Level Articulation documentation.	District Buy Back Days	Provide consultants as needed Support from SCOE	
3.6 Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities. Benchmark Data CST results	2013-2014 School Year	math, ELA, science, art, PE, social science supplemental books, materials and supplies	EIA-SCE \$2,212 EIA-LEP \$2,539 Title I \$1,500
3.7 Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school. Including but not limited to PBIS training.	2013-2014 School Year	Provide equipment and supplies for duplication of supplemental materials.	EIA-SCE \$1,800 EIA-LEP \$2,500 Title I \$1,686 Other Currently

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 Articulation Notes and Agendas		Staff development supplies, conferences, mileage and reimbursements.	unfunde d. Possibly fund with carryover \$\$\$.
3.8 Under the general supervision of the site administrator, the School Technology Lead will assist teachers at Johnson Park Elementary School enhance learning through improved integration of technology. The primary focus of the School Technology Lead is to enrich and support teaching and learning, while strengthening the technology skills of students, teachers and staff. A School Technology Lead will assist classroom teachers incorporate technological hardware and software into daily instruction. Accelerated Reader Reports CST Data Pre/Post tests from Reading Groups Agendas from presentations	2013-2014 School Year	School Technology Lead 6 hours, 5 days a week	Title I \$30,000
3.9 Provide technology equipment for classrooms. (LCD projectors and Smartboards) to help assist students with learning technology components of Common Core Standards. Provide computer lab for Waterford intervention (k-2), class technology lessons and computer intervention programs and technology in classrooms for student assessment, and access to district data base and supplemental programs (i.e., Accelerated Reader). Improve instructional technology. The Waterford computer program helps with realia, vocabulary, visual representation and basic reading concepts. The visual	2013-2014 School Year	Computers, printers, printing supplies, materials, classroom supplies, software, headphones, and supplies to improve and increase connections. LCD projector, tv, vcr/dvd player, smartboards. Replace and upgrade computers, printers and other equipment purchased with categorical funds, including purchasing new projectors and installing projectors to replace old projectors.	EIA-SCE \$2,500 EIA-LEP \$2,500 Title I \$1,500

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 verbal components help EL learners as well as students who may be struggling with basic reading concepts. These programs are used as an intervention for EL learners and those students who are below grade level in grades K-6. Waterford report		Waterford Service Contract	EIA-SCE \$1,159 EIA-LEP \$772
3.10 Provide technology support for students through the School Site Technology Lead. (Refer to Goal 3.8) This technology will increase student access to multiple learning tools and devices, as well as through SmartBoard lessons, keyboarding applications and computer programs which assist in language arts and math proficiency. This will also assist with the implementation of the Common Core Standards in all classrooms.		Provide supplemental materials, supplies to supplement district curriculum and enhance students learning experiences and increase proficiency. Provide copying equipment, maintenance contracts, and supplies for supplemental instruction. Provide training and materials for staff development and intensive interventions to support struggling learners. High point, Avenues, and Read Naturally training for Para-educators. Training on effective teaching strategies on buyback days and/or after school.	Other Currently Unfunded. Possibly fund with carryover \$\$\$.
Student survey and internet usage in relation to common core standards.			

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) Maximize student learning time, decreasing distractions and creating a clean, safe campus. Increase parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel comfortable and safe.	What data did you use to form this goal (findings from data analysis)? Increased student achievement reflected in a 5% increase in the number of students scoring proficient and advanced on CSTs and district benchmarks. Reduce student's suspensions by 10% from 2012-1013 school year. Increase attendance to reach 97% goal. Increase parent attendance at school activities and opportunities for parents to be informed of their child's successes and participate in problem solving activities.	What data will be collected to measure student achievement? Discipline referrals Suspension Attendance Parent participation logs Meeting attendance logs Detention records SST documentation of behavior and interventions	What process will you use to monitor and evaluate the data? Reduced discipline referrals, fewer suspensions Completion of improvement and beautification projects on campus CST results (increased number of students proficient and advanced) District benchmark assessments (increased number of students proficient and advanced)
Who are the focus students and what is the expected growth? K-6			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
4.1 Establish incentive system with monthly, trimester and yearly awards. The system will reinforce the positive		Certificates, awards, school supplies, food,	Other PTO

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
behavior expectations and recognize increased academic performance and attendance.		decorations, film, photo developing. Provide inspirational and/or motivational assemblies, guest speakers, and/or performers. (2 assemblies)	funded
Evaluation of activities to determine if successful in closing the achievement gap Awards Assembly sign in sheet			
4.2 Increase parent communication and active participation. Agendas from Parent Meetings Parent Survey		Publish a monthly newsletter to increase parent awareness of school activities and events. ~Copy materials and supplies.	T1-PI \$608
		Provide Love and Logic Parenting Classes for parents to help them support their children's academic growth.	
		Provide parent communication tool/technology with "School Messenger" System. ~Contract for system.	T1-PI \$300
4.3 Increase supervision of students before school, during recesses and after-school to create a safe and comfortable climate. Provide monthly meetings for yard duty reviewing problem solving strategies. Decreased Discipline (Discipline Stats)		Provide supervision for after-school detention. Provide funding for yard duty's attendance and participation in the meetings.	
4.4 Provide classrooms with materials, supplies and equipment to utilize the Second Step program. Also provide after-		Provide materials, supplies and equipment necessary to implement Second Step curriculum and replace	

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
school opportunities (detention) as an intervention providing students with decision making skills. Surveys from Second Step		items in kits. Conference fees, teacher release time, extra duty.	
4.5 Provide extended learning opportunities for enrichment for GATE students. ~Provide music instruction for students after school. (3-5 days a week) Provide extended learning experiences for those students attending Shady Creek. Documentation from Shady Creek		Teacher stipend. Supplies, books, supplementary materials and supplies and/or field trips.	Other Lottery Funded
4.6 Provide avenue for student input and leadership through an organized student council. Provide staff development opportunities for teacher advisor. Student Involvement Survey		Provide training materials.	
4.7 Provide professionally developed performances (art, drama, music, etc.) for students. This experience may be presented in assemblies, field trips, guest performances, etc.		Build a resource library including; musical plays, CD's, DVD's, books, pitched and un-pitched instruments and recorder materials. Materials for the "resource library" will be standards based for grade level lessons. Provide quality materials and supplies for art and music beyond what is currently available through the district warehouse.	Other Currently Unfunde d

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
Staff survey		Copies of plays, CD's, DVD's, art prints, books, instruments, music, recorders, recorder materials.	
4.8 Provide a Student Support Specialist to increase positive reinforcement of good behavior as well as increase overall attendance of students. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.		Student Support Specialist 4 days	EIA-SCE \$16,000 EIA-LEP \$16,000
Intervention Records CST results			

2013-14 Program Expenditure Summary

Goal 1	
EIA-SCE	24,000
EIA-SCE Carryover	0
EIA-LEP	8,457
EIA-LEP Carryover	0
Title I	5,800
Title I Carryover	0
Title I Parent Involvement	355
Title I Parent Involvement	0
Other	0
Total	38,612

Goal 2	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	15,000
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	15,000

Goal 3	
EIA-SCE	21,471
EIA-SCE Carryover	0
EIA-LEP	8,311
EIA-LEP Carryover	0
Title I	43,686
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	73,468

Goal 4	
EIA-SCE	16,000
EIA-SCE Carryover	0
EIA-LEP	16,000
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	908
Title I Parent Involvement	0
Other	0
Total	32,908

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

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

Total Allocation	
EIA-SCE	\$61,471
EIA-SCE Carryover	0
EIA-LEP	\$32,768
EIA-LEP Carryover	0
Title I	\$64,486
Title I Carryover	0
Title I Parent Involvement	\$1,263
Title I Parent Involvement	0
Other	0
Total	159,988

Total Expenditures	
EIA-SCE	61,471
EIA-SCE Carryover	0
EIA-LEP	32,768
EIA-LEP Carryover	0
Title I	64,486
Title I Carryover	0
Title I Parent Involvement	1,263
Title I Parent Involvement	0
Other	0
Total	159,988

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: \$2,183

Estimated Cost from EIA/LEP: \$1,038

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.	\$61,471
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.	\$32,768
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	3,221
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$97,460

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	\$64,486
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.	\$1,263
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	\$65,749

Total amount of state and federal categorical funds allocated to this school	\$163,209
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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
Sarah O'Brien	1			
Grace Callaway		1		
Rebecca Langford		1		
Mindy Goodson		1		
Kevin Hargrave			1	
Jessica Hoffman				1
Jay Zucco				1
Marisela Hernandez				1
Joy Barnes				1
Esperanza Vega-Mora				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):

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: October 16, 2012

Attested:

Sarah O'Brien

Typed Name of School Principal

Signature of School Principal

Date

Jay Zucco

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Alex Romero

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Johnson Park Elementary School School-Level Parental Involvement Policy

Johnson Park has developed a written Title I parent involvement policy with input from Title I parents. The policy was developed with the input of parents at our Site Council Meetings, ELAC, and PTO meetings, as well as input given from community members. The policy was distributed to parents of Title I students at our monthly ELAC meetings, as well as our monthly PTO Meetings. This policy is also available in the school office and at our parent information center at school entrance. 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 Johnson Park 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 information is given to parents at our Back to School night as well as our first PTO and ELAC meetings of the school year. These meeting dates are available at our Parent Information Center at the entrance of the school and on our marquee at the front of the school. Parents are also notified of these meetings through monthly newsletters and notes home.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings are held on days of school events in the evening and on the same day in the morning.
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 I students are also given written information in their home language about our Title I programs and are encouraged to give written feedback as well.
4. The school provides parents of Title I students with timely information about Title I programs. Johnson Park parents are provided with written information in their home language as well as the first ELAC and PTO meetings.
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 were given direction on how to read and interpret benchmark test scores, STAR Test Scores, Report Cards and CEDLT scores at a monthly meeting. Parents were also given the same information in the mail, in their home language. A phone number was given for parents, if they had any questions or concerns.
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. Parental input is vital to the success of Johnson Park Elementary School. For this reason parents are encouraged to participate in Site Council as well as attend and give their input at PTO and ELAC meetings. A specific time is built in to all agenda for parental input and concerns.

School-Parent Compact

Johnson Park 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.

Johnson Park Elementary School has developed a written School-Parent Compact with input from Title I parents. The policy was developed with the help of parents, teachers and community members through ELAC meetings, PTO meetings, informal parent meetings and Site Council Meetings. With the input of each of the above named groups, we created the following School-Parent Compact. The compact was distributed to parents of Title I students at our monthly PTO and ELAC meetings.

Building Capacity for Involvement

Johnson Park 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:

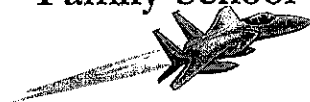
1. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Johnson Park Elementary School Parents were given the opportunity to participate in meetings in their home language. Parents were also given the opportunity to give feedback in their home language by participating in written surveys.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parents were provided with information on interpreting STAR and CEDLT test scores as well as interventions that are provided to assist students in their academic achievement.
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. Professional development is provided for all staff members on how to communicate with parents. Staff members are also encouraged to complete a communication log, to monitor all parent communication.
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. Johnson Park Elementary School provides information on parent education classes and ESL classes to parents through the Parent Information Center at the entrance of the school.
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. Johnson Park Elementary School provides information in students' home language as well as having translation available at parent meetings.
6. The school provides support for parental involvement activities requested by Title I parents. Our Welcome Back Ice Cream Social, Back to School Night, PTO sponsored festival events, Open House and Campus Beautification days, are all opportunities for parents to be involved in events related to our school. At these events, parents are given information on their child's health, as well as ways to assist them in their academic growth.

Accessibility

Johnson Park 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. Johnson Park Elementary School provides translators at PTO and ELAC meetings as well as school to home communication in all primary home languages.

Johnson Park Elementary School

Family-School Compact



It is important that families and schools work together to help students achieve high academic standards. In partnership with our students, we agree on responsibilities which support our students' success in school, in their community and as lifelong learners.

Staff Pledge

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

- Provide high-quality curriculum and instruction and work towards providing challenging lessons.
- Motivate my students to learn and excel.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress and progress of social goals.
- Provide and establish a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (Approximately 30 minutes for grades K-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning.
- Participate in decision making which involves parents, students, staff and the community.
- Respect the school, students, staff and families.

Student Pledge

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules, including those in the student handbook.
- Take responsibility for my own actions.
- Ask for help when I need it, before I become overwhelmed.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Exercise daily and take care of my health and well being.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent/Guardian Pledge

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

- Provide a quiet time and place for homework without distractions.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day on-time, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as PTO, School Site Council, ELAC and/or volunteering.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Affirmed by:

Student

Teacher

Parent/Guardian

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

School: Kynoch Elementary School

Principal: Monica Oakes

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:

Monica E Oakes

SSC Chair Signature:

Esperanza Arallano

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.
1.6 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success: • Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meets with students individually to modify choices that will create academic success • Corresponds with parents to involve them in their child's education o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning o Keeps families apprised of student's behavior that impedes their ability to meet the class/grade level standards of instruction-Monitors progress of academic, attendance, and behavior goals-Leads groups of students on issues such as bullying, choices, decision making, study skills, etc. • Facilitate student recognition to motivate and inspire positive behavior and academic success •Mediates between students	Documented on Aeries are over 10,000 documented individual student interventions. 18% of these interventions were with EL students. STAR Reading scores went up an average of 7.2 months during an average of 3.6 month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year. Student Support Specialists worked with individual students on academics, behavior and attendance to improve their ability to stay in school, reduced suspensions and absences.
1.7 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences. (GATE & Tutoring & Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.	Documented on Aeries are over 10,000 documented individual student interventions. 18% of these interventions were with EL students. STAR Reading scores went up an average of 7.2 months during an average of 3.6 month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year.
1.8 Purchase supplemental programs and library books to improve academic performance for EL students	Documented on Aeries are over 10,000 documented individual student interventions. 18% of these interventions were with EL students. STAR Reading scores went up an average of 7.2 months during an average of 3.6 month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year.
1.9 Academic resource for improving student achievement by decreasing teacher/student ratio, providing supplemental standards-based instruction through interventions. Peer support to observe other teachers to learn instructional techniques to improve student achievement.(When funds become available)	Documented on Aeries are over 10,000 documented individual student interventions. 18% of these interventions were with EL students. STAR Reading scores went up an average of 7.2 months during an average of 3.6 month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year.
1.10 Supplemental materials to raise the academic performance of students. The materials are in the form of blacklined masters which will require copying. Copying requires machines and ink. Provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers will utilize the office copiers to prepare hands-on applications and complementary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aides 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. Enhanced school to home communications will also be provided through the photocopier.	Documented on Aeries are over 10,000 documented individual student interventions. 18% of these interventions were with EL students. STAR Reading scores went up an average of 7.2 months during an average of 3.6 month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year.

