2014-15
Single Plan for Student Achievement (SPSA)

Arboga Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Eric Preston	**Telephone:**	(530) 741-6101
Address:	1686 Broadway	**Email Address:**	epreston@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056634
[ ] Initial Plan Approval:			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	824	849	849	863	
Growth Target	A	A	A	A	
API Growth Score	849	850	864	841	
Actual Growth	25	1	15	-22	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	207	203		94	93		8	8		14	19	
Percent At or Above Proficient	66.6	65.1		70.1	67.4		61.5	61.5		48.3	65.5	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		100	97	
Number At or Above Proficient	59	59		45	48		111	122		1	3	
Percent At or Above Proficient	68.6	59.6		60.0	58.5		59.7	59.5		4.8	12.5	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	94		100	95		100	100		100	97	
Number At or Above Proficient	237	230		108	103		10	6		20	22	
Percent At or Above Proficient	76.2	76.9		80.6	78.6		76.9	46.2		69.0	78.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	92		100	97		100	93		100	42	
Number At or Above Proficient	63	72		55	60		136	141		5	4	
Percent At or Above Proficient	73.3	75.0		73.3	75.9		73.1	72.3		23.8	36.4	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		No	Yes		Yes	No		--	--	

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

Title III Accountability Data (Arboga Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	72	87	
Percent with Prior Year Data	100.0	98.9%	
Number in Cohort	72	86	
Number Met	48	51	
Percent Met	66.7	59.3%	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	78	16	84	22		
Number Met	19	--	22	--		
Percent Met	24.4	--	26.2%	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	*	**Yes**	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	78	16	84	22		
Number Met	19	--	22	--		
Percent Met	24.4	--	26.2%	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	*	**Yes**	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					********	***	********	***			********
1	3	15	4	20	10	50	2	10	1	5	20
2			5	26	13	68	1	5			19
3	1	8	4	31	6	46	2	15			13
4	2	15	5	38	5	38	1	8			13
5			7	78	2	22					9
6	2	20	5	50	2	20			1	10	10
Total	8	9	30	34	39	45	8	9	2	2	87

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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

VI. Planned Improvements in Student Performance

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

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

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
1.1	1. Use release time to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments by grade level, site level and inter-district, and participate in professional development,.	August 13, 2014 through June 5, 2015	Substitute costs for release time for each teacher on site to have 2 days of grade level articulation (42 days of release time) and for others to have a total of 20 additional days of release time. Also, the costs for consultant(s) from SCOE and/or other educational agencies.	Title I	10,000
1.2	2. Providing one 3.75 hour Literary Resource Technician who will provide comprehensive services to students,	August 13, 2014 though June 5, 2015	Salary and appropriate fringe costs	Title I	14,000

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
freeing teachers up to teach. The Literary Resource Technician will be responsible for all functions of the library.			
1.3 Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent community and focusing on our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of good communication between school and home in supporting student academic success.	August 13, 2014 through June 5, 2015	Salary and appropriate fringe costs.	TARG 14,000
1.4 Provide Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade, with assistance given to upper grades should the schedule allow for it.	August 13, 2014 through June 5, 2015	Salary and appropriate fringe costs	TARG 40000
1.5 Providing a 3.75 hour Elementary Student Support Specialist to assist students in better understanding the link between their behavioral decisions and their learning, to help them become, when appropriate, a part of the SST, IEP and Section 504 meeting process, and to work with the families of our students, providing them support with their students' educational success.		Appropriate salary and fringe costs.	Title I 14,000
1.6 Provide after school tutoring for any student in grades 1-6 who is struggling with the skills or concepts necessary to demonstrate proficiency and/or continued progress toward academic mastery of the Common Core State Standards (10 hours per teacher).		Salary and appropriate fringe costs.	Title I 10,000
1.7 Providing a technology based enrichment program for our GATE identified/recommended students.		Salary and appropriate fringe costs, any supplies necessary for the program, including software licenses, etc.	TARG 3,500

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 #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Providing supplemental materials, supplies, services to enhance student mastery of the Common Core State Standards.	
What data did you use to form this goal (findings from data analysis)? CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, etc.	**What did the analysis of the data reveal that led you to this goal?** Supplemental materials, supplies, and services can enhance the instructional process greatly.
Who are the focus students and what is the expected growth? Although EL students, low SES students and Special Education students are the focus, all students will benefit from additional instructional materials, etc., and we desire measurable growth in student academic achievement and a measurable increase in demonstrated mastery of the Common Core State Standards.	**What data will be collected to measure student achievement?** CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, RtI data, tutoring records, etc.
What process will you use to monitor and evaluate the data? CELDT, embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, a decrease in students needing tutoring/interventions, etc.	**Actions to improve achievement to exit program improvement (if applicable).**

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
2.1	Continue the supplemental Renaissance Place contract for Accelerated Reader, Accelerated Math, Math Facts in a Flash and English Facts in a Flash to help students improve their English/Language Arts and Math skills. Continue maintenance contracts on school printers to provide students with enrichment opportunities and skills practices to reach mastery of the Common Core State Standards. Continue the Art Docent contract to provide students a chance to learn about and reflect on art, and then to make literary and real world connections to said art, demonstrating emerging and developing critical thinking	August, 2104 through June, 2015	See action	Title I TARG	1,000 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	
	skills.				
2.2	Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.	August, 2014 through June, 2015	Books, supplies, and salary.	Title I TARG	3,000 3000
2.3	Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.	August, 2014 through June, 2015	Cost of items and appropriate state sales tax, and shipping.	Title I TARG	14023 9041
2.4	Purchasing additional supplies that will be utilized to vary the learning environment and educational experience, and will help students progress towards mastery of the Common Core State Standards.	August, 2014 through June, 2015	Purchasing materials such as math manipulatives, art supplies, etc. to enhance ELA instruction, etc.	TARG	9000
2.5	Purchasing any additional curriculum to help students become critical thinkers and to master basic skills necessary to master the Common Core State Standards.	August, 2014 through June, 2015	Costs of items, including appropriate sales tax, and shipping.	Title I	8000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increasing parent involvement in the school.	
What data did you use to form this goal (findings from data analysis)? All data indicates that increased parent involvement will result in increased student performance.	**What did the analysis of the data reveal that led you to this goal?** See information to the left.
Who are the focus students and what is the expected growth? The entire school.	**What data will be collected to measure student achievement?** All data mentioned in earlier two goals.
What process will you use to monitor and evaluate the data? Parent and student involvement in the school and in its activities such as Curriculum Nights, Parent Information Nights, etc. I	**Actions to improve achievement to exit program improvement (if applicable).** 1. Maintain close and constant communication with our parents to keep them apprised of their student's academic and behavioral performance, ways they can become more active in the school, how they can help their student. 2. Educate parents about the changes being implemented because of the Common Core State Standards and how they can assist the school in helping their child meet mastery of the CCSS.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
3.1	Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.	August, 2014 through June, 2015	See action	T1-PI	800
3.2	Printing costs for our Volunteer Handbooks and monies required for providing partial scholarships for parents to be fingerprinted through our district so that they may help in classrooms, on field trips and at school functions.	August, 2104 though June, 2015	see action	T1-PI	633

2014-15 Program Expenditure Summary

Goal 1	
Title I	48,000
Title I Carryover	
Title I Parent Involvement	
Targeted	57,500
Targeted Carryover	
Other	
Total	$105,500

Goal 2	
Title I	26,023
Title I Carryover	
Title I Parent Involvement	
Targeted	28,041
Targeted Carryover	
Other	
Total	$54,064

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	1,433
Targeted	
Targeted Carryover	
Other	
Total	$1,433

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	74,023
Title I Carryover	0
Title I Parent Involvement	1,433
Targeted	85,541
Targeted Carryover	0
Other	0
Total	$160,997

Total Expenditures	
Title I	74,023
Title I Carryover	
Title I Parent Involvement	1,433
Targeted	85,541
Targeted Carryover	
Other	
Total	$160,997

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$85,541
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$85,541

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$74,023
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,433
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	$75,456

Total amount of state and federal categorical funds allocated to this school	**$160,997**

School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Eric Preston	1			
Christine Bratton			1	
Shelly Stonebarger		1		
Debra Warner		1		
Heather Kelly		1		
Stephanie Stoll		1		
Mackenzie Duffield				1
Lisa Kerr				1
Leah Pestana				1
Dave Gothrow				1
Maria Valle				1
Billy Gardner				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)

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/29/2014

Attested:

Eric Preston	E Preston	6/10/14
Typed Name of School Principal	Signature of School Principal	Date
Debra Warner	Debra Warner	6/10/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15

Single Plan for Student Achievement (SPSA)

Cedar Lane Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Jill Segner	**Telephone:**	(530) 741-6112
Address:	841 Cedar Lane	**Email Address:**	jsegner@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056659
[ ] Initial Plan Approval:			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Title III Accountability Data (Cedar Lane Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	191	191	
Percent with Prior Year Data	100.0	99.5%	
Number in Cohort	191	190	
Number Met	102	95	
Percent Met	53.4	50.0%	
NCLB Target	56.0	57.5	59.0
Met Target	**No**	**No**	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	174	51	178	53		
Number Met	28	17	42	15		
Percent Met	16.1	33.3	23.6%	28.3%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
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		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	174	51	178	53		
Number Met	28	17	42	15		
Percent Met	16.1	33.3	23.6%	28.3%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	**No**	**Yes**	**No**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			********	***	********	***	********	***			********
1	3	10	9	30	10	33	3	10	5	17	30
2	1	3	5	16	20	65	4	13	1	3	31
3	1	4	5	20	16	64	2	8	1	4	25
4	4	11	5	13	19	50	6	16	4	11	38
5	5	18	9	32	8	29	6	21			28
6	3	13	7	30	8	35	4	17	1	4	23
Total	17	10	41	23	82	46	26	15	12	7	178

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

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	4	13	15	50	5	17	5	17	1	3	30
2	1	3	4	13	17	53	10	31			32
3	1	2	9	20	16	36	14	32	4	9	44
4	4	10	8	21	22	56	2	5	3	8	39
5	4	14	9	32	12	43	2	7	1	4	28
6			3	17	8	44	4	22	3	17	18
Total	14	7	48	25	80	42	37	19	12	6	191

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase student Reading level as measured by Renaissance STAR reading assessment by over one year growth for students reading below grade level and at least one year of growth for students at grade level.	
What data did you use to form this goal (findings from data analysis)? Data revealed students were not making one year of growth as evidenced by our drop in API scores. Math scores also declined.	**What did the analysis of the data reveal that led you to this goal?** Last year's data revealed students did not make adequate growth with a 70 point drop in API. CLE FEPped 13 students, but we have many more students that are identified as Long Term English Learners. (LTEL) Our goal is to FEP these students next year. Through looking at the data, we have determined that we are really good at maintaining a students current level, i.e., if they are basic, they stay basic.) We need to do more to bring the lower kids up and accelerate the mid-range students.
Who are the focus students and what is the expected growth? CELDT growth should be 1+ year as evidenced by the results of the assessment.	**What data will be collected to measure student achievement?** Data will include CST-like and CELDT Assessments. Other on-going assessments will be through STAR Reading and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth.
What process will you use to monitor and evaluate the data? We will look at the results of tutoring assessments and monitor STAR Reading, and STAR Early Literacy. We will evaluate the CELDTscores..	**Actions to improve achievement to exit program improvement (if applicable).** Increase student achievement on CELDT. Increase student achievement on ELA CST-like assessment. Increase student achievement on Math CST-like assessment.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Staff Member to facilitate technology to make it usuable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum and technology.		Tech Support $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
1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student.Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 2 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Out of District Training 01 3010 0 1110 1000 5220 105 4100 Substitutes for Training 01 3010 0 1110 1000 1105 105 4100 01 0003 0 1110 1000 1105 105 5299		PBIS CUE SCOE Behavior Conference Lois Mendoza day $650/day Teacher Leader presentations Substitutes	Title I 25,000 TARG 3000 Title I 5000
1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education and regular education classrooms to engage students in their individual learning experience. Chrome books for upper grades to do the same.		ipads 10 chrome books and carts	Title I 3500 Title I 30000