GOAL #3

Parent Involvement Parents are encourages through multiple avenues to be active participants in their students education, research shows that there is a correlation between parent engagement and student success.

What data did you use to form this goal (findings from data analysis)? Parent Surveys, School Site Safety Plan, District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	What did the analysis of the data reveal that led you to this goal? Sub Groups that were below goal or did not reach goal.
Who are the focus students and what is the expected growth? All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and API.	What data will be collected to measure student achievement? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP
What process will you use to monitor and evaluate the data? Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.	Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development

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 Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.	We have sent out a newsletter every month to all of our student's families. We have provided outreach to parents. We have used Edmodo a classroom educational Facebook with parental access. We held several summer sessions for incoming Kindergarten families, over 20 families attended.
3.2 Provide classroom communication for second language students beyond the required school notifications. Classroom communication beyond required communication.	We had a translator who helped translate our school communication for parents. This translator also attends parent teacher conferences, SST meetings and makes phone calls to parents.
3.3 Love and Logic Classes for Parenting	We are offering another Love and Logic Class in April. Last year 20 parents attended.
3.4 Create parent involvement opportunities to increase academic performance.	We created many opportunities for parent involvement among them are: Father Daughter Dance, Mother Son Game Night, Monthly Star Flag Ceremony, Meet and Greet Your Teacher, STARS Talent Show, Math and Science Night, Open House, Back to School Night, Carnival, Breakfast for Dinner with Santa, etc.
3.5 School Messenger allows the school to contact all parents in a quick and efficient fashion. This calling system facilitates increased parent involvement, keeps families engaged and connected to the school, and informs parents of opportunities to enhance their child's education.	Weekly messages went home to inform parents of all school activities.
3.6 Create parent involvement opportunities, for parents to work in the classroom to improve the academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31	We paid for over 20 parents to be fingerprinted. These parents became volunteers thus increasing our parent involvement numbers.

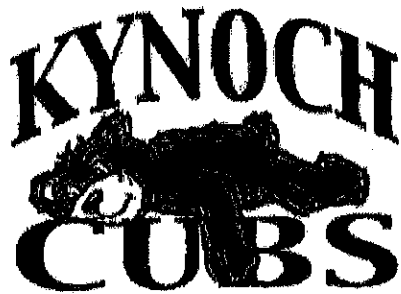
GOAL #5

Technology will be integrated into the curriculum to achieve measurable educational objectives and a higher level of student engagement. Staff development tied to technology.

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, CST Yearly Assessment, AYP Results	What did the analysis of the data reveal that led you to this goal? Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts
Who are the focus students and what is the expected growth? All significant sub-groups as determined by the CST for API and AYP	What data will be collected to measure student achievement? District Benchmark Assessments, CST Yearly Assessment, AYP Results
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.	Actions to improve achievement to exit program improvement (if applicable). Intervention, Tutoring, Best Teaching Practices

Please report progress in actions implemented this year.

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
5.1	Supply staff with the equipment to improve student achievement through the use of technology. Supply staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach educationally disadvantaged students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents.	We purchased Smartboards and Ipads to improve instruction. Every teacher uses the Smartboards daily. Documented on Aeries are over 10,000 documented individual student interventions. STAR Reading scores went up an average of 7.2 months during an average of 3.6month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year..
5.2	Kindergarten through grade three English Language Learners are placed in self-contained classrooms for more intensive language instruction. We have one designated classroom with qualified teacher for each grade K through 3. Based on the way we have traditionally placed our students designated EL in classrooms Rooms 2, 5, 8, and 11. For EL Rooms 2, 5, and 8 our goal is to supply EL staff with the equipment to improve student achievement through the use of technology. Supply EL staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach English Learners. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents.	We purchased Smartboards and Ipads to improve EL instruction. Every teacher uses the Smartboards daily. Documented on Aeries are over 10,000 documented individual student interventions. STAR Reading scores went up an average of 7.2 months during an average of 3.6month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year..
5.3	Materials and programs to work with interactive smartboard/ whiteboard to increase academic performance through the use of technology. The technology will be used in our EL classrooms and all classrooms.	Documented on Aeries are over 10,000 documented individual student interventions. STAR Reading scores went up an average of 7.2 months during an average of 3.6month period. Student intervention opportunities and supplemental materials supported student growth during the 2012-13 school year..



2013-14
Single Plan for Student Achievement (SPSA)

Kynoch 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: Monica Oakes	Telephone: (530) 741-6141
Address: 1905 Ahern St.	Email Address: moakes@mjsd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056774
☐ Initial Plan Approval: May 30, 2012	
☐ Plan Revision Approval: 2012	

Approved by District Board of Education on 14th August 2012.

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	790	800	819	825	
Growth Target	5	A	A	A	
API Growth Score	800	819	824	825	
Actual Growth	10	19	5	0	

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	217	211		126	115		14	10		16	--	
Percent At or Above Proficient	56.7	60.8		58.6	64.2		60.9	45.5		94.1	--	
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		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	53	68		33	30		154	154		0	4	
Percent At or Above Proficient	48.2	57.6		51.6	54.5		52.6	56.7		0.0	13.8	
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	Yes	Yes		Yes	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	284	252		167	133		18	16		16	--	
Percent At or Above Proficient	74.2	72.6		77.7	74.3		78.3	72.7		94.1	--	
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		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	100	
Number At or Above Proficient	71	81		42	39		208	198		4	9	
Percent At or Above Proficient	64.5	68.6		65.6	70.9		71.0	68.5		21.1	31.0	
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		Yes	No		--	--	

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

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	57	68		26	36		8	12		10	4	
3	41	50		23	26		16	13		15	11	
4	49	63		30	40		10	10		9	12	
5	70	57		46	28		6	10		7	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	44	73		347.8	361.8		62	69		368.2	368.2	
3	28	26		322.9	314.3		43	66		336.5	371.2	
4	46	72		349.8	380.4		49	59		345.8	362.4	
5	69	58		380.4	350.1		76	58		378.6	352.0	

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	50	77		335.5	335.1		54	68		357.9	364.8	
3	15	12		318.2	297.2		38	43		329.5	335.5	
4	43	55		339.8	333.0		42	61		353.9	354.1	
5	29	58		306.1	300.1		69	51		331.1	346.5	

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	57	68		28	16		8	12		10	4	
3	41	50		28	23		16	13		15	11	
4	49	63		31	44		10	10		9	12	
5	70	57		10	28		6	10		7	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	44	73		327.8	361.8		62	69		369.2	368.2	
3	28	26		322.7	334.9		43	66		338.5	371.2	
4	46	72		340.8	354.4		49	59		345.5	362.4	
5	63	58		359.4	354.4		76	58		378.6	352.0	

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	50	77		311.5	345.7		54	68		357.0	364.8	
3	15	12		303.2	297.7		38	43		329.5	335.5	
4	43	55		329.3	333.0		42	61		337.3	354.1	
5	29	58		306.1	346.3		69	51		362.4	346.5	

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	70	70		13	20		11	11		4	0	
3	70	79		13	19		15	8		0	0	
4	68	67		13	22		16	15		0	5	
5	80	67		9	25		9	6		2	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	62	66		366.0	379.4		71	73		397.3	393.5	
3	55	66		374.3	382.5		74	87		412.7	444.3	
4	61	69		366.0	380.2		73	69		387.2	394.0	
5	67	68		391.3	392.0		84	62		442.4	390.7	

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	55	54		353.0	360.6		70	66		378.8	384.1	
3	54	65		370.8	366.4		66	75		394.9	413.8	
4	57	64		367.4	373.4		62	66		370.9	389.9	
5	43	83		343.5	391.8		76	64		422.7	384.5	

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	70	70		16	20		11	11		4	0	
3	70	79		16	15		15	8		0	0	
4	68	67		16	12		16	15		0	5	
5	80	67		9	25		9	6		2	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	44	73		347.8	361.8		62	69		359.2	368.2	
3	28	26		322.9	314.3		43	66		338.5	371.21	
4	46	72		340.3	354.4		49	59		345.5	362.4	
5	63	58		350.4	354.4		76	58		378.6	352.0	

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	50	77		335.5	365.1		54	68		357.0	364.8	
3	15	12		313.2	297.2		38	43		329.5	336.5	
4	43	55		349.8	333.0		42	61		337.3	354.1	
5	29	58		306.4	346.9		69	51		362.4	346.5	

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 (Kynoch Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	69	65	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	69	65	
Number Met	38	34	
Percent Met	55.10%	52.3	
NCLB Target	54.6	56.0	57.5
Met Target	Yes	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	74	13	68	17		
Number Met	16	--	9	--		
Percent Met	21.60%	--	13.2	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	Yes	*	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	74	13	68	17		
Number Met	16	--	9	--		
Percent Met	21.60%	--	13.2	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	Yes	*	No	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	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
	#	%	#	%	#	%	#	%	#	%	#
1	1	8	1	8	7	58	1	8	2	17	12
2	1	8	3	25	5	42	3	25			12
3			1	6	12	67	3	17	2	11	18
4			3	27	5	45	3	27			11
5	1	8	6	50	5	42					12
Total	3	5	14	22	34	52	10	15	4	6	65

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 (5 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	67	63		88	50	
3	59	59		77	88	
4	43	85		61	57	
5	25	55		77	77	

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	75	83		77	89	
1	89	89		88	85	
2	59	56		78	60	
3	55	61		88	87	
4	33	24		76	88	
5	37	34		88	81	

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	50	41		72	50	
3	73	71		88	79	
4	52	52		62	62	
5	39	48		74	80	

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	74	88		86	62	
1	83	74		91	88	
2	49	36		74	64	
3	72	74		76	72	
4	49	43		70	69	

5	58	55		78	60	
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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	60	51		78	60	
3	66	59		98	88	
4	49	38		74	72	
5	58	60		60	47	

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) Student Academic Performance			
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, CST Yearly Assessment, AYP Results	Who are the focus students and what is the expected growth? All significant sub-groups as determined by the CST for API and AYP	What data will be collected to measure student achievement? District Benchmark Assessments, CST Yearly Assessment, AYP Results	What did the analysis of the data reveal that led you to this goal? Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.			Actions to improve achievement to exit program improvement (if applicable). Intervention, Tutoring, Best Teaching Practices.

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 Intervention Time, provide time for interventions for Certificated Classroom teachers to provide direct intervention instruction for their students with support from Instructional Assistants (D - EL Extra Interventions for EL Students to be added when funds available.)		Instructional Assistant A Instructional Assistant B Instructional Assistant C Instructional Assistant D Instructional Assistant E	EIA-SCE 17878 EIA-SCE 15245 EIA-SCE 13168 EIA-SCE 11980

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 Computer Lab Instructional Assistant to provide direct instruction and to promote student academic learning using technology, data analysis, working with teachers to make test scores relevant to their educating their students. She relates test information to second language parents in terms that they understand.		Instructional Assistant	Title I 43293
1.3 Maintain and support a K-5 Library for students to promote reading, direct contact with students building reading fluency by reading to students. Assists students and teachers with classroom research projects. Supports reading by supporting and maintaining the Accelerated Reader Program. Purchase a year Accelerated Reader Contract.		Literacy Resource Technician 3.5 Hour Accelerated Reader Contract	Title I 14147
1.4 EL Interventions to raise academic performance of EL students. Library books to interest EL students. Extra hours to provide intervention.			EIA-SCE 2846 EIA-LEP 2298
1.5 Supplemental materials to raise the academic performance of all students including EL students. Materials are purchased to raise academic performance. The materials that are purchased will require copying. Copying will require the purchase of paper, copy ink and masters. Supplemental materials specifically for EL students to use during interventions and tutoring to raise the students academic performance. These also include materials used for projects to raise academic performance of the students. Materials for Whiteboard? Smartboard interactive.		Copy Paper Supplemental Materials Interactive Materials	EIA-SCE 10402 EIA-LEP 6328
1.6 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success: • Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meets with students individually to modify choices that will create academic success		Elementary Student Support Specialist 8 hour \$42,881 3.5 Hour Elementary SSS 10,449	Title I 53330

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
- Corresponds with parents to involve them in their child's education - Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning - Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction - Monitors progress of academic, attendance, and behavior goals - Leads groups of students on issues such as bullying, choices, decision making, study skills, etc. - Facilitate student recognition to motivate and inspire positive behavior and academic success - Mediates between students			
1.7 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences. (GATE & Tutoring & Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.		Extra Hours Certificated Extra Hours Classified	EIA-SCE 1000 Title I 3036
1.8 Purchase supplemental programs and library books to improve academic performance for EL students		Software, videos, books, library books, supplies and materials	EIA-LEP 3022
1.9 Academic resource for improving student achievement by decreasing teacher/student ratio, providing supplemental standards-based instruction through interventions. Peer support to observe other teachers to learn instructional techniques to improve student achievement. (When funds become available)		Sub Pay	
1.10 Supplemental materials to raise the academic performance of students. The materials are in the form of blacklined masters which will require copying. Copying requires machines and ink. Provide expanded options to introduce and reinforce		Copying Machines & equipment maintenance contracts 75% Title I 25% Lottery Ink and masters for Copier 25% EIA SCE 75% Lottery	EIA-SCE 2000 EIA-LEP 2000 Title I 1558

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
concepts outlined in pages of the core textbooks. Teachers will utilize the office copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aides 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. Enhanced school to home communications will also be provided through the photocopier.			

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) Staff Development will be provided to certificated and classified staff to increase educators knowledge and skills for students to increase their academic performance.		
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	What did the analysis of the data reveal that led you to this goal? Sub Groups that were below goal or did not reach goal.	
Who are the focus students and what is the expected growth? All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and API.	What data will be collected to measure student achievement? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	
What process will you use to monitor and evaluate the data? Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.	Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development.	