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
1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Waterford, Accelerated Reading, STAR, United Streaming, Starfall, Early Literacy, Moby Max		Destiny (Library Software) 01 0003 0 1110 1000 5801 105 5299 United Streaming 01 3010 0 1110 1000 5801 4100 Starfall 01 3010 0 1110 1000 5801 105 4100 Moby Max 01 0003 0 1110 1000 5801 105 5299 Accelerated Reading STAR Enterprise Reading Early Literacy 01 0003 0 1110 1000 5801 105 5299	 TARG 2000 TARG 500 TARG 700.00 TARG 6224.00
1.5 Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning envireonment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp conepts throught e textbook alone will have additional ezposures to increase student comprehension and move students toward mastery. Supplemental instuctional 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. 01 0003 0 1110 1000 5801 105 5299		Contracts for machines. Canon, Xerox, and Riso	TARG 8,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.6 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, Avenues, Open Court workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears. Reading intervention, SIPPS, Ellison Machine		Paper, ink, markers, pencils,to enhance the curriculum Ellison Machine replacement	TARG 6000 TARG 400
1.7 Print Shop to create learning aids to supplement classroom instruction 003 0 1110 1000 5711 105 5299		Print Orders, paper, etc.	TARG 500
1.8 Supplementary materals to enhance the classroom environment and to create complete usage of programs such as Waterford, AR, Starfall, Materials for supplemental projects.		Paper, markers, crayons, pens, pencils,	TARG 4000
1.9 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.			Title I 20,000
1.10 Testing incentives, plaques, awards, paper certificates, ribbons, notebooks, pencils that meet the state and federal requirements for the educational objective guidelines. Students that meet proficient or advanced or Redesignated.		Medals, pencils, ribbons,	Title I 1000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Supplemental Personnel to provide academic interventions through small groups, behavior modification, student referrals, attendance monitoring which will result in student achievement.	
What data did you use to form this goal (findings from data analysis)? Attendance data Student Referrals Para-educator to provide early intervention	**What did the analysis of the data reveal that led you to this goal?** The subgroup of caucasion students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline. Student class sizes have increased due to loss of QEIA funding. Extra help to provide services to students during workshop times.
Who are the focus students and what is the expected growth? Attendance data reveals the subgroup Caucasion students lack positive attendance. Students with behavior issues will be referred to Community Resources. Primary students will be targeted.	**What data will be collected to measure student achievement?** Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments
What process will you use to monitor and evaluate the data? Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.	**Actions to improve achievement to exit program improvement (if applicable).** Increased student attendance increases student achievement. Decreasing student disruption will keep students in class and increase student achievement. Ongoing monitoring assessments

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 Student Services Coordinator will provide students with academic counseling, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to		50% FTE plus benefits	TARG 30,000.0 0

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
determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process. 01 0003 0 1110 3110 1304 105 5299			
2.2 Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.		Primary Language ParaEducator	TARG 34,000
2.3 Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read. 01 7090 0 000 2420 105 5298		Literacy Resource Technician 1.5 hours	Title I 6000
2.4 Student Support Specialist to monitor attendance issues, create incentives for students to come to school, positive awards. Provide activities at lunch time, behavior assemblies, 3.5 hours		Provide intervention to students not reading at grade level.	
2.5 The certificated teacher will work with 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**
and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student			
2.6 3 Para educators to provide intervention to students not reading at grade level. Services will include but are not limited to SIPPS and Read Naturally. 01 0003 0 1110 1000 2101 105 5299			TARG 36,000
2.7 Psychologist service		1/2 day school psychologist	TARG 13,000
2.8 PBIS Positive Behavior Intervention Support is the foundation of the climate of Cedar Lane Elementary School. ALL staff are on the same page when it comes to discipline and positive rewards for students. Continued training and implementation of CICO (check in check out) will continue to assist students in modifying the climate at the school. Attendance measures			Title I 3400

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Parental Involvement is critical for Cedar Lane. From ELAC to PTO, Cedar Lane values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. Parents are encouraged to give input in the development and evaluation of the Site Plan.	
What data did you use to form this goal (findings from data analysis)? We used the call logs from School Messenger in order to evaluate the usefulness of the caller.	**What did the analysis of the data reveal that led you to this goal?** We had 90% of calls go through.
Who are the focus students and what is the expected growth? All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.	**What data will be collected to measure student achievement?** As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.
What process will you use to monitor and evaluate the data? Parent sign in at monthly meetings, attendance records.	**Actions to improve achievement to exit program improvement (if applicable).**

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
3.1	Provide snacks for monthly parent meetings. We have coffee, water, and a light snack. There is often over 60 adults in attendance. We provide weekly classes for parents that have included Parenting, Nutrition, Behavior management for Parents, Physical Fitness. We also provide babysitting for younger family members. Classes are in the morning and evenings. This past year we had over 75 sessions.		Light snacks, juice, coffee, water	Title I 2000
3.2	Paper for notices for EL parents with regards to events, meetings, activities, and learning opportunities offered at the school.		Paper, Ink,	

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 Preschool Transition Plan A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kndergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher Child Development Director, and school site principal.			
3.4 PIQE This program introduces parents that have not waded through sending a child to college. By providing structure and knowledge to parents, more students may have the ability and drive to attend college. Contract is through Parent Institute for Quality Education. There are 9 sessions, babysitting and a light snack provided. This is being offered in conjunction with a $5,000 grant from California State University, Chico and the PIQE foundation.			Title I 2965 T1-PI 2035

2014-15 Program Expenditure Summary

Goal 1	
Title I	84,500
Title I Carryover	
Title I Parent Involvement	
Targeted	31,324
Targeted Carryover	
Other	
Total	$115,824

Goal 2	
Title I	9,400
Title I Carryover	
Title I Parent Involvement	
Targeted	113,000
Targeted Carryover	
Other	
Total	$122,400

Goal 3	
Title I	4,965
Title I Carryover	
Title I Parent Involvement	2,035
Targeted	
Targeted Carryover	
Other	
Total	$7,000

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	105,134
Title I Carryover	0
Title I Parent Involvement	2,035
Targeted	144,383
Targeted Carryover	0
Other	0
Total	$251,552

Total Expenditures	
Title I	98,865
Title I Carryover	
Title I Parent Involvement	2,035
Targeted	144,324
Targeted Carryover	
Other	
Total	$245,224

Balance	
Title I	6,269
Title I Carryover	0
Title I Parent Involvement	0
Targeted	59
Targeted Carryover	0
Total	$6,328

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$144,383
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$144,383

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$105,134
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,035
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	$107,169

Total amount of state and federal categorical funds allocated to this school	**$251,552**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jill Segner	1			
Teresa Cowan-Fayter		1		
Monica Reyna		1		
Chris Clinkenbeard			1	
Maria Soto		1		
Maria Fernandez				1
Juana Benitez				1
David Campbell		1		
Maria Gomez				1
Olga Fernandez				1
Rachel Roberts				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):**

   [X] English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/20/13

Attested:

Jill Segner		6/10/14
Typed Name of School Principal	Signature of School Principal	Date
Chris Clinkenbeard		6-10-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Marie Fernandez		6-20-24
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
Single Plan for Student Achievement (SPSA)

Mary Covillaud Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Doug Escheman	**Telephone:** (530) 741-6121
Address: 628 F St.	**Email Address:** descheman@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-6056733
[ ] Initial Plan Approval: May 27, 2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	834	857	841	879	
Growth Target	A	A	A	A	
API Growth Score	857	841	877	865	
Actual Growth	23	-16	36	-14	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	98		100	100		100	100	
Number At or Above Proficient	200	176		100	87		6	10		9		
Percent At or Above Proficient	73.8	68.0		83.3	74.4		54.5	83.3		69.2	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	99		99	100		98	99		97	93	
Number At or Above Proficient	73	61		46	35		147	130		5	11	
Percent At or Above Proficient	65.8	58.7		63.0	54.7		69.0	64.0		20.8	34.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

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

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	98		100	100		100	100	
Number At or Above Proficient	227	198		104	97		6	7		12		
Percent At or Above Proficient	83.8	76.4		86.7	82.9		54.5	58.3		92.3	--	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	99		99	100		98	99		97	93	
Number At or Above Proficient	93	74		65	45		176	146		8	14	
Percent At or Above Proficient	83.8	71.2		89.0	70.3		82.6	71.9		33.3	43.8	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

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

Title III Accountability Data (Mary Covillaud Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	106	88	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	106	88	
Number Met	65	51	
Percent Met	61.3	58.0%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	108	22	94	16		
Number Met	21	--	26	--		
Percent Met	19.4	--	27.7%	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	*	Yes	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	108	22	94	16		
Number Met	21	--	26	--		
Percent Met	19.4	--	27.7%	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	*	**Yes**	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							********	***			********
1			9	39	9	39	3	13	2	9	23
2			8	40	10	50	1	5	1	5	20
3	1	5	6	32	10	53	2	11			19
4			6	60	3	30	1	10			10
5	2	13	3	20	9	60	1	7			15
Total	3	3	32	36	41	47	9	10	3	3	88

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** The purpose is to maintain, support, and provide students with technology, supplies, equpment, and staffing support to enhance student success.	
What data did you use to form this goal (findings from data analysis)? Data was used from MJUSD Benchmark Assessments and California State Testing (CST).	**What did the analysis of the data reveal that led you to this goal?** The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.
Who are the focus students and what is the expected growth? The focus groups are the economically disadvantanged and second language learners. The expected growth is five percent for each group as represented on the Californina Academic Performance Index (API).	**What data will be collected to measure student achievement?** The MJUSD embedded benchmarks, CELDT scores, CST scores, Cafornina State Teaching and Content standards, and teacher observations
What process will you use to monitor and evaluate the data? MJUSD Benchmark assessments that are done every six weeks for grades two through five and every twelve weeks for Kindergarten and first grade will be used to monitor through out the school year. CST yearly assessments, teacher observation, and CELDT scores will also be examined and used to evaluate each students.	**Actions to improve achievement to exit program improvement (if applicable).**

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Every Kindergarten through Second Grade student use the technology Lab to enhance reading and mathematic skills. The students are pulled out of their class and sent to work at the lab on skills leveled to their learning needs for thirty minutes four days a week.	7/14-6/15	Yearly contractual contract with iReady	TARG 5,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
Every student, Kindergarten through fifth grade, has access to Accelerated Reader. This program helps enhance students reading out of the classroom as well as within the classroom. It provides intervention in reading comprehension for students. The students are able to check out library books at their reading level.	7/14-6/15	Yearly contract with Accelerated Reader.	
Every Third through Fifth Grade student will have access to the technology lab five days a week for forty-five minutes daily. These electronic devices will be used to interact between collaborative groups within a classroom. The students will be able to access resources daily though the use of the technology lab where they will learn foundational skills as well as critical thinking though engagement of student and technology media. Computers, technology software, batteries, hardware and related equipment which provides and improves academic standards as well as supports direct instruction to studetnts as well as improve technology skills for students and equipment necessary to implement common core standards..	7/14-6/15	Equipment and supplies. This will include computers, i-pads, laptops, printers, monitors, charging units, Microsoft licenses and contracts	

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
		.	TARG 2,000 TARG 10,000
1.2 This PE release time allows for small group and intervention time for classrrom teachers for students below grade level. The required minutes for phyiscal education is not part of the intervention program. Each classroom with the grade level has fifty five minutes of intervention during the school day one day a week.	7/14-6/15	Wages for two phyical education teachers three day a week, two hours per day. Robert Jory Salary 4,500.00; PERS 529.70; SS 279.00; Medicare 65.25; Unemp 2.25; WComp 49.95; Post Employment Benefits 88.55: Benefit Total 1,014.80; Total Salary & Benefits 5,514.80 Blair Berilby Salary 4,500.00; PERS 529.70; SS 279.00; Medicare 65.25; Unemp 2.25; WComp 49.95; Post Employment Benefits 88.55: Benefit Total 1,014.80; Total Salary & Benefits 5,514.80	Title I 11029.79
1.3 Parent, student, and teacher back to school conferences to imporve relationships and committment from parents plus haveing the parents and students agree and sign the Title I Parent Compact. It is also a reflective time with the parents looking and last year's assessment and setting goals for the current school year. Teacher's professional development on the implementation of curriculum. Teachers will articulate and collaborate with professionals as well as peers. Writing standards for all KIndergarten through Fifth Grade students will be assessed though profession development of the teaching staff.	7/14-6/15 7/14-6/15	wages for substitute teachers while teachers are conferencing with parents. Salary $2970.00. Benefits: OASDI/Social Security 184.14, Medicare 43.07, SSI 1.49, WC 32.197 Post Employ Benefit. 58.51 Total Benefits 320.17 Total Salary $3290.17	Title I 6,581

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
		wages for substitute teachers while teachers are collaborating.. Salary $2970.00: Benefits: OASDI/Social Security 184.14, Medicare 43.07, SSI 1.49, WC 32.197 Post Employ Benefit. 58.51 Total Benefits 320.17 Total Salary $3290.17	
1.4 Create and enhance a Kindergarten through Fifth Grade Libarary for students to promote reading, have direct contact with students building and reading fluency by reading to students and listening to students read. Assists students and teachers with classrooom research projects. Provide weekly read aloud to students. Support reading by supporting and maintaining the Accelerated Reader program.	6/14-7/15	Literary Resource Technician wages. Mary Lemmenes one 3 hour position Total Salary 10,538.00; PERS 1,240.43.; SS 653.36; Medicare 152.80; Unemp 5.27; WComp 116.97; post employ benefits 207.60; Total Benefits 2,376.42; Total Salary & Benefits 12,914.42 Sylvia Ybarra One 3 1/2 hour position Salary 12,979.00; PERS 1,527.76; SS 804.70; Medicare 188.20; Unemp 6.49; WComp 144.07 post employ. benefits 255.69 ; Total Benefits 2,376.42. Total Salary & Benefits 15,905.89	Title I 28820.31
1.5 The school has need to enhance and increase the number of KIndergarten and first grade libary books to increase student reading. The school has need to build on the success of reading by adding higher level books to the student reading selection. The school needs to identify which level each book is at so students are reading at the appropriate reading level. The students are showing growth through the use of the Accelerated Reader program where each student can read at their reading level. Teachers are able to assess STAR reading assessment plus provide appropriate grade level comprehensive tests through Accelerated Reader and provide appropriate grade level reading materials through the us e of library books.	7/14-5/15	supplies and new library books	TARG 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	
	Librarians are able to purchase supplies that assist student learning..				
1.6	Small group direct learning opportunites and teacher support for all English Language students. Provide direct service to all English Language students by working in small group or one on one. Para Educator will pull students when assessment shows need for tutoring. The school provides materials and supplies and other interventions for English Language students to raise academics	7/14-6/15	Lupe Almaraz. eight hour per day salary: 27,734.00. benefits: PERS 3,264.57; OASDI/SS 1,719.51: H/W 14,587.64; Medicare 402.14; SUI 13.87: WC 307.85; Post Employ Benefits 546.36; Total salary & benefits $48,575.93 materials and supplies	TARG	48575.93
1.7	Teacher classroom supplies to aid students in mastering concepts by providing addional resources. Material and supplies will be used enhance core curriculum, student portfolios, materials and supplies that compliment and support direct instruction to students.	7/14-6/15	Materials and supplies for 525 students	TARG	3,951.07
1.8	Supplement and support regular school program to students by providing intervention in all core subjects before and/or after school.	7/14-6/15	Title I wages: Salary $3670.00. Benefits STRS 348.65; OASDI/Social Security 227.54; Medicare 53.22; SSI 1.84; WC 40.74; Post Employ Benefits. 72.30 Total Benefits 744.28 Total Salary $4,414.28 Target wages: Salary $8314.00. Benefits STRS 789.83; OASDI/Social Security 515.47; Medicare 120.55; SSI 4.16; WC 92.29; Post Employ Benefits. 163.79 Total Benefits 1,586.28 Total Salary $10,000.00	Title I TARG	4,414 10,000
1.9	Technology leads will assist students and teachers in Waterford, Accelerated Reader, curriculum based technology programs through Go Math and Open Court, and Smartboards. The technology leads will enhance learning	7/14-6/15	Salary $3579.20. Benefits: STRS 340.02; OASDI/Social Security 221.91; Medicare 51.90; SSI 1.79; WC 39.53; Post Employ Benefits. 219.08 Total Benefits 725.86 Total Salary & Benefits $4,305.86	TARG	4,306

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**
through improved integration of technology under the direction of the Common Core Standards. The primary focus of the technology lead is to enrich and support teaching and learning while strengthening the technology skills of students first, than teachers and staff who in turn will assist students. Teachers will be taught how to use district assessment that is on-line.			
1.10 The CUE conference is an annual meeting of the world's leading education innovators, a place where experts gather to share knowledge and best practices for improving education and discuss the developments that will shape the future of education. The interactive training will concentrate on aligning curriculum and assessments to the Common Core State Standards. Focus areas will include hands-on instruction on cross-disciplinary literacy with the ELA standards, and practical formative assessments on combining the Math Content and Practices standards.	7/14-6/15	Conference Expense for one teacher. $1600	TARG 1,600

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will be in a learning environment that is safe, including bullying, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, elvaluationg and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement through assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve disciplie as well as attendance, and learning problems.	
What data did you use to form this goal (findings from data analysis)? Student attendance reports, Californina crime reports, suspension rates, Choices attendance, and disciplinary referral reports.	**What did the analysis of the data reveal that led you to this goal?** Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 102 to 22 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance by students and less than twenty days of suspensions for the school year.	**What data will be collected to measure student achievement?** Disciplinary reports in regards to days of suspension, number of students attending Choices, attendance percentages, referra;s to SARB, and California state crime reporting percentages.
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students sent to Choices or suspended from school.	**Actions to improve achievement to exit program improvement (if applicable).**

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 Auxillary services for students and parents. The school is continually updating and revising our parent-student handbook/calendar, and other student related materials that these products reflect the high quality of standards that define the educational journey of our students. The school sends out weekly communication to all parent about the events at the school which enhances parent invovlement at the school site. The school sends home	7/14-6/15	prinitng costs for parent-student handbook/calendars	T1-PI 1000

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**
student referrals to parents when behaviorial issues arise in the playground.		material and supplies	T1-PI 644

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:

<table>
<tr><td colspan="2">SCHOOL GOAL #3
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all students. The student support coordinator, PASS officer, will act as a liaison between school personnel and referral sources to help provide on-site and in-home support to families and is available for nonstructural appointments determined by family need. The student support coordinator and PASS officer will help provide friendly stability and guidance to help the youth and their families' focus their lives in a positive direction. The student support coordinator and PASS officier will support, council, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
The number of economically disadvantaged students including homeless. The percent of students on free and reduced lunch.</td><td>What did the analysis of the data reveal that led you to this goal?
The high percentage of ecomonically disadvantaged students at the school.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
The focus students are the economically disadvantaged students. The expected growth is a five percent increase inattendance of said group plus an increase percentage of ten percents of those parents involved at the school site.</td><td>What data will be collected to measure student achievement?
Parent conference attendance, community parent numbers and attendance at all school related activities. Student attendance.</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?
The school will keep track of our major parent events and record number of parents in attendance compared to previous year.</td><td>Actions to improve achievement to exit program improvement (if applicable).</td></tr>
</table>

<table>
<tr><th colspan="2">Actions To Be Taken To Reach This Goal
Consider all appropriate dimensions
(e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).</th><th>Timeline
(Action Start Date & Completion Date)</th><th>Proposed Expenditures
List each expenditure and quantity needed.</th><th colspan="2">Funding Source/ Estimated Cost</th></tr>
<tr><td>3.1</td><td>Elementary Student Service Coordinator which assists with the school's responsibilities for attendance by making home visits, monitoring attendance, and coordinating activities with teachers. Being a positive, motivating role model for students with behavioral issues. To assist in seeking changes in the school's program to better prepare students to succeed in life and in the core academic curriculum at the school site. To assist students in hygiene and providing appropriate clothing so students can concentrate on learning within the environment of the school.</td><td>7/15-6/15</td><td>Wages:
Justine Asurmendi Salary 21,313.49; PERS 2,508.81; SS 1,21.44; Medicare 309.05; Unemp 10.66; WComp 236.58; Post Employment Benefits 419.88: H/W 8000.00 Benefit Total 12,806.41; Total Salary & Benefits 34,119.90</td><td>Title I</td><td>$34119.90</td></tr>
</table>

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
3.2 Maintainance comtract for the school copes so teachers and staff can photocopy school homework packets, home communication, as well as curriucul such as board math, language loops, and board language, and the Mary Covillaud Daily Comprehensive Key which will support and enhance the core curriculum	7/14-6/15	annual contractual maintenance and rental 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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	50,845.10
Title I Carryover	
Title I Parent Involvement	
Targeted	86,933
Targeted Carryover	
Other	
Total	$137,778.10

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,644
Targeted	
Targeted Carryover	
Other	
Total	$1,644

Goal 3	
Title I	34,119.90
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$34,119.9

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	84,965
Title I Carryover	0
Title I Parent Involvement	1,644
Targeted	86,933
Targeted Carryover	0
Other	0
Total	$173,542

Total Expenditures	
Title I	84,965
Title I Carryover	
Title I Parent Involvement	1,644
Targeted	86,933
Targeted Carryover	
Other	
Total	$173,542

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$86,933
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$86,933

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$84,965
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,644
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	$86,609