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 Conferences, Training, Presenters and Expenses			Fees and Expenses, Subs, hourly wage extra duty teacher or classified	Title I 100
Evaluation of activities to determine if successful in closing the achievement gap				
2.2 Provide training for staff to better serve our underperforming population.			Sub Time and Training	EIA-SCE 2000

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 Involvement. Parents are encouraged through multiple avenues to be active participants in their students education, research shows that there is a correlation between parent engagement and student success.		
What data did you use to form this goal (findings from data analysis)? Parent Surveys, School Site Safety Plan, District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	What did the analysis of the data reveal that led you to this goal? Sub Groups that were below goal or did not reach goal.	
Who are the focus students and what is the expected growth? All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and APL	What data will be collected to measure student achievement? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	
What process will you use to monitor and evaluate the data? Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.	Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development.	

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 Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.			Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.	T1-PI 300
Evaluation of activities to determine if successful in closing the achievement gap				
3.2 Provide classroom communication for second language students beyond the required school notifications. Classroom communication beyond required communication.			Translator	EIA-LEP 1506

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 Love and Logic Classes for Parenting		Presenters	T1-PI 800
3.4 Create parent involvement opportunities to increase academic performance.		Materials, supplies, food, presenters, and beverages	T1-PI 661
3.5 School Messenger allows the school to contact all parents in a quick and efficient fashion. This calling system facilitates increased parent involvement, keeps families engaged and connected to the school, and informs parents of opportunities to enhance their child's education.		School Messenger	EIA-SCE 600
3.6 Create parent involvement opportunities, for parents to work in the classroom to improve the academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31		Finger Printing	T1-PI 500

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) School Safety			
What data did you use to form this goal (findings from data analysis)? Decrease in percentage of Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	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? All students and whole school data	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data? Group data to be collected to measure academic gains: Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	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
4.1 Safe and secure campus, free from intimidation and bullying. Maximize use of Yard Duty and Staff Evaluation of activities to determine if successful in closing the achievement gap		Yard Duty Supervisors	Other 12000

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) Technology will be integrated into the curriculum to achieve measurable educational objectives and a higher level of student engagement. Staff development tied to technology.	
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, CST Yearly Assessment, AYP Results	What did the analysis of the data reveal that led you to this goal? Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts
Who are the focus students and what is the expected growth? All significant sub-groups as determined by the CST for API and AYP	What data will be collected to measure student achievement? District Benchmark Assessments, CST Yearly Assessment, AYP Results
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.	Actions to improve achievement to exit program improvement (if applicable). Intervention, Tutoring, Best Teaching Practices

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
5.1 Supply staff with the equipment to improve student achievement through the use of technology. Supply staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach educationally disadvantaged students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents.		Equip as many classrooms as possible with advanced technology. We will purchase Smartboards, ipads, laptops, elmos, & LCD Projector, Server, Computers, headphones, cameras etc..	EIA-SCE 1362
Evaluation of activities to determine if successful in closing the achievement gap			
5.2 Kindergarten through grade three English Language Learners are placed in self-contained classrooms for more		Equip as many classrooms as possible with advanced technology. We will purchase Smartboards, ipads,	EIA-LEP 2000

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
intensive language instruction. We have one designated classroom with qualified teacher for each grade K through 3. Based on the way we have traditionally placed our students designated EL in classrooms Rooms 2, 5, 8, and 11. For EL Rooms 2, 5, and 8 our goal is to supply EL staff with the equipment to improve student achievement through the use of technology. Supply EL staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach English Learners. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents.		laptops, elmos, & LCD Projector, Server, Computers, headphones, cameras etc..	
5.3 Materials and programs to work with interactive smartboard/ whiteboard to increase academic performance through the use of technology. The technology will be used in our EL classrooms and all classrooms.		Interactive activities for the computer	

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	
EIA-SCE	74,519
EIA-SCE Carryover	0
EIA-LEP	13,648
EIA-LEP Carryover	0
Title I	115,364
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	203,531

Goal 2	
EIA-SCE	2,000
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	100
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	2,100

Goal 3	
EIA-SCE	600
EIA-SCE Carryover	0
EIA-LEP	1,506
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	2,261
Title I Parent Involvement	0
Other	0
Total	4,367

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	12,000
Total	12,000

Goal 5	
EIA-SCE	1,362
EIA-SCE Carryover	0
EIA-LEP	2,000
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	3,362

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

Total Allocation	
EIA-SCE	\$78,481
EIA-SCE Carryover	0
EIA-LEP	\$17,154
EIA-LEP Carryover	0
Title I	\$115,464
Title I Carryover	0
Title I Parent Involvement	\$2,261
Title I Parent Involvement	0
Other	0
Total	213,360

Total Expenditures	
EIA-SCE	78,481
EIA-SCE Carryover	0
EIA-LEP	17,154
EIA-LEP Carryover	0
Title I	115,464
Title I Carryover	0
Title I Parent Involvement	2,261
Title I Parent Involvement	0
Other	12,000
Total	225,360

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: \$2,788

Estimated Cost from EIA/LEP: \$543

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.	\$78,481
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.	\$17,154
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	3,331
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$98,966

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	\$115,464
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.	\$2,261
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	\$117,725

Total amount of state and federal categorical funds allocated to this school	\$216,691
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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
Monica Oakes	1			
Esperanza Arrellano-Cruz				1
Tedi Lattuca				1
Celeste Payne				1
Sarah Cervantes				1
Tamara Liabraaten				1
Jetender Johal		1		
Ina Lujan		1		
Kyle Sweeney		1		
Diane Lemstrom			1	
Candis King				1
Heather Vasquez				1
Jean Younggren		1		
Dottie Finch		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):

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:

Monica Oakes
Typed Name of School Principal

Monica E. Oakes 5/30/2013
Signature of School Principal Date

Esperanza Arrellano-Cruz
Typed Name of SSC Chairperson

Esperanza Arrellano 5/30/2013
Signature of SSC Chairperson Date

See Thor
Typed Name of ELAC Chairperson

See Thor 5/30/2013
Signature of ELAC Chairperson Date

Kynoch Elementary School School-Level Parental Involvement Policy

Kynoch Elementary School has developed a written Title I parent involvement policy with input from Title I parents. The policy used information from parents from our PTA, ELAC and Site Council Meetings. The Site Council Group made the final decisions. The policy was distributed to parents of Title I students. The policy was distributed to parents of Title I students within our monthly parent newsletter. 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 Kynoch 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. The item is part of our first three Site Council Meetings for the year.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Our parent group decides what time and what day the meetings will be for the year.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. During every Site Council Meeting there is time to talk about ongoing information that is placed within our plan. The first three meetings of the year specifically cover Parent Involvement but information is added to our policy as needed.
4. Provides parents of Title I students with timely information about Title I programs. Our monthly newsletters let parent know each month, we also send home specific notes when tutoring or intervention opportunities are scheduled.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. As part of our Site Council and ELAC meetings we have teachers present curriculum, interventions, and new technology for the parents.
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. We have Student Study Team meetings for students whenever a concern arises by the parent, teacher or staff. This gives us an opportunity to look at the whole child and pull all of the stakeholders together to form a plan that works specifically for that child.

School-Parent Compact

Kynoch 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.

During our Site Council and ELAC Meetings we developed the School-Parent Compact, it is part of our Student Handbook, Calendar that every student receives.

Building Capacity for Involvement

Kynoch 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. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
4. Coordinates and integrates the Title I 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. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information. Our monthly newsletters are used to relate information to our parents.

Provides support for parental involvement activities requested by Title I parents. We offer parent meetings during the year, Site Council, ELAC, PTA, Parent Involvement Training, Kindergarten Parent Training at these meetings we get information on what the needs of the group are and then schedule trainings and inservices as needed for them. This year we are doing a parent training for helping students use cameras and other technology to improve student writing

Accessibility

Kynoch 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. This includes providing information and school reports in a form and language parents understand. Translations are provided as needed for all written documents and verbal conversations and meetings.



Kynoch Elementary School 2013-2014

2008 Title I Academic Achievement Award School
California Distinguished School 2008 Shining Star Award 2008

Parent-Student-Teacher Compact

We believe all students can reach their highest academic potential when provided with a positive environment at school and home in which to explore and develop their knowledge in a meaningful context. We know that learning can take place if there is a combination of effort, interest, and motivation on the part of the school, the home, and the community.

This compact is a voluntary agreement and a promise of commitment to help your child progress in school, promoting his/her achievement. We believe this agreement can be fulfilled through our team effort.

AS A STUDENT I AGREE TO:

1. Come to school on time ready to learn and work hard.
2. Bring necessary materials, completed assignments and homework.
3. Hold high expectations for my work and my achievement.
4. Know and follow school and class rules.
5. Respect the school, classmates, staff and families.

AS A PARENT I AGREE TO:

1. Provide a quiet time and place for homework.
2. Ensure that my child attends school every day on time, gets adequate sleep, regular medical attention and proper nutrition.
3. Regularly monitor my child's progress in school and make every effort to attend school functions, support school activities, attend parent-teacher conferences and volunteer when I can.
4. Hold high expectations for my child's progress and achievement.
5. Communicate the importance of education and learning to my child.
6. Respect the school, staff, students, and families.
7. Read with my child and let my child see me read.
8. Help my child with social skills.

AS A TEACHER I AGREE TO:

1. Teach classes through interesting and challenging lessons that promote student achievement.
2. Endeavor to motivate my students to learn.
3. Have high expectations and help every child to develop a love of learning.
4. Provide differentiated learning to my students so that they may learn in more than one way.
5. Communicate regularly with families about student progress.
6. Respect the school, students, staff and families.
7. Establish flexible scheduling and create a warm atmosphere for parents/guardians during classroom visits and participation in the activities.

AS A TEAM WE CAN WORK TOGETHER TO CARRY OUT THIS AGREEMENT

Student's Signature: _____

Parent's Signature: _____

Teacher's Signature: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2012-13

School: Linda Elementary School

Principal: Judy Hart

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:

Judy Hart

SSC Chair Signature:

Anna M. Vandugool

GOAL #1

Students will make academic progress on the following measure CST scores, District Benchmark Assessments, CELDT scores, and show API growth of 5-10 points overall.

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.
1.1	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 access 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.	The SSC helped to facilitate Friday initial and follow up SST process. She developed a Parent Education component with VICTOR. Parent components included: Children the Challenge, Mutual Respect Discipline, Teaching Respect at Home, Encouraging your Children to Learn. SCC also help to facilitate the development of two six week social skills groups in order to improve student attendance. The SCC also led analysis of student six week benchmark data and assisted in development of interventions.
1.2	Student Services Facilitator will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSF will serve as our home to school connection and assist families in setting academic goals for our students.	The SSF developed and implemented the Lion Pride Program. SSF organized end of trimester rallies to recognize student academic success. She facilitated a Character Counts program for all sixth grade students. She developed and facilitated the school Leadership Team which participated in the recognition of student achievement. The SSF also helped to support positive student behavior through the Lion Pride Program. A store was available for students that had earned "lion bucks" through making positive choices.
1.3	Supplemental position to work with students and teachers to provide academic interventions and enhance ELA achievement through reading and small group instruction.	LRT facilitated monthly Family Reading Nights. An average of 50 to 60 families participated. The LRT facilitated the circulation of more than 82,000 books. The LRT organized our Reading Olympics event at the end of the school year to recognise students reading goals being met. She provided student reading progress data through the A. R. program to students, teachers, and parents. More than 8400 AR points were earned schoolwide. LRT also worked with small groups of students during WIN to enhance their reading comprehension.
1.4	Provide interventions in small group settings targeting specific grade level standards.	Para provided intervention during WIN to work on sight words, automaticity in number facts, word knowledge, reading comprehension, and vocabulary. This was four days a week from 8:30 until 9:30. She then worked with second grade students on reading fluency four days a week.

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.
1.5 Technology will be integrated to facilitate students' mastery of grade level standards.	All classrooms are utilizing Smart Boards to deliver instruction. Students in grades fourth through sixth present information through the use of technology in the classrooms and the research lab. Computers are used K-6th to enhance reading fluency and comprehension. (Waterford, AR, Tumblebooks) Brainpop was implemented in all grade levels to cement grade level concepts. Student understanding was checked and tracked through the use of responders/assessment
1.6 Maintenance contracts for school copies and Riso machine used to produce enhancement components to the core curriculum and allow teachers to present concepts through multi-avenues to assist students toward grade level standards mastery.	supplementary materials were made available to students for reinforcement of district adopted curriculum. These materials were used during WIN and classroom intervention time
1.7 Materials that supplement the district adopted core curriculum utilized during differentiated instruction to assist students who are below proficiency in Math or ELA. The materials are intended to reinforce grade level standards.	Flashcards, games, SRA kits, and Avenues used during WIN

GOAL #2

Designated EL students will make academic and ELD progress on three measures: CELDT scores, CST scores, and District Benchmark Assessments and meet the annual AMO.

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.
2.1	One hour of articulation after school to address the needs of our EL students.	Not funded
2.2	Primary language para-educators will deliver direct services to students. They will bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.	3 bilingual paras focused on Kindergarten intervention. Students were worked with Monday through Friday in small groups. 19 students moved to Proficient and Advanced in letter recognition. 30 students moved to proficiency and advanced in reading sight words.
2.3	Supplementary materials will be purchased that will enhance the California State adopted curriculum including but not limited to: Avenues, Functions for Fluency, and Measuring up.	Avenues components were purchased and utilized during WIN Monday through Thursday
2.4	The EL leadership will meet monthly to evaluate the effectiveness on interventions and the ELD programs being implemented during the thirty minutes ELD instruction.	EL leadership organized WIN groups through analyzing CELDT and CST results. They met and collaborated with SCOE consultant to learn research based effective teaching strategies for the EL student SIOP.
2.5	EL Coordinator will use data to identify groups of English Learners at each grade level for interventions during structured ELD time, group students in SEI and transitional to add primary language support, help make connections for parent understanding, and train/arrange professional development for EL Leadership Team.	Analyzed CELDT data, CST, and classroom grades to determine placement of EL students and reclassifications. 35 students were reclassified this year. Administered the CELDT test. Organized and facilitated four ELAC meetings. Attended EL Leadership team meetings and provided feedback of how EL students were progressing. Each trimester the ELC monitored progress of EL students progress (district benchmarks, curriculum embedded assessments, and overall grades. Organized and presented at EL reclassification celebrations.

GOAL #3

Parental Involvement is critical for Linda Elementary School. Site Council, ELAC and PTA, reflects that Linda values and honors parental involvement by including them in shared decision making. Each parent group meets regularly where parents are encouraged to give input on school events, and the development and evaluation of the Site Plan.