Total amount of state and federal categorical funds allocated to this school	**$173,542**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Doug Escheman	1			
Cathy Decker		1		
Wendy Cahill		1		
Kolby Morgan		1		
Patricia Hogan		1		
Laura Nicholson				1
Jason Roper				1
Jennifer Rivera				1
Sam Escheman				1
Gary Rogers				1
Yesenia Adams				1
Justine Asurmendi			1	
Marc Carroll parent alternate				
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):**

   [X] English Learner Advisory Committee

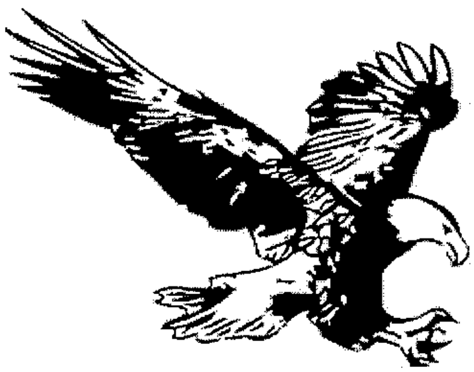
   [X] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   [X] Other committees established by the school or district (list):
   Parent Teacher Community Organization (PTCO). GATE. Special Education. STARS (After School Program). ELAC

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 27, 2014

Attested:

Doug Escheman	Doug Escheman	5.27.204
Typed Name of School Principal	Signature of School Principal	Date
Jason Roper		5/27/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Patricia Hogan	Pat Hogan	5/27/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2014-15

Single Plan for Student Achievement (SPSA)

Dobbins Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Lynne Cardoza	**Telephone:**	(530) 692-1665
Address:	Dobbins School Lane	**Email Address:**	lcardoza@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056675
[X] Initial Plan Approval: June 9, 2014			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	810	765	790	783	
Growth Target	A	5	5	5	
API Growth Score	765	790	783	756	
Actual Growth	-45	25	-7	-27	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	97		100	96		100	100		--		
Number At or Above Proficient	19	8		11	7		--			--		
Percent At or Above Proficient	54.3	33.3		61.1	41.2		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100			--			100	100		100	86	
Number At or Above Proficient	--			--			12	5		--		
Percent At or Above Proficient	--	--		--	--		48.0	25.0		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	97		100	96		100	100		--		
Number At or Above Proficient	21	12		11	8		--			--		
Percent At or Above Proficient	60.0	50.0		61.1	47.1		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100			--			100	100		100	86	
Number At or Above Proficient	--			--			15	9		--		
Percent At or Above Proficient	--	--		--	--		60.0	45.0		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Title III Accountability Data (Dobbins Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1		
Percent with Prior Year Data	100.0		
Number in Cohort	1		
Number Met	--		
Percent Met	--		
NCLB Target	56.0	57.5	59.0
Met Target	*		

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	0				
Number Met	--	--				
Percent Met	--	--				
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*				

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	1	0				
Number Met	--	--				
Percent Met	--	--				
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*				

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)** Improve student achievement in English Language Arts and Math. By June 2015, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by District Benchmark and Curriculum Embedded Assessments.	
What data did you use to form this goal (findings from data analysis)? 2013 CST Scores	**What did the analysis of the data reveal that led you to this goal?** Our 2013, CST results indicate that 33.3% of our students are proficient in ELA and 50% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected growth: The number of students attaining proficiency will increase by 5%	**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 Rennaisance 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.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA and Math through the implementation of the web based Accelerated Reader and Math Programs. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.	8/13/14 - 6/5/15	AR/STAR subscription renewal AR Books	Other 1409 Other TBA
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students	8/13/14 - 6/5/15	Materials, Supplies, Books, Equipment, copy paper, and ink	Title I 651 TARG 2,105

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/** **Estimated Cost**	
	toward mastery as well as target students who are not proficient in ELA and Math.		Equipment Maintenance (Copy Machine)	Other	2,150
1.3	Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support.	8/13/14 - 6/5/15	Library Resource Technician	Title I	10,356
1.4	Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	8/13/14 - 6/5/15	Hourly rate for teachers &/or Intervention Tutors - wages & benefits	Other	TBA
1.5	Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	8/13/14 - 6/5/15	Para-educator wages & benefits	TARG	6,753
1.6	Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	8/13/14 - 6/5/15	Waterford Renewal	Other	TBA
			Spelling City, Brain Pop, Read Naturally Subscription Fees	Other	TBA
			Purchase laptops and/or tablets & apps.	Other	TBA
1.7	Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.	8/13/14 - 6/5/15	Consultant & conference fees, employee wages, substitute wages for teacher release, staff development materials & supplies	Title I	1,223

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 5% as measured by District Benchmark and Curriculum Embedded Assessments by June, 2015.	
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	**What did the analysis of the data reveal that led you to this goal?** Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary actions.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavorial incidents	**What data will be collected to measure student achievement?** Parent involvment, attendance rates, number of disciplinary actions, achievement scores
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.	**Actions to improve achievement to exit program improvement (if applicable).** Increased parent involvement and shared responsibility will improve student achievement.

	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	8/13/14 - 6/5/15	School Messenger Renewal	Other	100
2.2	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	8/13/14 - 6/5/15	Fingerprinting Fees	T1-PI	213
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.	8/13/14 - 6/5/15	Materials, supplies, refreshments	T1-PI	24

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)**	
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			Title I T1-CO T1-PI TARG TARG-CO

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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	12,230
Title I Carryover	
Title I Parent Involvement	
Targeted	8,858
Targeted Carryover	
Other	3,559
Total	$24,647

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	237
Targeted	
Targeted Carryover	
Other	100
Total	$337

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	12,230
Title I Carryover	0
Title I Parent Involvement	237
Targeted	8,858
Targeted Carryover	0
Other	0
Total	$21,325

Total Expenditures	
Title I	12,230
Title I Carryover	
Title I Parent Involvement	237
Targeted	8,858
Targeted Carryover	
Other	3,659
Total	$24,984

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-3,659

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$8,858
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$8,858

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$12,230
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$237
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	$12,467

Total amount of state and federal categorical funds allocated to this school	**$21,325**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lynne Cardoza	1			
Jennifer Givens			X	
Teri Soares		X		
Kerry Yates		X		
Carol Kelly		X		
Felicia Mayo				X
Chris Cross				X
Erica Cogliano				X
Kimbra Cardoza				X
Jill Keck				X
Numbers of members of each category	**1**	**3**	**1**	**5**

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). Members must be elected by their peer group. (Education Code 52012)

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

Recommendations and Assurances

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

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

   [ ] English Learner Advisory Committee

   [X] 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: June 9, 2014

Attested:

Lynne Cardoza	Lynne Cardoza	6-9-14
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Givens	Jennifer Givens	6-9-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
Single Plan for Student Achievement (SPSA)

Edgewater Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Lori Guy	**Telephone:** (530) 741-0866
Address: 5715 Oakwood Drive	**Email Address:** lguy@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-0119362
[ ] Initial Plan Approval:	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	B	756	764	802	
Growth Target	B	5	5	A	
API Growth Score	756	764	802	796	
Actual Growth	B	8	38	-6	

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

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

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		99	97		100	100		100	100	
Number At or Above Proficient	126	148		48	58		4	5		9	18	
Percent At or Above Proficient	51.0	50.9		63.2	65.9		36.4	35.7		30.0	51.4	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	99		100	92	
Number At or Above Proficient	55	58		44	56		77	102		2	6	
Percent At or Above Proficient	48.7	43.6		43.1	47.1		42.8	47.2		14.3	19.4	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		Yes	Yes		Yes	Yes		--	--	

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

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

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		99	97		100	100		100	100	
Number At or Above Proficient	160	190		56	62		3	5		18	21	
Percent At or Above Proficient	64.8	65.3		73.7	70.5		27.3	35.7		60.0	60.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	99		100	92	
Number At or Above Proficient	70	88		60	73		108	133		3	9	
Percent At or Above Proficient	61.9	65.7		58.8	60.8		60.0	61.3		21.4	29.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

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

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

Title III Accountability Data (Edgewater Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	131	120	
Percent with Prior Year Data	100.0	99.2%	
Number in Cohort	131	119	
Number Met	78	65	
Percent Met	59.5	54.6%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	128	23	119	32		
Number Met	39	--	21	17		
Percent Met	30.5	--	17.6%	53.1%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	No	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

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

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	128	23	119	32		
Number Met	39	--	21	17		
Percent Met	30.5	--	17.6%	53.1%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	4	9	39	7	30	3	13	3	13	23
2			1	5	8	38	10	48	2	10	21
3			7	30	11	48	3	13	2	9	23
4			6	46	7	54					13
5			6	35	9	53	1	6	1	6	17
6			5	45	5	45	1	9			11
Total	1	1	34	31	47	44	18	17	8	7	108

Summarize and draw conclusions regarding the school's district Benchmark Data:
Students scoring Early Advanced and Advanced for 3rd grade will have CST and grades reviewed to determine if they are eligible for reclassification.

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									********	***	********
1			2	11	9	50	4	22	3	17	18
2	1	4	6	23	5	19	11	42	3	12	26
3			6	27	11	50	5	23			22
4	1	5	4	19	11	52	4	19	1	5	21
5	1	8	7	54	5	38					13
6	2	11	9	47	8	42					19
Total	5	4	34	28	49	41	24	20	8	7	120

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

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Summarize and draw conclusions regarding the school's District Benchmark Data:
Each grade level continues to show growth from last year to this year except third grade in ELA and 4th grade saw a decrease of 4% in mathematics. Looking back at the 12 week benchmark all grade levels show an increase with the exception of 2nd grade. Teachers are looking at the curriculum and making adjustments. There were several concepts on the 2nd trimester test that had not been introduced yet in the curriculum. In 2012-13 We implemented 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance. Due to the decrease in 4th grade math proficiency, intervention classes were also added two days per week in math.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Summarize and draw conclusions regarding the school's District Benchmark Data:
5th grade is the only grade level that showed an increase in students proficient in ELA on this benchmark. Teachers continud to review data, change intervention groups accordingly and adjusted instruction. Based on a decrease of 13 students proficient in math, 4th grade added two days of intervention in math for students not scoring proficient.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase the number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the California standards test by 15%.	
What data did you use to form this goal (findings from data analysis)? CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classwork. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels. Looking at the data over a 3 year period, all grade levels have made growth and continue to reach higher levels of proficiency.	**What did the analysis of the data reveal that led you to this goal?** Our ELA and Math proficiency rates are still below the federal targets for AYP. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark (as evidenced in 2nd grade last year).
Who are the focus students and what is the expected growth? Students in grades 2-6.	**What data will be collected to measure student achievement?** STAR reading; CST ELA; MJUSD benchmark assessments; Accelerated Reader participation and suceess rate; Read Naturally assessments; teacher assessments and student classwork performance; Open Court assessments, attendance rates
What process will you use to monitor and evaluate the data? Grade level articulation meetings after each benchmarks will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.	**Actions to improve achievement to exit program improvement (if applicable).** Intervention groups develped by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and		Extra Duty	Title I 10500

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
performance.		Para Educators Intervention materials and supplies para educator extra duty	TARG 26,000 TARG 3000
1.2 Provide release time for professional development in the form of articulation, data analysis,and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom mangagement techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide at least one day per month for common core technology representative to provide demo lessons, share resources and provide peer observations.		substitutes for release time Extra duty/consultation books for staff development	Title I 14,241 Title I 3500 Title I 500
1.3 Provide supplemental instructional materials to improve instruction, and provide students with extended learning opportunities.. Provide classroom funds to purchase supplemental materials, supplies, games to supplement curriculum and provide for differentiated instruction. This may include materials needed for workshop time.		supplies books	TARG 14918 TARG 4500
1.4 Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math), Read Naturally, Enchanted Learning and technology for student assessments and access to district data resources. Provide listening centers for intervetnion groups and classroom		professional contracts	TARG 8,500

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
workshop activities.		supplies, materials (print cartridges, batteries, paper) equipment	TARG 7,500
1.5 Enable teachers to prepare supplemental intervention mateials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.		maintenance contract print shop paper	TARG 6000 Other 5000 TARG 2000 Other 6000
1.6 Provide Elementary Student Support Specialist to work with students, teachers, other school staff and parents to help ensure student sucess both behaviorally and academically.		para-educator Extra duty	Title I 12000 Title I 2000
1.7 Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 15 parents and with PTO and Lottery funds, another 20 parents will be fingerprinted.		fingerprinting for volunteers	T1-PI 1170 Other 2200
1.8 Provide phone calls to remind parents of important events, upcoming meetings, and to monitor attendance.		school messenger supplies	Other 400 T1-PI 250
1.9 Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual appreciation luncheon.		supplies	T1-PI 75
1.10 Provide technology support for students through IPADs. This technology will increase student access to multiple		supplies	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**
learining tools and devices, as well as through Smartboard lessons. Phase 1 will be to provide one IPAD per classroom. Phase 2 will include IPADs for intervention in some classrooms/ grade levels to pilot their success. As the data shows effectiveness, more IPADs may be purchansed. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc.		program 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 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:

<table>
<tr><td colspan="2">SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Improve students scoring proficient and advanced in ELA on the CSTs by at least 15% by increasing students accessibility to the library. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use the library. Make library available for students before school, lunch and afterschool.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
CST scores, MJUSD benchmarks, Accelerated Reader participation, number of books read, pages and words read and library patronage and circulation reports. Students that improved the number of books they read and took tests on also improved in their ELA CSTs and district benchmarks.</td><td>What did the analysis of the data reveal that led you to this goal?
Last year we saw an increase doubling the number of books, pages and words read by students. We also saw an increase in the number of students participating in accelerated reader. A majority of the students that earned a medal for reading and participated in accelerated reader consisitently scored proficient or higher in ELA on benchmarks and CSTs. We want to increase participation. Last year we had several kindergarten students participating and almost half of our first grade students. This year 2012-13 we had 29% of our kindergarten students participate in Accelerated Reader and 92% of our first grade students.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
K-6 and we expect to increase participation and number of books, pages and words read by 15%.</td><td>What data will be collected to measure student achievement?
Accelerated Reader Participation, number of books, pages and words read
MJUSD benchmark assessments
CST assessments (2-6)
Library patronage and circulation reports</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?
Monthly ciruculation reports, Accelerated Reader dash board results which reviews Accelerated Reader participation and MJUSD benchmark assessments will be reviewed in grade level articulation meetings and presented at staff meetings for analysis and adjustments.</td><td>Actions to improve achievement to exit program improvement (if applicable).
Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.</td></tr>
</table>

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to		Literacy resource technician salary	Title I 11000

	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**
	supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres availalbe in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).		extra duty supplies	Title I 2500
2.2	Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for A/R books, non fiction, and vocabulary building boods as recommended by Isabel Beck. Additionally we will start building a library of e-books.		books, e-books	Title I 13,500
2.3	Provide books in other languages and about different cultures for parents to check out and read with their children.		Currently unfunded	
2.4	Provide a checkout system which allows students to locate books based on titles, authors, or subject.		Destiny contract	
2.5	Provide 6 Ipads for student use in library. This technology will increase the accessibility of supplemental programs for students i.e., Acdelerated Reader, IXL, E-books and educational applications. Additionally, space will be freed up to accomodate more books in the library.		Ipads and accessories *currently unfunded* May purchase with carryover or additional allocations	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase the percentage of EL students scoring proficent and advanced in ELA and levels 4 and 5 on CELDT exam by 15%. Increase number of students eligible for redsignation by 15%.	
What data did you use to form this goal (findings from data analysis)? CELDT data, CST and benchmark data. The number of EL students proficient in ELA increased, but due to increasing population, our percentage proficient decreased. Looking at the CELDT data and number of years students have been in school shows we have a group that did not make any CELDT growth, but	**What did the analysis of the data reveal that led you to this goal?** We redesignated 23 students this year. Each year we review the students CST, CELDT scores, grades and classroom performance. We have a group of students that we are waiting for current CST results and may redesignate in the fall because they barely met the criteria and the teachers felt their classroom performance was not as strong as needed for redesignation.
Who are the focus students and what is the expected growth? EL students grade 3 to 6.	**What data will be collected to measure student achievement?** CELDT, CST, redesignation numbers, MJUSD benchmark data, classroom assessments and work samples, and intervention assessments.
What process will you use to monitor and evaluate the data? Teacher articulation after the benchmarks. MJUSD benchmark data reviewed by grade level and administration. EL team to review data when CST results are in during August and again in January when new CELDT scores are available.	**Actions to improve achievement to exit program improvement (if applicable).** Targeting instruction for EL students based on ELD levels during grade level intervention time and focussing on improving student achievement in ELA based on students' levels.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
3.1	Provide para-educator support for teachers and to work with groups of students for intervention during workshop time.		para-educator	TARG	14000
3.2	Provide technology to assist teachers with instruction and to supplement the curriculum for students. Provide programs i.e., English and Math in a Flash, Discovery Learning and Brain Pop to increase comprehensible input for EL students by providing visual and interactive instruction.		contracts	TARG	6,500
3.3	Provide supplemental supplies, materials and/or books to		books, supplies		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
provide additional visual comprehensive input for EL students. This may include learning games and materials for learning English words and concepts.			
3.4 Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input.		substitutes, extra duty	TARG 3000
3.5 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math.		extra duty	
3.6 Provide translation for our Hmong students and for parent/teacher communication. Our Hmong population is under 15% of our enrollment.		extra duty para-educator	
3.7 Provide technology support for EL students through IPADs. This technology will increase the accessibility of supplemental progams for EL students and will be used to supplement ELD instruction, EL intervention groups and/or EL tutoring groups.		supplies (IPADS, accessories, programs) *currently unfunded* May purchse more with carryover funds or additional allocations equipment (cart) *currently unfunded*	

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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	50,241
Title I Carryover	
Title I Parent Involvement	1,495
Targeted	72,418
Targeted Carryover	
Other	13,600
Total	$137,754

Goal 2	
Title I	27,000
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$27,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	23,500
Targeted Carryover	
Other	
Total	$23,500

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	77,241
Title I Carryover	0
Title I Parent Involvement	1,495
Targeted	95,918
Targeted Carryover	0
Other	0
Total	$174,654

Total Expenditures	
Title I	77,241
Title I Carryover	
Title I Parent Involvement	1,495
Targeted	95,918
Targeted Carryover	
Other	13,600
Total	$188,254

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-13,600

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$95,918
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$95,918

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$77,241
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,495
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	$78,736

Total amount of state and federal categorical funds allocated to this school	**$174,654**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lori Guy	1			
Jeri Chahon		1		
Sandy Wilcox		1		
Bonnie Marshall		1		
Rebecca Knudson			1	
Kevin Collosi				1
Brenda Franks				1
Sarah Hudson				1
Michael Smith				1
Jennifer Watson				1
Numbers of members of each category	**1**			

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). Members must be elected by their peer group. (Education Code 52012)

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

Recommendations and Assurances

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

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

   [X] English Learner Advisory Committee

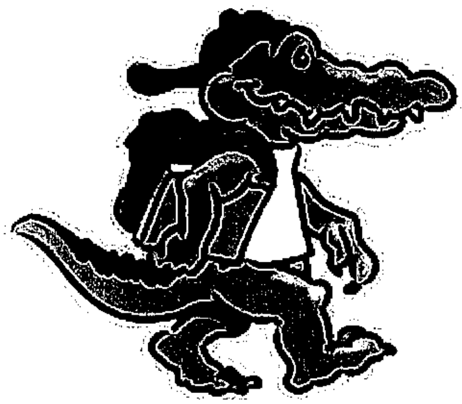
   [X] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   [X] Other committees established by the school or district (list):
   PTO

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/19/14

Attested:

Typed Name	Signature	Date
Lori Guy Typed Name of School Principal	Lori Guy Signature of School Principal	6/10/14 Date
Rebecca Knudson Typed Name of SSC Chairperson	Rebecca R. Knudson Signature of SSC Chairperson	6/10/14 Date
Melissa Gonzalez Typed Name of ELAC Chairperson	Melissa González Signature of ELAC Chairperson	6/11/14 Date



2014-15
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@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-6056683
[X] Initial Plan Approval: 06/10/2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	652	658	745	780	
Growth Target	7	7	5	5	
API Growth Score	658	745	778	797	
Actual Growth	6	87	33	17	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	132	143		44	39		--			11	10	
Percent At or Above Proficient	46.6	48.5		57.1	54.9		--	--		64.7	50.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	66	84		61	76		120	134		1	8	
Percent At or Above Proficient	39.8	46.4		38.1	45.5		45.6	47.5		3.1	20.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	No		--	--	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	197	219		57	52		--			16	19	
Percent At or Above Proficient	69.6	74.2		74.0	73.2		--	--		94.1	95.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	109	130		105	124		182	212		7	13	
Percent At or Above Proficient	65.7	71.8		65.6	74.3		69.2	75.2		21.9	32.5	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		No	Yes		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.

Title III Accountability Data (Ella Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	201	203	
Percent with Prior Year Data	99.5	100.0%	
Number in Cohort	200	203	
Number Met	142	121	
Percent Met	71.0	59.6%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	200	58	194	51		
Number Met	48	24	57	23		
Percent Met	24.0	41.4	29.4%	45.1%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	No	Yes	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	200	58	194	51		
Number Met	48	24	57	23		
Percent Met	24.0	41.4	29.4%	45.1%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	No	Yes	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	25	3	75			4
1	1	3	7	20	13	37	5	14	9	26	35
2	3	6	13	27	23	48	4	8	5	10	48
3	1	3	11	29	16	42	6	16	4	11	38
4	1	5	9	47	7	37	1	5	1	5	19
5	4	16	9	36	8	32	3	12	1	4	25
6	1	7	6	40	7	47	1	7			15
Total	11	6	55	30	75	41	23	13	20	11	184

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 assessmments. 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.

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									********	***	********
1	1	2	16	39	16	39	7	17	1	2	41
2	4	8	13	27	22	46	9	19			48
3	1	3	9	30	10	33	9	30	1	3	30
4	1	4	11	39	13	46			3	11	28
5	3	12	13	50	6	23	3	12	1	4	26
6	1	4	9	32	13	46	3	11	2	7	28
Total	11	5	71	35	80	39	31	15	10	5	203

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 assessmments. 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.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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 assessmments. 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.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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 assessmments. 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.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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 assessmments. 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.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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 assessmments. 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.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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 assessmments. 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.

Grade Level	Trimester 3: Section 2 (36 weeks)	
	% At or Above Proficient: ELA	% At or Above Proficient: Mathematics

	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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 assessmments. 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.

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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 assessmments. 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.