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.
3.1	A system is 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.	Voice Messenger was utilized to keep families apprised of school events, changes in schedules, minimum days, School Safety concerns
3.2	To improve parent involvement during (not limited to) Back to School Night, Open House, Family Program Dinner Night, Family Reading Night, PTA sponsored activities and classroom participation	Linda School hosted the following events to facilitate involvement with all stakeholders groups: Meet and Greet BBQ, Seasonal Laser Show, Family Dinner Night, Monthly Family Reading Night, Trimester Merit assemblies sponsored by Lion's Pride/PTA
3.3	Provide families with a handbook/school calendar and banners signifying special school events	A school handbook/calendar was distributed at the beginning of the school year and to new families as they enroll new students. Weekly newsletter "Lions' Roar" is sent home

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	Teachers meet monthly for one hour to develop highly effective lessons involving strategies that provide access to academic language, practice academic language, and provide higher level questioning to extend and focus on effective teaching strategies for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy.	funds not available
4.2	Our staff will deepen our understanding of the students we serve and enhance our instructional strategies and family relationships by participating in part two training based on Dr. Ruby Payne's A Framework for Understanding Poverty.	At the beginning of the school year staff received the Part 2 component based on Dr. Ruby Payne's A Framework for Understanding Poverty. They learned research based effective teaching strategies to implement in the their classrooms.
4.3	Staff will have an opportunity to attend conferences to learn strategies that address student academic, social, and emotional needs. The intent of these conferences is to enhance student academic performance, attendance, and safety. Staff will have opportunities to further develop skills in integrating technology in the classroom. This will be facilitated by after-school teacher led in-service.	Two members attended a conference to assist in bully prevention. Smart Board presentations were facilitated by teachers during the staff meetings.
4.4	Grade level PLC's will meet to analyze assessment data, develop lesson plans that include Best Teaching Practices to increase student mastery of grade level standards.	Teachers received release time once each trimester to analyze benchmarks, create differentiated instruction groups and instructional approaches

GOAL #5

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

Please report progress in actions implemented this year:

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

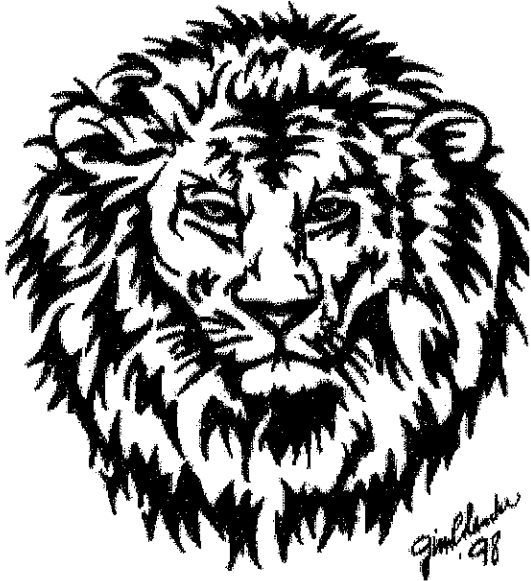
GOAL #6

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

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

Please report progress in actions implemented this year:

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



2013-14
Single Plan for Student Achievement (SPSA)

Linda 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:	Judy Hart	Telephone:	(530) 741-6196
Address:	6180 Dunning Ave.	Email Address:	jhart@mijusd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056717
☐ Initial Plan Approval: 6/11/13			
☐ 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	714	715	749	743	
Growth Target	5	5	5	5	
API Growth Score	715	749	742	731	
Actual Growth	1	34	-7	-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	99		100	100		100	100	
Number At or Above Proficient	167	160		41	44		8	4		34	24	
Percent At or Above Proficient	40.0	38.6		47.1	42.7		53.3	28.6		33.3	26.4	
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	No		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	76	78		81	63		145	142		2	2	
Percent At or Above Proficient	39.4	40.8		35.1	28.9		37.9	37.1		4.7	5.0	
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	No		No	No		No	No		--	--	

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

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	239	222		53	56		9	6		55	47	
Percent At or Above Proficient	57.3	53.5		60.9	54.4		60.0	42.9		53.9	51.6	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No		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	112	103		133	113		214	200		6	5	
Percent At or Above Proficient	58.0	53.9		57.6	51.8		55.9	52.2		14.0	12.5	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No		No	No		No	No		--	--	

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

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	41	39		26	27		18	16		14	19	
3	29	32		35	38		19	18		17	11	
4	47	45		27	29		20	14		6	12	
5	39	30		28	38		18	17		15	16	
6	47	38		24	38		23	16		6	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
2	*	*		*	*		30	35		317.9	328.8	
3	*	*		*	*		27	14		320.4	300.7	
4	*	*		*	*		53	43		336.2	334.5	
5	*	*		*	*		26	20		317.1	312.9	
6	*	*		*	*		37	25		322.0	320.5	

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	42	38		333.3	331.4		52	38		332.3	335.9	
3	26	28		316.9	331.2		37	53		322.3	344.3	
4	49	51		347.0	338.6		43	35		348.9	334.1	
5	40	34		337.3	330.1		50	29		341.4	325.6	
6	38	37		331.7	336.2		60	52		338.9	347.6	

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	36	32		325.8	327.1		40	36		327.0	330.5	
3	22	17		311.5	313.5		27	31		316.2	326.8	
4	37	44		326.5	330.3		47	45		343.8	337.1	
5	20	12		308.3	304.1		36	31		328.7	324.5	
6	11	5		302.1	303.1		41	33		332.2	328.3	

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	39		26	27		18	16		14	19	
3	29	32		35	38		19	18		17	11	
4	47	45		27	29		20	14		6	12	
5	39	30		28	38		18	17		15	16	
6	47	38		24	38		23	16		6	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	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
2	*	*					35	30	35	335.7	317.9	328.8
3	*	*					36	27	14	318.2	320.4	300.7
4	*	*					33	53	43	337.6	336.2	334.5
5	*	*					32	26	20	317.7	317.1	312.3
6	*	*					28	37	25	320.6	322.0	320.5

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	42	38		333.3	331.4		52	38		352.3	335.9	
3	26	28		316.9	331.2		37	53		322.3	344.3	
4	49	51		347.0	338.6		43	35		348.9	334.1	
5	40	34		337.3	330.1		50	29		341.4	325.5	
6	38	37		331.7	336.1		60	52		338.9	347.6	

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	36	32		325.8	327.1		40	36		327.0	330.5	
3	22	17		311.5	313.5		27	31		316.2	326.8	
4	37	44		326.5	330.3		47	45		343.8	337.1	
5	20	12		308.3	304.1		36	31		328.7	324.5	
6	11	5		302.1	303.1		41	33		332.2	328.3	

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	61	58		22	15		13	23		4	4	
3	63	74		26	13		7	8		4	6	
4	68	49		16	32		14	16		1	3	
5	51	34		19	19		19	38		12	9	
6	43	43		28	28		17	14		11	16	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	*	*			*		57	53		357.9	353.3	
3	*	*			*		59	57		368.4	360.1	
4	*	*					63	71		392.1	378.0	
5	*	*					52	40		374.6	350.6	
6	*	*					37	40		340.0	335.8	

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	60	52		377.0	362.3		67	71		386.1	394.8	
3	68	75		382.1	376.6		59	95		396.3	436.1	
4	69	48		389.5	354.5		79	27		403.6	329.0	
5	51	32		368.0	337.0		50	41		355.6	332.2	
6	39	44		335.1	339.3		55	48		345.0	352.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	58	52		367.1	351.2		58	56		370.5	367.5	
3	63	70		373.1	368.3		61	73		381.5	381.2	
4	63	57		375.6	361.5		68	48		392.1	352.1	
5	41	15		340.3	304.1		48	35		360.6	338.7	
6	20	19		313.5	306.3		41	38		336.5	333.8	

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	61	58		22	15		13	23		4	4	
3	63	74		26	18		7	8		4	6	
4	68	49		16	92		14	16		1	3	
5	51	34		19	19		19	38		12	9	
6	43	43		28	28		17	14		11	16	

Grade Level	African/American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	*	*					30	35		317.9	328.8	
3	*	*					27	14		320.4	300.7	
4	*	*					53	43		336.2	334.5	
5	*	*					26	20		317.1	312.3	
6	*	*					37	25		322.0	320.5	

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	42	38		333.3	331.4		52	38		332.3	335.9	
3	26	28		316.9	331.2		37	53		322.8	344.3	
4	49	51		347.0	338.6		43	35		348.9	334.1	
5	40	34		337.3	330.1		50	29		341.4	325.6	
6	38	37		331.7	336.1		60	52		338.9	347.6	

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	36	32		325.8	327.1		40	36		327.0	330.5	
3	22	17		314.5	313.5		27	31		316.2	326.8	
4	37	44		326.5	330.3		47	45		343.8	337.1	
5	20	12		308.3	304.1		36	31		328.7	324.5	
6	11	5		302.1	303.1		41	33		332.2	328.3	

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 3: 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 (Linda Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	266	262	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	266	262	
Number Met	97	163	
Percent Met	36.50%	62.2	
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	247	70	242	80		
Number Met	30	15	47	36		
Percent Met	12.10%	21.40%	19.4	45.0		
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	247	70	242	80		
Number Met	30	15	47	36		
Percent Met	12.10%	21.40%	19.4	45.0		
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	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

California English Language Development (CELDT) Data

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

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

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***	*****	***			*****
1	3	7	12	29	19	45	6	14	2	5	42
2	1	2	8	15	21	40	14	26	9	17	53
3	1	2	13	27	20	42	9	19	5	10	48
4	3	7	7	15	24	52	8	17	4	9	46
5	2	6	18	50	14	39	1	3	1	3	36
6	3	9	13	37	15	43	2	6	2	6	35
Total	13	5	71	27	114	44	41	16	23	9	262

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	58	54		52	47	
3	40	37		78	77	
4	30	35		53	59	
5	24	16		61	57	
6	49	45		48	44	

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	74	81		84	77	
1	83	81		82	81	
2	48	44		53	57	
3	33	31		72	77	
5	17	14		55	54	
6	29	35		62	52	

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	24	19		51	48	
3	56	54		61	64	
4	24	26		29	23	
5	24	10		47	40	
6	36	30		43	42	

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	77	69		88	91	
1	71	59		79	87	
2	38	25		53	51	

3	55	54		39	61	
4	18	17		32	27	
5	12	7		31	28	
6	34	30		44	44	

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	27	20		46	49	
3	33	46		70	71	
4	24	5		36	26	
5	16	12		20	20	
6	21	26		40	39	

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) Students will make academic progress on the following measure CST scores, District Benchmark Assessments, CELDT scores, and show API growth of 5-10 points overall.	
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
1.1	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 access 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.		.25 FTE Student Services Coordinator	Title I 19,851
Evaluation of activities to determine if successful in closing the achievement gap				
1.2	Student Services Facilitator will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSF will serve as our home to school connection and assist families in setting academic		Student Services Facilitator	EIA-SCE 7,000 Title I 7,000

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
On line programs will support and reinforce grade level concepts and reading proficiency in grades K-6th		Brain Pop: Animated website for students K-12 focusing on Science, Health, Technology, Math, Social Studies, Arts & Music and English movies, quizzes, activity pages and school homework help Accelerated Reader Program Tumble Books Destiny	T1-CO 10,000 EIA-SCE 1,650 EIA-SCE 5,149 EIA-SCE 500 EIA-SCE 1,000
1.6 Maintenance contracts for school copies and Riso machine used to produce enhancement components to the core curriculum and allow teachers to present concepts through multi-avenues to assist students toward grade level standards mastery.		Maintenance Contracts: Cannon Copiers Risos	Title I 2,050 Other 4,000 Title I 290 Other 600
1.7 Materials that supplement the district adopted core curriculum utilized during differentiated instruction to assist students who are below proficiency in Math or ELA. The materials are intended to reinforce Common Core grade level standards.		Supplemental Materials (flash cards, academic games, white boards/markers)	EIA-SCE 13,434 EIA-LEP 1,616 Title I 15,446

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
		SRA Reading Labs	

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) Designated EL students will make academic and ELD progress on three measures: CELDT scores, CST scores, and District Benchmark Assessments and meet the annual AMO.	
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
2.1 One hour of articulation after school to address the needs of our EL students. Evaluation of activities to determine if successful in closing the achievement gap		none	
2.2 Primary language para-educators will deliver direct services to students. They will bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.		2- Hmong	EIA-SCE 37,570.83 Title I 38,818.67
2.3 Supplementary materials will be purchased that will enhance the California State adopted curriculum including but not limited to: Avenues, Functions for Fluency, and Measuring up.		2- Spanish Avenues/ support componets, Big Books, picture vocabulary cards Functions for Fluency Measuring Up	EIA-LEP 16,000

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
2.4 The EL leadership will meet monthly to evaluate the effectiveness on interventions and the ELD programs being implemented during the thirty minutes ELD instruction.		Substitutes for teachers release time	Title I 5,000
2.5 EL Coordinator will use data to identify groups of English Learners at each grade level for interventions during structured ELD time, group students in SEI and transitional to add primary language support, help make connections for parent understanding, and train/arrange professional development for EL Leadership Team.		EL Coordinator	EIA-LEP 42,580
2.6 PBIS Leadership Team		Subs for teacher release time	Title I 5,000
2.7 Common Core Leadership Team		Subs for teacher release time	Title I 5,000

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 #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Parental Involvement is critical for Linda Elementary School. Site Council, ELAC and PTA, reflects that Linda values and honors parental involvement by including them in shared decision making. Each parent group meets regularly where parents are encouraged to give input on school events, and the development and evaluation of the Site Plan.	
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
3.1 A system is 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 600
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 To improve parent involvement during (not limited to) Back to School Night, Open House, Family Program Dinner Night, Family Reading Night, PTA sponsored activities and classroom participation		Supplies, refreshments, personnel, childcare	T1-PI 1,360

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 Provide families with a handbook/school calendar and banners signifying special school events		Printing Costs	T1-PI 300
3.4 Finger printing of parents so that they may work in the classrooms and at school events during the school day. This will build relations between school and home that will increase student achievement and create an inclusive environment.		Fingerprinting/clearance	T1-PI 500

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
4.1 Teachers meet monthly for one hour to develop highly effective lessons involving strategies that provide access to academic language, practice academic language, and provide higher level questioning to extend and focus on effective teaching strategies for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy.		No cost	
Evaluation of activities to determine if successful in closing the achievement gap			
4.2 Our staff will deepen our understanding of the students we serve and enhance our instructional strategies and family relationships by participating in part two training based on Youth Development Network "Strengths Based Training"		Training/Presenter, supplies, corresponding resources	Title I 2,000