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) SBAC Scores 2) CELDT Scores 3) Show a growth 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 particpate 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, intervention and tutoring 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, Social Science and behavioral management.	
What data did you use to form this goal (findings from data analysis)? Results from the SBAC 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?	Actions to improve achievement to exit program improvement (if applicable).
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 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 and tutoring will allow for teachers to meet and 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 usuable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication whrere needed.		Extra Duty Pay for Articulation/Intervention/Tutoring and Sub Costs for release time/Articulation	Title I 35000
		Classified Extra Duty Pay and Overtime for Parent Meetings and Parent to Home Intervention and Communication.	Title I 5000

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
1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student.Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CABE, EL Conference, CUE, Title 1 Conference, SCOE, GLAD, CLES, Common Core trainings and Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.		CABE English Learner Conference CUE Title I Conference SCOE GLAD CLES Behavior Conference/PBIS Science or Social Science Common Core Trainings/Confernceces Substitutes, mileage and food	Title I 12000 TARG 930
1.3 Elementary Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, Monitoring and maintaining. EL student's achievement. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide CELDT testing and and training to teachers, parents andt students, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's.		Hourly pay and benefits Extra Hours, Overtime and Benefits	Title I 35000
1.4 Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational		Hourly pay and benefits	TARG 70000

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**
assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST and IEP process			TARG-CO 10000
1.5 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	TARG 43000
1.6		Hourly pay and benefits	

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) SBAC Scores 2) CELDT Scores 3) Show a growth on the API and subgroups of AYP	
What data did you use to form this goal (findings from data analysis)? Results from the SBAC 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 throught 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
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, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Curiculum 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 Illuminate	Title I 2203
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	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
		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.	TARG 9700
2.4 Supplementary materals 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	TARG-CO 20000
2.5 Print Shop to create learning aids for EL to supplement classroom instruction.		Print Orders	Title I 2000
2.6 Students that meet proficient and advanced on Interim Tests and SBAC 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 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)** 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.		School Messenger	T1-PI 525
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,	
3.3	Provide snacks and food for monthly parent meetings. We		Light snacks, juice, coffee, water	

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
have drinks and food. There is over 60 adults plus children in attendance.			
3.4 Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.			T1-PI 1472

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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	87,000
Title I Carryover	
Title I Parent Involvement	
Targeted	113,930
Targeted Carryover	10,000
Other	
Total	$210,930

Goal 2	
Title I	16,203
Title I Carryover	
Title I Parent Involvement	
Targeted	9,700
Targeted Carryover	20,000
Other	
Total	$45,903

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	1,997
Targeted	
Targeted Carryover	
Other	
Total	$1,997

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	103,203
Title I Carryover	0
Title I Parent Involvement	1,997
Targeted	123,630
Targeted Carryover	30,000
Other	0
Total	$258,830

Total Expenditures	
Title I	103,203
Title I Carryover	
Title I Parent Involvement	1,997
Targeted	123,630
Targeted Carryover	30,000
Other	
Total	$258,830

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$123,630
Targeted Allocation, Carryover	$30,000
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$153,630

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$103,203
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,997
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	$105,200

Total amount of state and federal categorical funds allocated to this school	**$258,830**

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		
Pete Jeffrey		1		
Jennifer McAdam		1		
Lydia Rasmussen			1	
Debbie Wilden				1
Maria Sanchez				1
Maria Pinero				1
Cherie Baker				1
Kelly Fisher				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):**

   [X] English Learner Advisory Committee

   [X] 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: 06/10/14

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Rob Gregor	[signature]	6/10/14

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Pete Jeffery	[signature]	6-10-14

Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
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@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056774
[ ] Initial Plan Approval:			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	800	819	825	828	
Growth Target	A	A	A	A	
API Growth Score	819	824	825	811	
Actual Growth	19	5	0	-17	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	211	221		115	123		10	12		--	7	
Percent At or Above Proficient	60.8	58.3		64.2	64.7		45.5	52.2		--	53.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	68	63		30	23		164	179		4	4	
Percent At or Above Proficient	57.6	49.2		54.5	41.1		56.7	55.4		13.8	9.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	--		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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	252	261		133	140		16	13		--	9	
Percent At or Above Proficient	72.6	69.2		74.3	73.7		72.7	56.5		--	69.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	81	82		39	36		198	215		9	13	
Percent At or Above Proficient	68.6	64.1		70.9	64.3		68.5	67.0		31.0	30.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	--		No	No		--	--	

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

Title III Accountability Data (Kynoch Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	65	65	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	65	65	
Number Met	34	40	
Percent Met	52.3	61.5%	
NCLB Target	56.0	57.5	59.0
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	68	17	73	9		
Number Met	9	--	15	--		
Percent Met	13.2	--	20.5%	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	*	No	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	68	17	73	9		
Number Met	9	–	15	–		
Percent Met	13.2	–	20.5%	–		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	*	No	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	–	
Met Percent Proficient or Above	Yes	–	
Mathematics			
Met Participation Rate	Yes	–	
Met Percent Proficient or Above	Yes	–	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			4	33	7	58			1	8	12
2	1	7	3	20	6	40	5	33			15
3	1	8	2	15	9	69	1	8			13
4			5	31	10	63	1	6			16
5	3	33	3	33	2	22	1	11			9
Total	5	8	17	26	34	52	8	12	1	2	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 <u>Intermediate level</u> students and <u>Long Term English Learners</u> (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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2 Section 2 (24 weeks)					
	% At or Above Proficient ELA			% At or Above Proficient Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompts		
	At or Above Proficient		
	2012-13	2013-14	2014-15

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, Academic Scores, Teacher Assessments	**What did the analysis of the data reveal that led you to this goal?** Students are below in Math and Language Arts. Students are learning to think critically, more in depth using the Common Core Standards.
Who are the focus students and what is the expected growth? All groups	**What data will be collected to measure student achievement?** District Benchmark Assessments, Academic Scores, Teacher Assessments
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.		Instructional Assistant A	TARG 16657
		Instructional Assistant B	TARG 14794
		Instructional Assistant C	TARG 15005
		Instructional Assistant D	TARG 13477

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
		Instructional Assistant E	TARG 12000
1.2 Computer Lab full time 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. Part time Instructional Assistant for Interventions.		Instructional Assistant	TARG 43754
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 Accelereated Reader Contract. Split with District. 17,147		Literacy Resource Technician 3.5 Hour Accelerated Reader Contract	Title I 7147
1.4 Supplemental materials to raise the academic performance of all students inc. Pay for Materials to raise academic performance. The materials that are purchased may require copy paper Supplemental materials specifically for use with underperforming 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	Title I 33526
1.5 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		Elementary Student Support Specialist 8 hour $42,881	Title I 44104

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
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 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		3.5 Hour Elementary SSS 10,449	Title I 16000
1.6 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences during school hours. (GATE & Tutoring & Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.		Extra Hours Certificated Extra Hours Classified	Title I 14376
1.7 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	
1.8 Supplemental materials to raise the academic performance of students. The materials are in the form of blacklined		Copying Machines & equipment maintenance contracts	TARG 4400

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**
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 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.		75% Targeted 25% Lottery Ink and masters for Copier	

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, Academic Scores, Teacher Assessments	**What did the analysis of the data reveal that led you to this goal?** 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 or will maintain or show growth 3% towards meeting all district goals .	**What data will be collected to measure student achievement?** District Benchmark Assessments, Academic Scores, Teacher Assessments
What process will you use to monitor and evaluate the data? Teachers will meet weekly 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 3000
2.2 Provide training for staff to better serve our underperforming population.		Sub Time and Training	Title I 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 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, Academic Scores, Teacher Assessments	**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 goals.	**What data will be collected to measure student achievement?** District Benchmark Assessments, Academic Scores, Teacher Assessments
What process will you use to monitor and evaluate the data? Teachers will meet every week 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
3.2	Provide classroom communication for second language students beyond the required school notifications. Classroom communication beyond required communication.		Translator	T1-PI	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**
3.3 Love and Logic Classes for Parenting		Presenters	T1-PI 1500
3.4 Create parent involvement opportunities to increase academic performance.		Materials, supplies, food, presenters, and beverages	
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 325

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?** Over the last 4 years suspensions have decreased.
Who are the focus students and what is the expected growth? All studentsand whole school data from Aeries.	**What data will be collected to measure student achievement?** Bhavior information for Aeries.
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		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, Academic Scores, Teacher Assessments	**What did the analysis of the data reveal that led you to this goal?** Students in the area of Math and Language Arts who are low in academics.
Who are the focus students and what is the expected growth? All significant groups as determined by assessments.	**What data will be collected to measure student achievement?** All significant groups as determined by assessments.
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 disadvantage 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. When money becomes available.		Equip as many classrooms as possible with advanced technology. We will purchase Smartboards, ipads, laptops, elmos, & LCD Projector, Server, Computers, headphones, cameras etc..	

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	115,153
Title I Carryover	
Title I Parent Involvement	
Targeted	120,087
Targeted Carryover	
Other	
Total	$235,240

Goal 2	
Title I	5,000
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$5,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,325
Targeted	
Targeted Carryover	
Other	
Total	$2,325

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	12,000
Total	$12,000

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	120,153
Title I Carryover	0
Title I Parent Involvement	2,325
[redacted]	
Other	0
Total	$242,565

Total Expenditures	
Title I	120,153
Title I Carryover	
Title I Parent Involvement	2,325
Targeted	120,087
Targeted Carryover	
Other	12,000
Total	$256,013

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
[redacted]	
Total	$-13,448

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$120,087
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$120,087

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$120,153
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,325
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	$122,478

Total amount of state and federal categorical funds allocated to this school	**$242,565**

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			
Candis King				1
Crystal Ramirez				1
Tricia Vega				1
Heather Vasquez				1
Tamara Liabraaten				1
Jetender Johal		1		
Daiquiri Sisney		1		
Kyle Sweeney		1		
Diane Lemstrom			1	
Jean Younggren				
Bobbi Jo Sanchez				
Stacy Anthony				
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):**

   [X] English Learner Advisory Committee

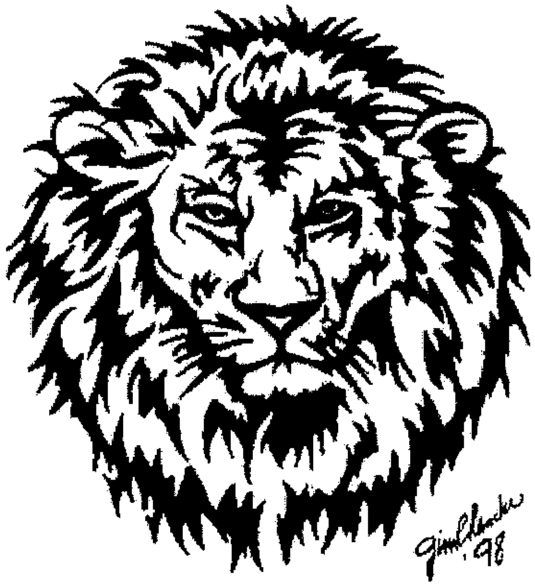
   [X] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   [ ] 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: 09/23/2013

Attested:

Monica Oakes	Monica E Oakes	5-14-14
Typed Name of School Principal	Signature of School Principal	Date
Candis King	Candis King	5-14-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Maria Velasquez	Maria Velasquez	5/14/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2014-15
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@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056717
[ ] Initial Plan Approval: 6/10/2014			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	715	749	743	732	
Growth Target	5	5	5	5	
API Growth Score	749	742	731	734	
Actual Growth	34	-7	-12	2	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		100	100		100	100	
Number At or Above Proficient	160	159		44	41		4	4		24	33	
Percent At or Above Proficient	38.6	39.2		42.7	46.1		28.6	28.6		26.4	36.7	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		--	--		No	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	78	70		63	78		142	149		2	4	
Percent At or Above Proficient	40.8	36.5		28.9	35.5		37.1	38.0		5.0	8.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	Yes		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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		100	100		100	100	
Number At or Above Proficient	222	215		56	50		6	7		47	48	
Percent At or Above Proficient	53.5	53.0		54.4	56.2		42.9	50.0		51.6	53.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		--	--		No	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	103	98		113	118		200	204		5	10	
Percent At or Above Proficient	53.9	51.0		51.8	53.6		52.2	52.0		12.5	20.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	Yes		No	No		--	--	

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

Title III Accountability Data (Linda Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	262	229	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	262	229	
Number Met	163	109	
Percent Met	62.2	47.6%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	242	80	232	59		
Number Met	47	36	47	17		
Percent Met	19.4	45.0	20.3%	28.8%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
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		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	242	80	232	59		
Number Met	47	36	47	17		
Percent Met	19.4	45.0	20.3%	28.8%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							********	***	********	***	********
1			11	26	20	47	11	26	1	2	43
2			7	14	21	42	19	38	3	6	50
3			5	14	19	53	10	28	2	6	36
4	1	3	6	15	20	50	11	28	2	5	40
5	2	6	12	38	14	44	4	13			32
6	2	6	7	22	14	44	5	16	4	13	32
Total	5	2	48	20	108	46	61	26	13	6	235

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

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							********	***			********
1			14	29	17	35	12	25	5	10	48
2	5	11	9	20	17	38	11	24	3	7	45
3			10	24	17	40	12	29	3	7	42
4	2	6	8	23	17	49	8	23			35
5	1	3	12	34	13	37	7	20	2	6	35
6			7	30	15	65			1	4	23
Total	8	3	60	26	96	42	51	22	14	6	229

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)** Categorical dollars will be focused on increasing student academic achievement	
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores	**What did the analysis of the data reveal that led you to this goal?** The resources that categorical dollars are funding are leading to student success.
Who are the focus students and what is the expected growth? Those students who are designated Socioeconomically Disadvantaged and performing below proficiency in ELA and Math	**What data will be collected to measure student achievement?** District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores
What process will you use to monitor and evaluate the data? Monthly Grade level articulation will be centered around student data provided by STAR, district benchmarks,curriculum embedded tests, and Lexia	**Actions to improve achievement to exit program improvement (if applicable).** Daily monitoring of classroom instruction; Intervention groups organized by teachers based on student data; Teacher support and professional development through SCOE, District Sponsered PD days, selective PD offered by neighboring counties, monthly grade level collaboration

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 assist and maintain student achievement by: providing academic and attendance counseling; monitoring student results on district designated benchmarks and the baseline of Smarter Balanced; facilitating the second year implementation of PBIS. The SSC will make home visits when necessary to support regular student attendance and success. The SSC will also be a key participate in the SST process to improve student achievement by linking families to the appropriate resources. FRC, Mental Health, Harmony Health, and vision and hearing screening.	2014-15	.50 FTE Student Services Coordinator .50 FTE Assistant Principal (District expense or Lottery)	TARG 39,700 Other 39,700

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
Assistant Principal-Administrative duties			
1.2 Student Support Specialist will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSS will serve as our home to school connection and assist families in setting academic goals for our students. The SSS will serve on the PBIS Leadership Team to align the program with Lion Pride.		Student Support Specialist	Title I 16,000
1.3 The Literacy Resource Technician will work with students and teachers to provide academic interventions and enhance ELA achievment through reading. Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read. Our families will take part in modeling the importance of reading through the LRT providing Family Reading Nights.The LRT duties also consist of the circulation of books, re-shelving and repairing books, assisting students with choosing books, scheduling times for individual class time, reading stories to promote student interest in reading.		Literacy Resource Technician	Title I 40,729
1.4 Provide interventions in small group settings in grades K-6th. The focus groups will be students performing below grade level in ELA and Mathematics, which may include		Supplementary Assistance (2) (as funding allows)	

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
English Language Learners. The intervention settings includes both "push in" and/or the RTI designated classrooms. Students participating in the RTI program will be referred through the SST process.			
1.5 Students will have access to technology presented in a new school computer lab that will assist in the research process and in developing presentations that will reflect their learning.(ie: Power Point Presentations, Publisher, Prezi, Microsoft Word Documents, Movie Maker, Voice Thread) Students will have access to the computer lab during the school day and after school. (Family Reading Night) Technology will also be utilized to assess student achievement and to drive instruction. Teachers will utilize technology to provide visuals to support student learning, and interactive lessons to increase student engagement. On line programs will support and reinforce grade level concepts and reading proficiency in grades K-6th. Subgroups who are not highly performing will be targeted to help reteach concepts and frame learning in an interactive and highly visual context. Additional apps that reinforce mastery of grade level concepts will be purchased. Technology committee will support teaching and learning through strengthening technology skills of the teaching staff through the planning of professional development including modeling lessons that integrate technology. Technology based learning resources will be created for teachers and students to ensure implementation of technology in classrooms K through 6th to support student learning.		Computers, IPads and covers, Carts, Elmos, LCD projectors, smart boards, surge protectors, cabling,Lightbulbs,servers,routers,printers/scanners, mounting hardware, installation costs, wiring, headphones, flashdrives	

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	
		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 (1,725) Tumble Books (500) Accelerated Reader Program($5,149) Lexia (3yr contract $18,850)	Title I TARG	10,000 16,224
		Hourly additional teacher pay for four teachers. (technology committee after school planning)	Title I	4,000
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.		Maintance Contracts: Riso ($790) Sharp ($6,050) Inland (500.00)	TARG Other	6,050 1,290
1.7 Materials that supplement the district adopted core curriculum utilized during differentiated instuction to assist students who are below proficiency in Math or ELA. The materials are intended to reinforce Common Core grade level standards. Materials for special classroom projects ie: CA relief maps, volcanos, student project display boards, science experiments that reinforce grade level science standards.		Supplemental Materials (flash cards, academic games, white boards/markers), IPad apps	Title I TARG	296.00 30,429

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 Teachers will provide after school academic support for students not proficient in ELA and math. Students will be referred to this program through the SST process		additional teacher assistance	Title I 8,000
1.9 Teachers will receive release time to learn and 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		Substitutes for Teacher Release Conferences SCOE Consultants	Title I 23,000

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**
effective teaching strategies for all students to raise the rigor and deepen student understanding of grade level concepts. Teachers will also analyze student data to inform instruction, develop intervention groups, develop student support strategies,and determine professional development needs. Collaboration will also be designated for effective student transition from preschool to kindergarten, subsequent grade levels, and 6th grade to middle school.			

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)** Categorical dollars will be focused on increasing academic achievement of EL Learners.	
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, CELDT scores, number of reclassfied students	**What did the analysis of the data reveal that led you to this goal?** EL students make up 60% of our student population. It is imperative that this sub-group remains a priority.
Who are the focus students and what is the expected growth? Those students designated as EL.	**What data will be collected to measure student achievement?** Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores
What process will you use to monitor and evaluate the data? Teachers will focus on EL students' assessement data and CELDT results during teacher articulation. The EL coordinator will monitor closely those students that have been reclassified.	**Actions to improve achievement to exit program improvement (if applicable).** Monitoring of instruction in the classroom, small group instruction with para that speaks primary language, small group instruction with teacher, In grades K and 1st there will be four SEI designated classrooms.

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 Primary language para-educators will deliver direct services to, but not limited to, EL students. They will bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.		2-Hmong 2-Spanish (if funding allows)	TARG 76,390
2.2 Supplementary materials will be purchased that will enhance the California/district State adopted curriculum including but not limited to: Avenues, Functions for Fluency, and Measuring up. These materials will facilitate the acquistion of the English language(Listening, Speaking, Reading, Writing		Avenues/ support componets, Big Books, picture vocabulary cards Functions for Fluency Measuring Up SRA IPad Apps that reinforce language acquistion (if funding allows)	

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**
2.3 EL Student Support Specialist will use data to identify groups of English Learners at each grade level. This information will be used for developing interventions during structured ELD time, grouping students in SEI and transitional classes , and to add primary language support. EL SSS will serve as our home to school connection and assist families in setting academic goals for our students. The EL SSS will ensure parent understanding by arranging translation during parent-teacher conferences, SSTs and IEP and ELAC Meetings. The EL SSS will also help to coordinate professional development to improve instruction specifically for the EL students. The EL SSS will provide EL students, but not limited to, increased access to technology by providing EL student access to the computer lab two days a week for one hour. The EL SSS will motivate EL students by organizing events that will recognize EL students academic achievement.		EL Student Support Specialist	Title I 34,579.20 TARG 23,052.80

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)** Categorical dollars will be focused on school safety, culture, and environmental tone. These areas are impacted greatly by school routines and procedures, and Parental Involvement at Linda Elementary School. The implementation of PBIS, Site Council, ELAC and PTA, reflects that Linda values a positive inclusive school environment. Shared decision making by all stakeholders is a priority. Opportunities for stakeholder input is invited formally and informally.	
What data did you use to form this goal (findings from data analysis)? Number of Parent Education, Site Council meetings, ELAC, and PTA, PBIS first year implementation, number of office referrals, suspensions, expulsions, and attendance	**What did the analysis of the data reveal that led you to this goal?** Students' sense of inclusion, competence, and control directly effects academic achievement and attendance
Who are the focus students and what is the expected growth? All students' attendance will remain consistent or improve. Discipline incidences will decrease.	**What data will be collected to measure student achievement?** monthly attendance rates, number of students in the SARB process, number of suspensions and office referrals, SWIS data, District Benchmarks and curriculum embedded assessments, STAR, Lexia
What process will you use to monitor and evaluate the data? monthly attendance analysis, SWIS (web based program that analyzes patterns of behavioral incidents) SSTs which focus on student behavior that is impacting academic achievement and attendance	**Actions to improve achievement to exit program improvement (if applicable).** Students' attendance will be monitiored closely via monthly attendance rates, SARB process, SST, IEP, home visitations SWIS data will be reviewed and behavioral patterns that interfere with student achievement will be addressed

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 Staff will participate in the PBIS process to develop a school wide discipline program. This will facilitate routines and procedures continuity through out the school. The PBIS leadership team will participate in collaboration and PBIS training; teacher led, district sponsored, and outside consultants. The SWIS data management system will be utilized to help determine student behavioral supports so that student learning is not negatively impacted by behavioral issues.		Conferences Substitutes for Teacher Release SWIS	Title I 2,000 Other 300