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
4.3 Staff will participate in the PBIS process to develop a school wide discipline program. This will facilitate continuity through out the school. Staff will also participate in training; teacher led, district sponsored, and outside consultants (SCOE) This training will assist in deepening staff understanding of Common Core and honing teaching strategies that will facilitate transition to Common Core.		Training supplies and corresponding resources Conferences	Title I 1,000
4.4 Grade level Learning Communities will meet to analyze student assessment data, develop lesson plans that include Best Teaching Practices to increase student mastery of Common Core grade level standards.		Teacher led in-service Substitutes for Teacher Release	EIA-SCE 1,000 Title I 13,500

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	
EIA-SCE	84,461.05
EIA-SCE Carryover	10,000
EIA-LEP	7,616
EIA-LEP Carryover	0
Title I	59,637
Title I Carryover	10,000
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	4,600
Total	176,314.05

Goal 2	
EIA-SCE	37,570.83
EIA-SCE Carryover	0
EIA-LEP	58,580
EIA-LEP Carryover	0
Title I	53,818.67
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	149,969.50

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	2,760
Title I Parent Involvement	0
Other	0
Total	2,760

Goal 4	
EIA-SCE	1,000
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	16,500
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	17,500

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

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

Total Allocation	
EIA-SCE	\$132,032
EIA-SCE Carryover	0
EIA-LEP	\$66,196
EIA-LEP Carryover	0
Title I	\$140,954
Title I Carryover	0
Title I Parent Involvement	\$2,760
Title I Parent Involvement	0
Other	0
Total	341,942

Total Expenditures	
EIA-SCE	123,031.88
EIA-SCE Carryover	10,000
EIA-LEP	66,196
EIA-LEP Carryover	0
Title I	129,955.67
Title I Carryover	10,000
Title I Parent Involvement	2,760
Title I Parent Involvement	0
Other	4,600
Total	346,543.55

Balance	
EIA-SCE	9,000.12
EIA-SCE Carryover	-10,000
EIA-LEP	0
EIA-LEP Carryover	0
Title I	10,998.33
Title I Carryover	-10,000
Title I Parent Involvement	0
Title I Parent Involvement	0
Total	-1.55

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: \$4,690

Estimated Cost from EIA/LEP: \$2,097

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.	\$132,032
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.	\$66,196
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	6,787
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$205,015

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	\$140,954
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.	\$2,760
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	\$143,714

Total amount of state and federal categorical funds allocated to this school	\$348,729
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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
Judy Hart	1			
Eleni Karnegis		1		
Linda Porter		1		
Norm Roberts		1		
Amy Sether		1		
Cathy Blackshere			1	
Ann Vanderpool				1
Debbie Wroten				1
Roseann VanDerAa				1
Debbie Burrow				1
Juanquin Rodriguez				1
Maria Rodriguez				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:

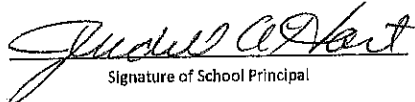
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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):

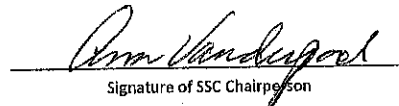
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of 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:

Attested:

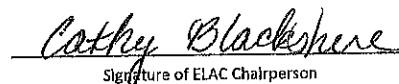
Judy Hart
Typed Name of School Principal

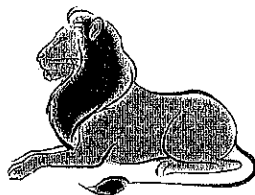
 6/11/13
Signature of School Principal Date

Ann Vanderpool
Typed Name of SSC Chairperson

 6/11/13
Signature of SSC Chairperson Date

Cathy Blackshere
Typed Name of ELAC Chairperson

 6/11/13
Signature of ELAC Chairperson Date



Linda Elementary School School-Level Parental Involvement Policy

Linda Elementary School has developed a written Title I parent involvement policy with input from Title I parents. Working with members of our School Site Council and parents we developed the Linda School Parent Involvement Policy. The policy was distributed to parents of Title I students at Back to School Night and at our 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 Linda 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, which is held at the beginning of the school year, presents the Title I allocation for the year and how that money will be used to improve student learning.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. The school holds two Title I annual meetings in order to maximize parent involvement. One in the morning at 8:30 am and one in the evening at 6:00 pm.
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. Each year, the Site Council conducts an evaluation process of the site plan expenditures in order to determine if the Title I funds impacted student improvement. This is determined by analyzing student data.
4. The school provides parents of Title I students with timely information about Title I programs. Parents learn about Title I funded programs at the Annual Title I Meetings, the school website, the monthly school newsletter, Back to School Night, parent/teacher conferences, and the School Single Site Plan.
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 in the following venues: Back to School Night, Parent/Teacher Conferences, Site Council Meetings, Title I Annual Meetings, Monthly Newsletters, and State Testing results mailed to the families.
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 invited and encouraged to attend Parent/Teacher Conferences, Site Council Meetings, PTA meetings, the District Advisory Committee, and parent input meetings scheduled during the year.

School-Parent Compact

Linda 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 developed with a committee of parents, teachers, staff, and the principal and is distributed to everyone in the annual registration packet during the first week of school.

Building Capacity for Involvement

Linda 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 is fostered through Back-to-School Night, School/Calendar/Handbook, Parent/Teacher Conferences, and the Student Study Team process.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Key functions that facilitate this are Parent/Teacher Conferences, Monthly Family Reading Nights, and the Student Study Team process.
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 encouraged to attend Parent/Teacher Conferences, Site Council Meetings, PTA, and parent education components offered through the school.
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. Linda School works closely with the School Readiness Program and the STARS after school program. We also work with local agencies so that parent education components may be offered on site.
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. Office memos are sent out in three languages. Translators are available during Parent/Teacher Conferences, the Student Study Team Process and IEP process. ELAC meetings are facilitated in Spanish, Hmong, and English.
6. The school provides support for parental involvement activities requested by Title I parents. Parents have access to School Surveys, school sponsored meetings, and input is also gathered during conferences; both formal and informal.

Accessibility

Linda 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 provided in three languages. Translation in Spanish is readily available in the office by the attendance clerk. Translation is consistently available during all school meetings. (ELAC, conferences, IEPs and Student Study Team meetings).

Linda Elementary School
Judy Hart-Principal

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.

Linda 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. Weekly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to- School Night, Library Reading Nights, 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.
- Participate in decisions relating to my child's education.
- Stays informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Attend school and PTA activities that promote school/home partnership.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve my 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/electronic games) 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: Loma Rica Elementary School

Principal: Kathleen Hansen

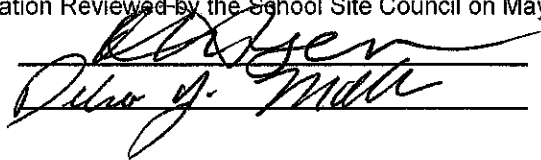
School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on May 15, 2013.

Principal's Signature: _____

SSC Chair Signature: _____

Handwritten signatures of Kathleen Hansen and the SSC Chair over horizontal lines.

GOAL #1

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

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? Monthly minimum days will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aid in providing applicable data for analysis and evaluation.	Actions to improve achievement to exit program improvement (if applicable). N/A

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	
1.1 ELA & math instruction will be supported through direct intervention with students including both 1:1 and small group instructional settings.	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. \$9,797 funded a Literacy Resource Technician. This resource served below-proficient students in grades K - 4 in both small group and 1:1 instruction. A total of 33 students received support over the course of the year. Teachers surveyed indicated academic growth for students served. Not all students reached proficiency, but all students did improve. Data used to make this determination were: teacher observation, benchmark assessments, curriculum embedded assessments. \$7536 funded a para-educator dedicated to grades 4 and 5. Teacher targeted students shown to be below proficient. These students received small group instruction (either with the para or with the teacher) a pre and post test on specific academic standards was administered. 100% of students showed growth on the assessment. Accelerated Reader books and a site computer licence were purchased. 93 children increased fluency and comprehension skills as evidenced by daily AR assessments. Data for each grade level shows the following Reading Grade Level improvements: 2nd went from 1.7 to 2.2, 3rd went from 3.0 to 3.4, 4th went from 4.5 to 5.2, 5th went from 5.8 to 6.2.
1.2 Provide students access to books and technology that address individual reading levels and comprehension using the web based Accelerated reader Program (AR)	
1.3 Provide supplemental instructional materials to enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject	Not all adopted curriculum adequately addresses each grade level's academic content standards. Teachers identified standards which were in need of supplemental instructional materials. Expenditures for ink, paper and computer headsets (for software-based instruction) allowed teachers to supplement existing curriculum, thereby increasing proficiency levels on benchmarks and teacher-made assessments. Because these materials worked in concert with other interventions/enhancements, it is not possible quantify them in isolation of others expenditures.

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	Provide supplemental instructional programs to enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject	Not all adopted curriculum adequately addresses each grade level's academic content standards. Teachers identified standards which were in need of supplemental instructional programs. Expenditures for Education City, California Streaming and Waterford allowed teachers to supplement existing curriculum; thereby increasing proficiency levels on benchmarks and teacher-made assessments. Because these programs worked in concert with other interventions/enhancements, it is not possible quantify them in isolation of others expenditures.
1.5	Ensure reproducible, supplemental instructional materials are available to aide in increasing the achievement of students who are performing at levels below proficient	Not all adopted curriculum adequately addresses each grade level's academic content standards. Teachers identified standards which were in need of supplemental instructional programs.
1.6	Provide academic planners, to 4th/5th graders, which will foster better organization of and access to their work. Items such as class notes, homework assignments, test dates, etc. will be recorded by students daily	\$125 spent for purchasing academic planners for 4th/5th grade students. Teacher reports that students improved organizational skills with the use of planners, thereby helping improve work completion and learning.
1.7	Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.	Being able to evaluate and quantify our \$300 investment in parent involvement on increased student achievement is difficult. Research has proven, however, that when schools implement effective home/school communication strategies, students learn more. This year's expense covers printing and mailing costs, as well as School Messenger.
1.8	Increase students access to computers for the purpose of incorporating more technology into the curriculum and assessments	Technology in the classroom allows students to access a multitude of enhanced learning opportunities which correlate directly to academic content standards. In addition, computer stations allow students to work independently (for ex. Waterford Reading) while teachers provide small group instruction to others. Teachers report that without the use of technology in their classrooms, student learning would be compromised. Because the use of computers and technology occurs in concert with other interventions/enhancements, it is not possible quantify their specific effectiveness in isolation of others expenditures.

GOAL #2

Teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students.

What data did you use to form this goal (findings from data analysis)? Teacher requests, changing populations, CST and District benchmark results.	What did the analysis of the data reveal that led you to this goal? Aside from district-wide professional development at the beginning of the school year, no other opportunities for teacher learning are currently available.
Who are the focus students and what is the expected growth? Professional development for our teachers will focus on students with special needs, students who come from socio-economical disadvantaged families and students not performing at levels of proficiency in ELA and math.	What data will be collected to measure student achievement? CST, district benchmark results, teacher assessments
What process will you use to monitor and evaluate the data? Teacher will be able to articulate connections between new learnings and student achievement results. Admin will be able to observe implementation of new learnings through frequent classroom walk-throughs.	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
2.1	Purchase professional literature	No expenditures were made for this action items in 2012-2013. Money will be redirected to meet other needs in 2013-2014
2.2	Attend professional development trainings	As technology increases in the classroom, teachers require ongoing training so that they can maximize their use of these tools to promote student learning. This year's training focused on Smart Board technology. There has been an increase in teacher use of this instructional tool as a result of the training. This year 7 out of 7 teachers integrated this into their teaching.



2013-14
Single Plan for Student Achievement (SPSA)

Loma Rica 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: Kathleen Hansen	Telephone: (530) 741-6144
Address: 5150 Fruitland Rd	Email Address: khansen@mjsd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056725
☒ Initial Plan Approval: May 15, 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	832	810	810	830	
Growth Target	A	A	A	A	
API Growth Score	810	810	830	807	
Actual Growth	-22	0	20	-23	

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

Our school remains above a target score of 800. Due to the small size of our school, API scores can be heavily influenced by a very small number of students. In the last 5 years, we have experienced fluctuations both up and down approximately 20 points. The total net increase/decrease in API over the past 5 years is -7.

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	98		100	100		--	100	
Number At or Above Proficient	56	43		35	27		--	--		--	--	
Percent At or Above Proficient	62.9	57.3		63.6	58.7		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

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	5	--		--	--		22	16		--	1	
Percent At or Above Proficient	41.7	--		--	--		57.9	50.0		--	9.1	
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	--	--		--	--		--	--		--	--	

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

Loma Rica has 3 subgroups which constitute statistically significantly data. They are: white, students with disabilities and socio-economically disadvantaged. As the AYP target has gone up, Loma Rica's percentent proficient has gone up. In addition, we have met the AYP criteria, not because of meeting the target, but because of safe harbor (i.e. decreasing the number of students who are not proficient by 10%). This was not the case in 2012. Our over percent proficient in ELA dropped 5.6% from last year. In a 4 year average, however, our proficiency levels have increased by 6.4%.

Of significance to note, however, is that only 50% of our socio-economically disadvantaged students are reaching proficiency in English Language Arts.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99		100	98		100	100		--	100	
Number At or Above Proficient	58	49		34	30		--	--		--	--	
Percent At or Above Proficient	65.2	65.3		61.8	65.2		--	--		--	--	
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	8	--		--	--		24	16		--	1	
Percent At or Above Proficient	66.7	--		--	--		63.2	50.0		--	9.1	
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	--	--		--	--		--	--		--	--	

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

Loma Rica has 3 subgroups which constitute statistically significantly data. They are: white, students with disabilities and socio-economically disadvantaged. As the AYP target has gone up, Loma Rica's percent proficient has remained relatively flat over the past 3 years. Despite being below the AYP target the last 2 years, we have met the AYP criteria through safe harbor (i.e. decreasing the number of students who are not proficient by 10%).

Our overall increase/decrease in proficiency levels over the past 4 years has been -8.8. Of significance to note is that only 50% of our socio-economically disadvantaged students are reaching proficiency.

**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	60	60		20	30		12	5		8	5	
3	31	55		31	27		23	14		15	5	
4	59	*		15	*		19	*		7	*	
5	77	59		19	15		3	15		0	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

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	*	*		*	*		67	50		354.3	366.6	
3	*	*		*	*		27	62		326.0	363.0	
4	*	*		*	*		60	*		353.3	*	
5	*	*		*	*		84	71		377.8	364.7	

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	*			*			50	*		349.5	*	
5	*			*			71	67		359.6	361.1	

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

Students in 2nd grade have remained relatively steady at an average of 56.6% proficiency. 3rd grade experienced its highest increase in 3 years with 55% proficient. 4th grade was not statistically significant. 5th grade experienced a decline during the 11-12 testing with scores dropping from 77% proficient to 59%. The 3 year trend for 5th grade, however, is 64% proficient.

**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	64	75		20	25		16	0		0	0	
3	46	67		46	19		8	14		0	0	
4	70	*		15	*		15	*		0	*	
5	67	56		27	33		3	0		3	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

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	*	*		*	*		73	79		385.9	397.7	
3	*	*		*	*		45	67		376.8	434.4	
4	*	*		*	*		60	*		365.2	*	
5	*	*		*	*		67	50		401.6	369.7	

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	*			*			64	*		371.0	*	
5	*			*			63	50		359.6	357.0	

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

2nd grade has experienced a steady increase with 75% of the students scoring proficient during the 11-12 school year. 3rd grade has seen an increase from 46% proficient to 67% proficient. 5th grade, as in ELA, saw a decline in the number of students scoring proficient. 5th grade's 3 year average is 59% proficient. 4th grade was not statistically significant.

Title III Accountability Data (Loma Rica Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	3		
Percent with Prior Year Data	100%		
Number in Cohort	3		
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	2	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:

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	2	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:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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	88	82		96	88	
3	58	55		74	63	
4	58	57		75	39	
5	52	30		88	60	

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

4th and 5th grade have seen a fairly significant drop in benchmark scores for both math and ELA. A proposal will be made to site council to allocate funds to help provide specific standards-based tutoring and intervention for targeted students.

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	74	68		87	76	
1	100	100		100	100	
2	96	89		100	89	
3	47	39		68	94	
4	15	10		69	48	
5	28	50		88	70	

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	86	41		100	76	
3	79	50		50	47	
4	40	45		10	36	
5	62	44		88	78	

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	81	89		86	85	
1	100	95		100	100	
2	85	56		95	65	
3	63	56		58	56	

4	70	43		70	57	
5	32	12		61	62	

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	80	56		90	67	
3	45	61		64	67	
4	22	20		78	62	
5	26	11		32	22	

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) Loma Rica Elementary will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resources, supplemental learning experiences (which may occur outside the regular classroom setting).			
What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.		
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.		
What process will you use to monitor and evaluate the data? Monthly minimum days will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aid in providing applicable data for analysis and evaluation.	Actions to improve achievement to exit program improvement (if applicable). 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
1.1 ELA & math instruction will be supported through direct intervention with students including both 1:1 and small group instructional settings.	8/2013-6/2014	2.8 hours/day (168 mins.) for Literacy Resource Technician 3.5 hours/day, 3 days a week Para Educator	EIA-SCE 4906 Title I 4907 EIA-SCE 2501 Title I 4000
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Provide students access to books and technology that address individual reading levels and comprehension using the web based Accelerated reader Program (AR)	8/2013-6/2014	AR books and AR software Contract (Renaissance)	EIA-SCE 592 Title I 589
1.3 Provide supplemental instructional materials to enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas	8/2013-6/2014	Support supplies: ink, paper, computer headsets	EIA-SCE 282 Title I 2253

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). that will help all students advance to levels of proficiency in each subject	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.4 Provide supplemental instructional programs to enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject	8/2013-6/2014	Waterford Program, Education City, California Streaming	EIA-SCE 321 Title I 322
1.5 Provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move student toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.	8/2013-6/2014	Yearly maintenance contracts for copy machines and RISO	EIA-SCE 1418
1.6 Provide academic planners, to 4th/5th graders, which will foster better organization of and access to their work. Items such as class notes, homework assignments, test dates, etc. will be recorded by students daily	8/2013-6/2014	Printing costs	EIA-SCE 150
1.7 Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.	8/2013-6/2014	Printing and mailing costs for newsletters, site council presentations and student achievement updates. School Messenger for school events and parent involvement opportunities. Consumable materials and food items for parent meetings	TI-PI 256
1.8 Increase student and teacher access to computers and iPads for the purpose of incorporating more technology into the curriculum and assessments	8/2013-6/2014	Computers, iPads, Educational Applications	Title I 500

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students.			
What data did you use to form this goal (findings from data analysis)?	Who are the focus students and what is the expected growth?	What did the analysis of the data reveal that led you to this goal?	What data will be collected to measure student achievement?
Teacher requests, changing populations, CST and District benchmark results.	Professional development for our teachers will focus on students with special needs, students who come from socio-economical disadvantaged families and students not performing at levels of proficiency in ELA and math.	Aside from district-wide professional development at the beginning of the school year, no other opportunities for teacher learning are currently available.	CST, district benchmark results, teacher assessments
What process will you use to monitor and evaluate the data?		Actions to improve achievement to exit program improvement (if applicable).	
Teacher will be able to articulate connections between new learnings and student achievement results. Admin will be able to observe implementation of new learnings through frequent classroom walk-throughs.			

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 Attend professional development trainings Evaluation of activities to determine if successful in closing the achievement gap	8/2013-6/2014		Title I 500

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	10,170	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	12,571	Title I	500	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	256	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	22,997	Total	500	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	\$10,170
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	13,071
Title I Carryover	0
Title I Parent Involvement	\$256
Title I Parent involvement	0
Other	0
Total	23,497

Total Expenditures	
EIA-SCE	10,170
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	13,071
Title I Carryover	0
Title I Parent Involvement	256
Title I Parent Involvement	0
Other	0
Total	23,497

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: \$361

Estimated Cost from EIA/LEP: \$0

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.	\$10,170
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	361
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$10,531

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	13,071
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.	\$256
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	\$13,327

Total amount of state and federal categorical funds allocated to this school	\$23,858
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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
Kathleen Hansen	1			
Lisa Messick		X		
Anne Covert		X		
Shanon Bennett		X		
Vicki Favela			X	
Darlene Waddle				X
Debbie Mallen				X
Heather Barns				X
Thomas Rowan				X
Judy Knoll				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)**:

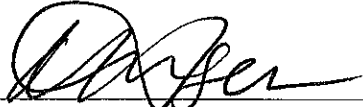
- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

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: March 20, 2013

Attested:

Kathleen Hansen

Typed Name of School Principal



Signature of School Principal

3/15/13

Date

Debbie Mallen

Typed Name of SSC Chairperson



Signature of SSC Chairperson

3/15/13

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Loma Rica Elementary School-Level Parental Involvement Policy

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

Involvement of Parents

Loma Rica does the following

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

School-Parent Compact

Loma Rica Elementary has jointly developed with and distributed to parents of Title 1 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 item in addition to items added by parents of Title 1 students:

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

Loma Rica developed this policy at its Site Council meetings and distributed them at our Back to School Night in August.

Building Capacity for Involvement

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

Accessibility

Loma Rica Elementary provides opportunities for all Title I 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. Again, this was either mailed home or handed out at our Back -to-School night or Open House.

Loma Rica Elementary 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.

Loma Rica Elementary will ensure students' success in the following areas:

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

Administrator Signature: _____

Date: _____

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

- Ensure my child attends school every day and is on time.
- Be responsible for my child's behavior and promote positive academic and social conduct.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches and type of video games he/she plays.
- Volunteer, when possible, in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory boards, if possible.

Parent Signature: _____

Date: _____

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

- Come to school ready to learn and work hard.
- Stay organized with all my subjects
- Do my homework every day and ask for help when I need to.
- Limit 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.
- Follow District Digital Citizenship guidelines.

Student Signature: _____

Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2012-13

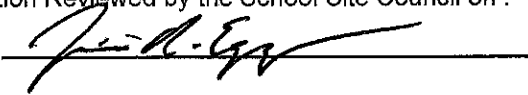
School: Olivehurst Elementary School

Principal: Jimmie Eggers

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

In meeting our site goals for target growth all EL students in all grade levels (K-6) will advance towards proficiency in language arts and math mathematics.

What data did you use to form this goal (findings from data analysis)? Teacher and program assessments MJUSD benchmark assessments Avenues and HighPoint assessments CELDT scores Report Card performance	What did the analysis of the data reveal that led you to this goal? The analysis of the data revealed that we were successful in increasing our number of EL students who are proficient in Language Arts has increased by 10%
Who are the focus students and what is the expected growth? Kindergarten-6th Increase EL students' proficiency level on CST's 5%	What data will be collected to measure student achievement? MJUSD benchmark assessments Avenues and HighPoint end of unit assessments CELDT scores
What process will you use to monitor and evaluate the data? We use district benchmarks and CELDT data to monitor EL student progress	Actions to improve achievement to exit program improvement (if applicable). Continue to provide extra assistance for EL students to improve reading and reading comprehension

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 bilingual EL Para-educator to provide direct instruction to promote student achievement, monitor student placement, assessments, and communicate with staff, district office and parents.	Our EL para spent 6 hours a day working individually or with small groups. This person was highly successful in providing opportunities for students to improve in reading comprehension and vocabulary
1.2 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas. Provide technology equipment, such as cameras, laptops, printers, and computers, scanners	Students were able to work with individual programs that aided in reading and vocabulary as well as speaking. This allowed students to work at their own pace and to feel less intimidated by working with other peers of adults.
1.3 Insure technology is working and available for student use. Provide additional materials and supplies for computer equipment	This expenditure allowed students to maintain access to specific programs that aided in their reading acceleration
1.4 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	SIPP's materials were bought that specifically addressed phonics and low level readers for both phonics and comprehension
1.5 Provide structured teacher planning time focusing on the progress of the EL students. Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance.	This item was key for teachers to identify and plan for focused intervention to allow students to grow in specific area of need.

GOAL #2

(Based on conclusions from Analysis of Program Components and Student Data pages)
Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after school.

What data did you use to form this goal (findings from data analysis)? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 Math Facts in a Flash participation grades 2-6	What did the analysis of the data reveal that led you to this goal? Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Provide more opportunities for students grade Kinder through 2nd and continue to monitor their progress in reading
Who are the focus students and what is the expected growth? K-1 2-6	What data will be collected to measure student achievement? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 Math Facts in a Flash participation grades 2-6
What process will you use to monitor and evaluate the data? Number of books circulated through the library Number of tests taken in our AR system Number of points earned by students who pass AR tests	Actions to improve achievement to exit program improvement (if applicable). Provide more opportunities for students to expand their reading opportunities especially at grades Kinder through 2nd

Please report progress in actions implemented this year:

Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement	
Actions To Be Taken To Reach This Goal	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 Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs.	Students were able to take a total of 19,911 tests for AR reading. Students passed 15,617 tests. Our students were able to read at an 86% success rate
2.2 The library will support and encourage students to read more to improve fluency and comprehension across all subject areas	15, 519 books were checked out to students from the library 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.
2.3 Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks, and CST scores. Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement.	Teachers were given a breakdown of student performance on AR tests as well as benchmark scores to monitor and improve student achievement based on reading and reading comprehension

GOAL #3

5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.

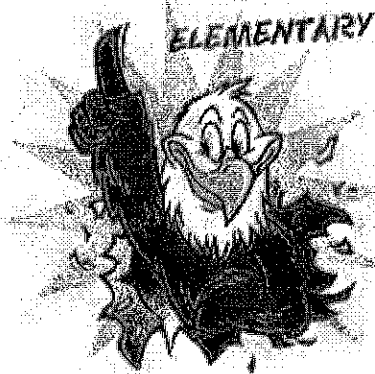
What data did you use to form this goal (findings from data analysis)? District benchmark assessments CST STAR reading assessments	What did the analysis of the data reveal that led you to this goal? At this time we do not have CST data The data from the 30 week benchmarks suggest that as a school our achievement actually dropped from the previous year Overall average percent proficient rates have dropped this year. Students are in need of focused instruction by individuals who have quality training and skills. Parents are also in need of skills and materials that help supply students with greater opportunities. Students need more focused instruction in specific areas
Who are the focus students and what is the expected growth? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Harcourt Math assessment results.
What process will you use to monitor and evaluate the data? District benchmark assessments CST STAR reading assessments	Actions to improve achievement to exit program improvement (if applicable). Continue to provide students with small group interventions in targeted areas Provide students with materials and technology that supports student learning

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 Extended learning time: Provide newly developed curriculum and during school and after-school tutoring to students who are performing below grade level in ELA and math. After school gate program to provided extended learning and challenges for Gate identified students.	12 teachers provided tutoring to over 120 students during the course of the year. This was a successful expenditure as over half of the students tutored were able to raise their level towards proficiency on benchmark scores. Tutoring will be provided down to 1st grade with the expectation that more students will be provided the opportunity of small group support
3.2 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of edusoft, and benchmark alignment, meeting with families to align academic and social services based on needs. Small group intervention, counseling, choices – behavior modification, parent involvement training coordinate assemblies, parent/home communication, home visits. SST's, 6th grade interventions coordinated with PE times.	Every student in the school was provided a small group intervention time. Parents were involved in student learning through SSTs. Small group instruction was also provided

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.
3.3 Intervention time, provide time through PE interventions for certificated classroom teachers to provide direct intervention instruction for students. Provide small group intervention for students in classrooms	Teachers were provided extra support to identify specific areas of need for individual students. This area will be restructured for next year so that specific time is provided weekly at each grade level for direct student support. Also time will be allotted for teachers to identify specific students and their needs for the intervention aides to help
3.4 Provide quality interventions in the classroom grades K-6 by providing support for the teachers using small groups. Groups will be targeted specifically by grade level using benchmark tests.	This area was very successful as our schoolwide RTI times provided direct student support across all grade levels. Students were provided with materials and small group instruction at their specific level that targeted growth in ELA
3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Provide substitute release time for teacher articulation and small group instruction	This was an area that needed improving. We switched to a model brought by our SCOE advisor. It did not meet our schools requirements as we were not always able to get substitute teachers to provide the opportunities to allow the articulation needed to provide the successful implementation of all our strategies for students. We will be returning to a former model that provided more success and cost less money next year.
3.6 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of edusoft, and benchmark alignment, meeting with families to align academic and social services based on needs. Small group intervention, counseling, choices – behavior modification, parent involvement training coordinate assemblies, parent/home communication, home visits, IEP's, 6th grade interventions coordinated with PE times.	This goal was unfunded for the year. It did create problems by not having this position. This is an area of need that will be explored in the future.
3.7 Provide supplemental instructional materials and equipment to support Math ELA Science Art PE Music Social Science to enhance instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.	These programs provided specific targeted instruction in students areas of need. While our overall scores did drop, students participating in the small groups that used these materials experienced a 10% rate of growth in their proficiency rate.
3.8 Supplemental materials and supplies as related to technology needs. Insure technology is working and available for student use. Replacement bulbs, cords, or other necessary repairs	These purchases were essential to providing students opportunities to grow at their own rate. Ipad's were used for students to create one on one opportunities for growth using various applications. Computers were used from AR tests, to searching for information, to keyboarding and accessing new tests. Students learned how to give electronic presentation and definitely had their education enhanced due to the availability. More teacher training is needed in this area to maximize the potential of these machines and software.
3.9 Provide additional materials, supplies, books, subscriptions, and copy materials Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use.	This is a backbone to success. The materials bought through this goal provide papers, materials that are used both at school and home. It allows students to further their education by providing extra materials not accessible to students through the regular curriculum. At a PI school, this was essential to providing student, teacher and parent support to further student education
3.10 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6) . Provide Site Technology assistance to support supplemental technology that enhances the core learning program. Technology Lead will assist teachers in elementary school by enhanced 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, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction. Increase parent support, home school and community connections, and attendance.	This goal is focused on adults becoming better trained and informed on how to help student learning. This area was underutilized this year. We need to inform our parents and teachers due to changes by the state in the coming year. Training, which was undeserved due to a lack of substitutes and time will be reprioritized for both teachers and parents.

OLIVEHURST



2013-14

Single Plan for Student Achievement (SPSA)

Olivehurst 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: Jimmie Eggers	Telephone: (530) 741-6191
Address: 1778 McGowan Rd.	Email Address: jeggers@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056741
☒ 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	758	762	746	763	
Growth Target	5	5	5	5	
API Growth Score	762	746	764	757	
Actual Growth	4	-16	18	-6	

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	175	172		83	80		--	--		13	15	
Percent At or Above Proficient	48.7	50.4		53.2	63.0		--	--		44.8	41.7	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		Yes	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	98	
Number At or Above Proficient	68	66		65	62		130	137		0	1	
Percent At or Above Proficient	45.6	42.9		42.8	40.3		43.8	48.2		0.0	2.6	
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	Yes	No		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	211	193		95	86		--	--		19	17	
Percent At or Above Proficient	58.8	56.6		60.9	67.7		--	--		65.5	47.2	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No		Yes	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	98	
Number At or Above Proficient	85	77		87	79		165	155		4	1	
Percent At or Above Proficient	57.0	50.0		57.2	51.3		55.6	54.6		10.0	2.6	
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	Yes	No		Yes	No		No	No		--	--	

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

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	60	48		18	24		12	15		11	13	
3	35	52		29	20		15	15		21	12	
4	46	48		26	30		14	14		14	8	
5	47	37		26	27		13	16		14	19	
6	49	66		31	23		13	3		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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
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	59	45		367.1	342.1		60	48		383.1	340.8	
3	26	41		308.0	339.9		43	77		340.8	395.3	
4	47	41		332.1	344.0		56	55		348.4	353.4	
5	42	39		340.2	321.0		54	50		339.9	336.1	
6	54	57		352.5	358.3		48	81		340.2	391.6	

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	61	46		364.2	339.7		53	43		358.8	336.8	
3	21	35		300.6	324.3		30	49		312.9	350.4	
4	35	24		321.0	318.2		38	46		328.5	345.6	
5	30	25		323.4	307.3		43	32		333.9	312.2	
6	38	40		332.1	334.5		50	68		339.4	371.0	

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	60	48		18	24		12	15		11	13	
3	35	52		29	20		15	15		21	12	
4	46	48		26	30		14	14		14	8	
5	47	37		26	27		13	16		14	19	
6	49	66		31	23		13	3		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	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	59	45		367.1	342.1		50	48		383.1	340.8	
3	26	41		308.0	339.9		43	77		340.8	395.3	
4	47	41		332.1	344.0		56	55		348.4	353.4	
5	42	39		340.2	321.0		54	50		339.9	336.1	
6	54	57		352.5	358.8		48	81		340.2	381.6	

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	61	46		364.2	339.7		53	43		358.8	336.8	
3	21	35		300.6	324.3		30	49		312.9	350.4	
4	35	24		321.0	318.2		38	46		328.5	345.6	
5	30	25		323.4	307.8		43	32		333.9	312.2	
6	38	40		332.1	334.5		50	68		339.4	371.0	

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	69	47		12	29		12	15		7	9	
3	61	73		19	14		13	8		7	5	
4	58	61		12	23		22	12		8	5	
5	55	30		25	25		17	30		4	15	
6	49	72		26	12		15	6		10	9	

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	*	*		*	*		*	*		*	*	
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	68	45		406.2	348.9		71	52		416.1	347.1	
3	54	69		360.2	392.1		67	87		391.2	456.1	
4	57	58		364.0	360.2		67	68		364.5	372.1	
5	54	26		372.1	316.2		54	46		377.1	337.3	
6	54	61		355.6	383.0		50	81		347.7	413.4	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	73	51		401.7	346.1		64	46		389.8	344.3	
3	53	63		356.9	382.8		56	70		364.8	403.8	
4	52	52		357.2	345.2		53	59		350.5	365.9	
5	44	16		367.0	303.1		57	21		376.2	311.7	
6	38	45		340.8	343.4		47	73		345.1	397.8	

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	69	47		12	29		12	15		7	9	
3	61	73		19	14		13	8		7	5	
4	58	61		12	23		22	12		8	5	
5	55	30		25	25		17	30		4	15	
6	49	72		26	12		15	6		10	9	

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	*	*		*	*		*	*		*	*	
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	59	45		367.1	342.1		60	48		383.1	340.8	
3	26	41		308.0	339.9		43	77		340.8	395.3	
4	47	41		332.1	344.0		56	55		348.4	353.4	
5	42	39		340.2	321.0		54	50		339.9	336.1	
6	54	57		352.5	358.3		48	81		340.2	391.6	

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	61	46		364.2	339.7		53	43		358.8	336.8	
3	21	35		300.6	324.3		30	49		312.9	350.4	
4	35	24		321.0	318.2		38	46		328.5	345.6	
5	30	25		323.4	307.3		43	32		333.9	312.2	
6	38	40		332.1	334.5		50	68		339.4	371.0	

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 (Olivehurst Elementary School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	172	167	
Percent with Prior Year Data	100%	100.0	
Number in Cohort	172	167	
Number Met	82	106	
Percent Met	47.70%	63.5	
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	157	50	146	53		
Number Met	22	26	34	31		
Percent Met	14.00%	52.00%	23.3	58.5		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	No	Yes	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	157	50	146	53		
Number Met	22	26	34	31		
Percent Met	14.00%	52.00%	23.3	58.5		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	No	Yes	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
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1			9	35	9	35	4	15	4	15	26
2			3	10	15	48	12	39	1	3	31
3	2	6	11	31	12	34	6	17	4	11	35
4	2	8	8	33	10	42	1	4	3	13	24
5	1	3	13	42	10	32	5	16	2	6	31
6	6	29	11	52	1	5	2	10	1	5	21
Total	11	7	55	33	57	34	31	18	15	9	169

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	57	65		39	43	
3	58	48		84	72	
4	46	58		64	67	
5	26	44		65	86	
6	79	51		71	54	

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	81	70		82	87	
1	97	87		90	85	
2	38	44		48	69	
3	63	28		86	67	
4	14	30		80	74	
5	25	15		64	80	
6	60	60		78	82	

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	37	27		47	53	
3	73	54		77	47	
4	45	53		43	54	
5	27	20		65	75	
6	63	57		71	72	

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	77	71		89	85	

1	90	76		95	87	
2	57	35		69	46	
3	74	38		73	37	
4	31	49		51	62	
5	5	20		55	52	
6	71	60		78	72	

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	47	29		59	54	
3	67	44		79	56	
4	7	56		46	56	
5	24	37		19	27	
6	48	68		73	64	

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) In meeting our site goals for target growth all EL students in all grade levels (K-6) will advance towards proficiency in language arts and math mathematics.		
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?	
Teacher and program assessments MIUSD benchmark assessments Avenues and HighPoint assessments CELDT scores Report Card performance		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?	
Kindergarten-6th Increase EL students' proficiency level on CST's 5%	MIUSD benchmark assessments Avenues and HighPoint end of unit assessments CELDT scores	
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
1.1 Provide bilingual EL Para-educator to provide direct instruction to promote student achievement, monitor student placement, assessments, and communicate with staff, district office and parents. Evaluation of activities to determine if successful in closing the achievement gap	August 2013 to June of 2014	Bilingual Para educator	EIA-LEP 44,204 LEP-CO 857
1.2 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	August 2013 to June of 2014	Paper	LEP-CO 200

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 technology equipment, such as cameras, laptops, printers, and computers, scanners		Printers, Projectors, and Document Cameras Computer equipment Rosetta Stone, software etc. Ipads and related equipment and materials	
1.3 Insure technology is working and available for student use. Provide additional materials and supplies for computer equipment	August 2013 to June of 2014	Cords, Projector bulbs Ipad cart	LEP-CO 500
1.4 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	August 2013 to June of 2014	Smart Senteo System SIPPS intervention program	
1.5 Provide structured teacher planning time focusing on the progress of the EL students. Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance.	August 2013 to June of 2014	Substitute teacher release time for Materials and Supplies for the EL class	LEP-CO 897

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) (Based on conclusions from Analysis of Program Components and Student Data pages) Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after school.		
What data did you use to form this goal (findings from data analysis)? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 Math Facts in a Flash participation grades 2-6	What did the analysis of the data reveal that led you to this goal? Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	
Who are the focus students and what is the expected growth? K-1 2-6	What data will be collected to measure student achievement? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 Math Facts in a Flash participation grades 2-6	
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure	August 2013 to June of 2014	Literary resource technician for 3.5 hours	EIA-SCE 15,112

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 have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs.		provide supplemental materials, books, and computer equipment to improve student learning and comprehension.	T1-CO 1,000
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 The library will support and encourage students to read more to improve fluency and comprehension across all subject areas	August 2013 to June of 2014	AR subscriptions, DESTINY renewal, library contracts	EIA-SCE 2,092
2.3 Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks, and CST scores Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement.	August 2013 to June of 2014	Computer technology and equipment paper	EIA-SCE 100

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) 5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.	
What data did you use to form this goal (findings from data analysis)? District benchmark assessments CST STAR reading assessments	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? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Harcourt Math assessment results.
What process will you use to monitor and evaluate the data? District benchmark assessments CST STAR reading assessments	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 Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring to students who are performing below grade level in ELA and math. After school gate program to provided extended learning and challenges for Gate Identified students. Evaluation of activities to determine if successful in closing the achievement gap	August 2013 to June of 2014	Teacher extra duty pay to accommodate tutoring at an 8 to 1 ratio	EIA-SCE 20,000 SCE-CO 7,000
3.2 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of edusoft, and	August 2013 to June of 2014	Elementary Student Support Specialist	Title I 34,484

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
technology needs. Insure technology is working and available for student use. Replacement bulbs, cords, or other necessary repairs	2014	printers, screen and related supplies Smart Products ipads ipad cart	EIA-SCE 4,947 Title I 2,116 T1-CO 7800
3.9 Provide additional materials, supplies, books, subscriptions, and copy materials Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use.	August 2013 to June of 2014	Paper Provide additional materials, supplies, books, subscriptions, ink, and copy materials Calypso Systems Replacement Bulbs, cords, internet switch boxes or other necessary repairs maintenance contracts	EIA-SCE 2,000 Other 300 Title I 10,000 EIA-SCE 3,000 EIA-SCE 4500 Other 2500
3.10 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6).	August 2013 to June of 2014	School Messenger System	T1-PI 600

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 Site Technology assistance to support supplemental technology that enhances the core learning program. Technology Lead will assist teachers in elementary school by enhanced 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, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction. Increase parent support, home school and community connections, and attendance.			
		Fingerprinting advertising, back to school night, and supplies printing mailers, newsletters, materials, supplies, books and or to improve communication between school, parent, and classroom Conferences and related expenses Upgrade/Update site supplemental programs such as AR and Accel Math. Site repairs, set up and purchase of and/or servers to support supplementary programs. Purchase/Upgrade server. Technology lead classified position	T1-P1 1311 Title I 15000

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	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	44,204
EIA-LEP Carryover	2,454
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	46,658

Goal 2	
EIA-SCE	17,304
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	1,000
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	18,304

Goal 3	
EIA-SCE	71,797
EIA-SCE Carryover	7,000
EIA-LEP	0
EIA-LEP Carryover	0
Title I	97,600
Title I Carryover	7,800
Title I Parent Involvement	1,911
Title I Parent Involvement	0
Other	8,800
Total	194,908

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

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

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

Total Allocation	
EIA-SCE	\$89,101
EIA-SCE Carryover	0
EIA-LEP	\$44,204
EIA-LEP Carryover	0
Title I	\$97,600
Title I Carryover	0
Title I Parent Involvement	\$1,911
Title I Parent Involvement	0
Other	0
Total	232,816

Total Expenditures	
EIA-SCE	89,101
EIA-SCE Carryover	7,000
EIA-LEP	44,204
EIA-LEP Carryover	2,454
Title I	97,600
Title I Carryover	8,800
Title I Parent Involvement	1,911
Title I Parent Involvement	0
Other	8,800
Total	259,870

Balance	
EIA-SCE	0
EIA-SCE Carryover	-7,000
EIA-LEP	0
EIA-LEP Carryover	-2,454
Title I	0
Title I Carryover	-8,800
Title I Parent Involvement	0
Title I Parent Involvement	0
Total	-18,254

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: \$3,165

Estimated Cost from EIA/LEP: \$1,400

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.	\$89,101
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.	\$44,204
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	4,565
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$137,870

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	\$97,600
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.	\$1,911
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	\$99,511

Total amount of state and federal categorical funds allocated to this school	\$237,381
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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
Jimmie Eggers	1			
Jimmie Eggers				
Melissa White		1		
Kim Moody		1		
Lisa Shaw		1		
Jan Cook			1	
Patricia Dorris				1
Leticia Collier				1
Jose Andrade				1
Renee Avila				1
Melissa Leahy				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:

Jimmie Eggers

Typed Name of School Principal

Signature of School Principal

6-7-13

Date

Melissa White

Typed Name of SSC Chairperson

Signature of SSC Chairperson

6/7/13

Date

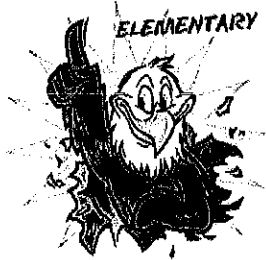
Jovita Ruiz

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

5-7-13

Date



Olivehurst Elementary School-Level Parental Involvement Policy

Olivehurst Elementary has developed a written Title I parent involvement policy with input from Title I parents. Olivehurst Elementary involved parents in the joint development and joint agreement of the school parental involvement policy and the school-wide plan. The school used the District-wide Parental Involvement Policy, the Olivehurst Elementary Parental Involvement Policy, the Olivehurst Elementary school-parent compact, and the Olivehurst Elementary parent handbook. The policy was distributed to parents of Title I students at the annual Title I meeting in September, the Olivehurst Elementary website, parent-teacher conferences at the beginning of the school year, and sent home with back to school 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 Olivehurst 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. An evening in September is designated to meet with parents to inform them of Title I requirements and rights. There is a question and answer period. The date is advertised in the Parent and Student Handbook, the website, and notification through the monthly newsletter and a reminder home the day before the annual meeting.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Title I annual meeting at 6:00pm. Parent conferences, Back to school BBQ, and Site council
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 occurs at the Title I annual meeting, Parent Day, and using personnel, such as the site's student services coordinator, to get parents involved in the Title I Parental Involvement Policy.
4. The school provides parents of Title I students with timely information about Title I programs. This is provided through Parent Day and the Back to School individual parent conferences with the teacher, parent(s), and student.
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 is provided through Parent Day and the Back to School individual parent conferences with the teacher, parent(s), and student.
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 done through Site Council, and parent meetings with the principal.

School-Parent Compact

Olivehurst 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 originally developed by Site Council. It has since been redesigned by the district and now includes Parent, Student, Teacher, and Principal. The Parent Compact is explained and agreed by all parties at the Back to School Conferencing.

Building Capacity for Involvement

Olivehurst 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 by sending the annual CST scores home in late summer. The content standards and assessments are gone over at the Back to School Conferences as well as during Parent Day
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. We provide parents with opportunities through SSTs. We send materials home with the students regarding their current levels through benchmarks. We conference with parents, call them, send monthly newsletters, and celebrate monthly, their student's accomplishments.
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 and teachers are urged to work together to help in the development and learning of our children. This is done also at Parent Day, Site Council, ELAC, and daily classroom participation by parents.
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. We use our Elementary Support Specialist and our English Language Coordinator to notify parents to participate in school activities with their children.
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 in both English and Spanish.
6. The school provides support for parental involvement activities requested by Title I parents. A parent and student handbook is given to each student which contains a calendar of the school year and its events. A monthly reminder is sent home listing parent and student activities.

Accessibility

Olivehurst 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. [Information and reports are sent home in both English and Spanish. Our English Language Coordinator calls all parents with limited English proficiency when we know that exists.



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
OLIVEHURST ELEMENTARY SCHOOL

JIMMIE EGGERS, PRINCIPAL

1778 MCGOWAN PARKWAY-OLIVEHURST, CA 95961 (530)741-6191

PARENT COMPACT

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

Olivehurst 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, Oooky Spooky Night, 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 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.

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: Yuba Feather Elementary School

Principal: Lynne Cardoza

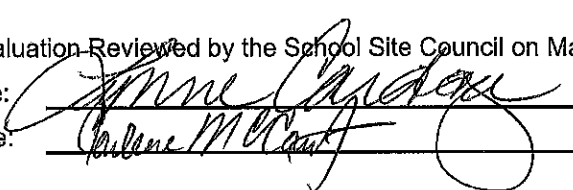
School Site Council Certification

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 1, 2013.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures. The first signature, for the Principal, is written in cursive and appears to be 'Lynne Cardoza'. The second signature, for the SSC Chair, is also in cursive and appears to be 'Julene McCarty'. Both signatures are written over horizontal lines provided for the purpose.

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 48% of our students are proficient in ELA and 54.7% 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 in both ELA and Math 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). Targeted intervention and tutoring support in ELA and math to increase student achievement.

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 5,017 tests school wide.
1.2 To vary instructional strategies and provide equitable educational opportunities 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.		Supplemental materials included but were not limited to: SRA Specific Skills Series, paper, copier costs. 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 fluency by reading to students, assisting students with appropriate book selections, assisting students and teacher 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. Students were allowed access to the library during morning and lunch recesses. Students received assistance with book selection, research projects and small group and/or individual academic support. Significant growth was made by all grade levels in fluency and reading comprehension as evidenced by Accelerated Reader Growth reports.
1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership classes.		Students in our writing for publication enrichment class worked diligently to publish a yearbook for our school. Students practiced and developed math and ELA skills throughout the weekly process of publishing a yearbook.
1.5 Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.		_____ 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.

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 small group ELA and Math direct learning opportunities and teacher support in Kindergarten and First Grade.	Para-educator provided 3.5 hours of daily support in our Kindergarten and/or First grade classroom. Small group direct learning opportunities were provided daily.
1.7 Improve student achievement through the use and integration of technology. Support technology based learning and enhance active student engagement.	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.
1.8 Motivate students to meet the grade level benchmarks through incentive awards and student recognition programs such as A Team and Wonderful Wildcats.	Incentive programs were funded by our PTSA. As a result, significant growth in the area of academics and character development has been made.
1.9 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 explored how to use those strengths to enhance their day to day relationships both personally and in the workplace.

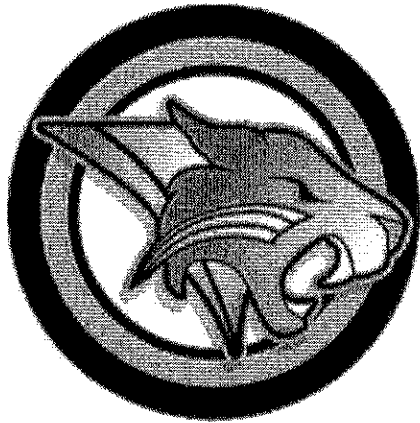
GOAL #2

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 incidents.
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? Test scores, attendance reports, discipline reports
What process will you use to monitor and evaluate the data? We will regularly monitor and analyze parent involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis.	Actions to improve achievement to exit program improvement (if applicable). Create a positive school climate and increase parent involvement.

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 school and classroom activities and school related functions and meetings.	The school messenger is used on a regular basis by the site administration, teachers, and our PTSA to keep parents informed about what is happening at school and in the classroom.
2.2 Provide opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	_____ parents were fingerprinted which allowed them to become active participants in their child's education.
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.	A family literacy night was held in March. Parents were provided with strategies to assist their children in the area of fluency and keyboarding skills. The evening was attended by approximately 35 families.



2013-14
Single Plan for Student Achievement (SPSA)

**Yuba Feather 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) 675-2382
Address: 18008 Oregon Hill Rd.	Email Address: lcardoza@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056782
☒ Initial Plan Approval: May 1, 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	740	705	720	735	
Growth Target	5	5	5	5	
API Growth Score	707	720	735	751	
Actual Growth	-33	15	15	16	

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	34	36		22	20		--	--		--	--	
Percent At or Above Proficient	38.2	48.0		33.3	41.7		--	--		--	--	
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	--	--		--	--		27	31		0	0	
Percent At or Above Proficient	--	--		--	--		38.0	49.2		0.0	0.0	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--		--	--		--	--		--	--	

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		--	--	
Number At or Above Proficient	47	41		32	27		--	--		--	--	
Percent At or Above Proficient	52.8	54.7		48.5	56.2		--	--		--	--	
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	--	--		--	--		40	34		3	0	
Percent At or Above Proficient	--	--		--	--		56.3	54.0		27.3	0.0	
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	26	68		35	15		13	5		26	11	
3	43	45		39	30		13	0		4	25	
4	32	44		21	22		42	17		5	17	
5	60	44		10	28		15	22		15	6	
6	25	*		25	*		42	*		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	*	*		*	*		25	69		330.4	375.2	
3		*			*		42	33		350.5	348.8	
4	*	*		*	*		27	*		325.7	*	
5	*	*		*	*		53	38		339.9	335.4	
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							28	65		322.2	367.5	
3							40	47		348.5	338.4	
4							35	47		335.1	347.4	
5							62	40		355.2	337.8	

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	26	68		35	16		13	5		26	11	
3	43	45		89	30		13	0		4	25	
4	32	44		21	22		42	17		5	17	
5	60	44		10	28		15	22		15	6	
6	25	*		25	*		42	*		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	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
2	*	*		*	*		25	69		330.4	375.2	
3		*			*		42	33		350.5	348.8	
4	*	*		*	*		27	*		325.7	*	
5	*	*		*	*		53	38		339.9	335.4	
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							28	65		322.2	367.5	
3							40	47		348.5	338.4	
4							35	47		335.1	347.4	
5							62	40		355.2	337.5	

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	61	78		9	17		26	6		4	0	
3	65	45		17	30		17	15		0	10	
4	53	61		26	11		16	11		5	17	
5	45	44		35	28		15	22		5	6	
6	17	*		33	*		42	*		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	*	*		*	*		63	83		387.8	420.8	
3		*			*		63	50		371.3	379.3	
4	*	*		*	*		47	*		356.3	*	
5	*	*		*	*		40	54		346.9	351.0	
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							56	75		370.3	408.3	
3							65	40		371.0	348.3	
4							59	60		366.1	349.7	
5							62	40		374.2	333.5	

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	61	78		9	17		26	6		4	0	
3	65	45		17	30		17	15		0	10	
4	53	61		26	11		16	11		5	17	
5	45	44		35	28		15	22		5	6	
6	17	*		33	*		42	*		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	*	*		*	*		25	69		330.4	375.2	
3		*			*		42	33		350.5	348.8	
4	*	*		*	*		27	*		325.7	*	
5	*	*		*	*		53	38		339.9	335.4	
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							28	65		322.2	367.5	
3							40	47		348.5	338.4	
4							35	47		335.1	347.4	
5							62	40		355.2	337.5	

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

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 (Yuba Feather Elementary School)

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

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	89	77		78	64	
3	33	37		83	63	
4	62	56		62	33	
5	14	36		57	64	
6	40	83		40	50	

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	52		87	57	
1	83	100		100	81	
2	56	74		89	84	
3	25	42		53	68	
4	10	29		48	71	
5	18	14		47	71	
6	40	17		60	67	

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	58	29		74	95	
3	60	47		85	71	
4	61	47		44	62	
5	26	15		42	54	
6	33	80		33	80	

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	88	45		88	73	

1	17	86		96	79	
2	53	59		89	86	
3	74	56		74	69	
4	22	32		44	58	
5	11	29		22	57	
6	43	57		43	71	

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	72	65		72	90	
3	53	61		71	67	
4	19	40		44	38	
5	25	15		0	15	
6	50	62		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:

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 Motivate students to meet the grade level benchmarks through Incentive Awards and Student Recognition Programs such as A Team and Wonderful Wildcats		Purchase ipads & apps Supplies, Awards, Medals/Pins, Plaques	Other TBA Other TBA
1.9 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.		Consultant & conference fees, employee wages, substitute wages for teacher release, staff development materials & supplies	EIA-SCE 1,584.00 Title I 2,331.00

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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 reate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary incidents.	
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? Test scores, attendance reports, discipline reports	
What process will you use to monitor and evaluate the data? We will regularly monitor and analyze parent involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis.		Actions to improve achievement to exit program improvement (if applicable). Create a positive school climate and increase parent 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
2.1 Continue to keep the school community informed about school and classroom activities and school related functions and meetings.	8/13 - 6/14	School Messenger Renewal	TL-P1 150.00
Evaluation of activities to determine if successful in closing the achievement gap			
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	TL-P1 284.00
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	TL-P1 22.00

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	15,840	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	23,311	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	456	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	39,151	Total	456	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	\$15,840
EIA-SCE Carryover	0
EIA-LEP	\$0
EIA-LEP Carryover	0
Title I	\$23,311
Title I Carryover	0
Title I Parent Involvement	\$456
Title I Parent Involvement	0
Other	0
Total	39,607

Total Expenditures	
EIA-SCE	15,840
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	23,311
Title I Carryover	0
Title I Parent Involvement	456
Title I Parent Involvement	0
Other	0
Total	39,607

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: \$563

Estimated Cost from EIA/LEP: \$0

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.	\$15,840
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	563
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$16,403

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	\$23,311
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.	\$456
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	\$23,767

Total amount of state and federal categorical funds allocated to this school	\$40,170
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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			
Teresa Evans		X		
Carlene McCarty		X		
Monica Quilty		X		
Daneen Phillips			X	
Rhonda Lococo				X
Tammy Konz				X
Erin Weckman				X
Dan Battershell				X
Bellena Fox				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**):

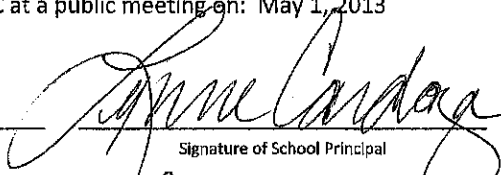
- ☐ English Learner Advisory Committee
- ☒ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

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 1, 2013

Attested:

Lynne Cardoza

Typed Name of School Principal

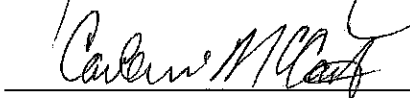


Signature of School Principal

5-1-13
Date

Carlene McCarty

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-1-13
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Yuba Feather School School-Level Parental Involvement Policy

Yuba Feather 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 Yuba Feather 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

Yuba Feather 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

Yuba Feather 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

Yuba Feather 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.

Yuba Feather 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.

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

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a respectful, 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, Family Nights, Gatherings, Award Ceremonies, PTSA Events, 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 and reports on student progress. 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 gets adequate rest, attends school every day (except in case of illness) and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor the amount of television my child watches and time spent playing video games.
- 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 and support/participate in PTSA when possible.

Parent Signature: _____

Date: _____

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

- Come to school rested and ready to learn and will work hard.
- Do my homework every day and ask for help when I need to.
- Get my class work from my teacher when I am absent
- Meet my monthly Accelerated Reader (AR) goals.
- Limit television watching, time playing video games, 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 respectful and responsible for my own behavior.

Student Signature: _____

Date: _____