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
The data provided will be analyzed during the SST process and strategies to assist students will be developed.			
3.2 To improve parent involvement during (not limited to) Back to School Night, Open House, 2-Family Program Dinner Nights, Monthly Family Reading Night, PTA/Lion Pride sponsored activities and classroom participation		Supplies, refreshments, personnel, childcare	T1-PI 1,500
3.3 Provide families with a handbook/school calendar and banners signifying special school events		Printing Costs, banners	T1-PI 283
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 400
3.5 A series of Parent Education will be offered to address the following components: Preparing Your Child to Succeed; Encouraging Positive Behavior; Reinforcing Your Child's Academic Skills		Program: Parents On Board-Building Academic Success Through Parent Involvement	T1-PI 500
3.6 To prevent and address bullying incidents, the Steps to Respect program will be expanded to all fourth and fifth grade classrooms. This piece will also be included in the Parent Education component. (3.5)		1.5 days of addtional psychologist time	Other 19,913
3.7 Administration and staff will attend professional development and collaboration opportunities that will enhance the safety of the school community. This includes weekly Gang Task force meetings, monthly meeting with			Other 500.00

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

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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	102,025
Title I Carryover	
Title I Parent Involvement	
Targeted	92,403
Targeted Carryover	
Other	40,990
Total	$235,418

Goal 2	
Title I	34,579.20
Title I Carryover	
Title I Parent Involvement	
Targeted	87,916.40
Targeted Carryover	
Other	11,526.40
Total	$134,022

Goal 3	
Title I	2,000
Title I Carryover	
Title I Parent Involvement	2,683
Targeted	
Targeted Carryover	
Other	20,713
Total	$25,396

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	138,605
Title I Carryover	0
Title I Parent Involvement	2,683
Targeted	180,320
Targeted Carryover	0
Other	0
Total	$321,608

Total Expenditures	
Title I	138,604.20
Title I Carryover	
Title I Parent Involvement	2,683
Targeted	180,319.40
Targeted Carryover	
Other	73,229.40
Total	$394,836

Balance	
Title I	0.80
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0.60
Targeted Carryover	0
Total	$-73,228

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$180,320
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$180,320

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$138,605
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,683
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	$141,288

Total amount of state and federal categorical funds allocated to this school	**$321,608**

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			
Janet VanAlstyne		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: 06/11/13

Attested:

Judy Hart	Judy Hart	6/10/14
Typed Name of School Principal	Signature of School Principal	Date
Ann Vanderpool	Ann Vanderpool	10 June 2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Cathy Blackshere	Cathy Blackshere	6/10/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
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@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-6056725
[X] Initial Plan Approval: 5/21/2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	810	810	830	806	
Growth Target	A	A	A	A	
API Growth Score	810	830	807	807	
Actual Growth	0	20	-23	1	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		98	98		100	100		100	100	
Number At or Above Proficient	43	27		27	18		--			--		
Percent At or Above Proficient	57.3	50.0		58.7	56.3		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		100	97		100	89	
Number At or Above Proficient	--			--			16	11		1		
Percent At or Above Proficient	--	--		--	--		50.0	44.0		9.1	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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 taget has gone up, Loma Rica's percentent proficient has gone up. In addition, we have met the AYP crieria, 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 profient 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		98	100		100	100		100	100	
Number At or Above Proficient	49	34		30	21		--			--		
Percent At or Above Proficient	65.3	61.8		65.2	63.6		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		100	100		100	100	
Number At or Above Proficient	--			--			16	15		1		
Percent At or Above Proficient	--	--		--	--		50.0	57.7		9.1	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
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 taget has gone up, Loma Rica's percentent 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 ben -8.8. Of significance to note is that only 50% of our socio-economically disadvantaged students are reaching proficiency.

Title III Accountability Data (Loma Rica Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		2	
Percent with Prior Year Data		100.0%	
Number in Cohort		2	
Number Met		--	
Percent Met		--	
NCLB Target	56.0	57.5	59.0
Met Target		*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	0		
Number Met			--	--		
Percent Met			--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	0		
Number Met			--	--		
Percent Met			--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
2			********	***	********	***					********
Total			********	***	********	***					********

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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, programs, resources and experiences.	
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?** Appoximately 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 perfomance 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 aide 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.		2.5 hours/day (150 mins.), 5 days per week for Literacy Resource Technician. Focus will be providing service to low performing 1st and 2nd graders.	Title I	9092
		3.5 hours/day, 3 days per week Para Educator to assist in a 4th/5th grade combination class. The class has 34 students performing at a wide range of academic levels.	TARG	6388
		Additional para-educator and LRT hours for supplemental services in small group and individualized tutoring. Need will be determined	TARG	3000

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
		quarterly through an analysis of classroom assessments, grades, benchmark assessments and teacher recommendation.	
1.2 Provide students access to books and technology that address individual reading levels and comprehension using the web based Accelerated reader Program (AR)		AR books and AR software Contract (Renaissance)	Title I 1065 TARG 248
1.3 Provide supplemental materials which 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		Support supplies: ink, paper (for creating individualized instructional materials), computer headsets for reading program	Title I 15 TARG 1196
1.4 Provide supplemental instructional programs to enhance core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject		Reading Program, Education City, California Streaming	TARG 200
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 intervention programs require supplemental materials to be copied on a daily basis.		Yearly maintenance contract for RISO and lease of copier	TARG 2425
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		Printing costs	TARG 175
1.7 Increase parent partnerships and communication for the		Printing and mailing costs for newsletters, site council	T1-PI 220

	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**
	purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.		presentations and student achievement updates. School Messenger for school events and parent involement opportunities. Consumable materials and food items for parent meetings	
1.8	Preparing students for college and career readiness requires early introduction to technology. Skills such as keyboarding, online citizenship and effective internet research strategies help ensure students maximize 21st century learning. Funds will be used to Increase student and teacher access to computers and IPads for the purpose of incorporating more technology into curriculum and assessments.		Computers, IPads, Educational Applications	
1.9	Our school relies heavily on a comprehensive online assessment system to determine specific areas of student need. Instructional strategies are adjusted and supplemental curriculum is provided based on a collection and analysis of student assessment data. Educators will be able to use the DataWise to help students with a successful transition to the Common Core standards		Measured Progress DataWise Assessment System - Three-year license agreement: Yr. 1 $874.84, Yr. 2 $540.04, Yr. 3 $640.04	TARG 541

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)** 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 professioanl 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 disadvataged familes and students not performimg 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).**

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 Teachers will attend professional development trainings focused on Common Core and Technolgy			Title I 1200

2014-15 Program Expenditure Summary

Goal 1	
Title I	10,172
Title I Carryover	
Title I Parent Involvement	220
Targeted	14,173
Targeted Carryover	
Other	
Total	$24,565

Goal 2	
Title I	1,200
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$1,200

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	11,372
Title I Carryover	0
Title I Parent Involvement	220
Targeted	14,173
Targeted Carryover	0
Other	0
Total	$25,765

Total Expenditures	
Title I	11,372
Title I Carryover	
Title I Parent Involvement	220
Targeted	14,173
Targeted Carryover	
Other	
Total	$25,765

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$14,173
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$14,173

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$11,372
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$220
Title I, Part A: Parent Involvement - Carryover	$0
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$11,592

Total amount of state and federal categorical funds allocated to this school	**$25,765**

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 Rerucha		X		
Anne Covert		X		
Steve Fussel		X		
Vicki Favela			X	
Darlene Waddle				X
Jana Cooper				X
Jodi Mallen				X
Thomas Rowan				X
Judy Knolle				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

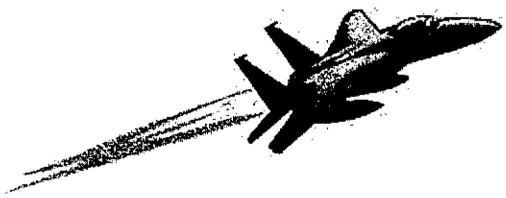
   [X] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   [ ] 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 21, 2014

Attested:

Kathleen Hansen		5/22/14
Typed Name of School Principal	Signature of School Principal	Date
Thomas Rowan		22 MAY 14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2014-15
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@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056709
[X] Initial Plan Approval: May 20, 2014			
[ ] Plan Revision Approval:			

Approved by District Board of Education on June 24, 2014.

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	759	753	785	773	
Growth Target	5	5	5	5	
API Growth Score	753	783	773	734	
Actual Growth	-6	30	-12	-39	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	102	105		28	31		--			--	10	
Percent At or Above Proficient	44.5	42.7		43.1	47.0		--	--		--	62.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	61	54		48	44		91	97		3	11	
Percent At or Above Proficient	43.9	36.2		44.4	38.3		43.8	42.5		9.7	28.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	144	121		41	34		--			--	9	
Percent At or Above Proficient	63.4	49.2		63.1	51.5		--	--		--	56.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	88	68		70	54		129	110		6	14	
Percent At or Above Proficient	64.2	45.6		66.0	47.0		62.6	48.2		19.4	35.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

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

Title III Accountability Data (Johnson Park Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	119	109	
Percent with Prior Year Data	98.3	100.0%	
Number in Cohort	117	109	
Number Met	76	65	
Percent Met	65.0	59.6%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	92	41	98	35		
Number Met	25	20	30	19		
Percent Met	27.2	48.8	30.6%	54.3%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	92	41	98	35		
Number Met	25	20	30	19		
Percent Met	27.2	48.8	30.6%	54.3%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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	Yes	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	4	25	5	31	4	25	2	13	1	6	16
2	2	10	2	10	7	35	7	35	2	10	20
3	3	14	8	38	10	48					21
4	2	13	4	27	8	53	1	7			15
5	2	9	9	41	8	36	2	9	1	5	22
6	2	13	8	53	5	33					15
Total	15	14	36	33	42	39	12	11	4	4	109

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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/CEDLT Proficiency
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	**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.	August 2014- June 2015	(1) 6 hour Student Support Specialist 5 days a week	Title I $36,000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost	
1.2	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.	August 2014- June 2015	Subsitute teacher for release time and/or extra duty. (60 days @ $120)	TARG	$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 opportunties for EL intervention and EL students.	August 2014- June 2015	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- $790 Mountain Math & Mountain Language- $1,181	TARG	$4,041
			Provide copying equipment, maintenance contracts and supplies for supplemental direct instruction.	TARG	$2,200
1.4	Increase communication wih EL parents regarding their child's progress and resources available.	August 2014- June 2015	Provide materials, supplies and equipment for duplicating materials, preparing supplemental instructional materials and for home school communication. Print shop request for duplication.	Other	Currently Unfunde d
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.	August 2014- June 2015	Fingerprinting for parents. 8 parents @ $71	T1-PI	$600
			Provide translator for conferences, parent communication, and for written notices, newsletters, etc.	Other	Lottery Funded
1.6	Increase and provide consistent ELD instruction.	August 2014- June 2015	Provide support for classes during their ELA workshop time to maximize ELD instruction for EL students. Provide (2) 3 day a week intervention specialists to help support classroom teachers with ELD instruction for all CELDT level 1, 2 and 3 students (grades 2-6)	Other	Fund with Carryove r

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 (2) 3 hour para-educators to provide assistance to the classroom teacher providing ELD instruction.	Other	Fund with Carryove r
		Para Educator Extra Duty	TARG	$250

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)? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6	**What did the analysis of the data reveal that led you to this goal?** Students needed increased literacy support.
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 Assessement data K-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).**

	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.	August 2014-June 2015	Provide Literacy Resource Technician (3.5 hours) District Funding 2 hours Johnson Park Funding 1.5 hours	Title I	$7,000
			Provide equipment, supplies, books and materials for library.	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
		Provide copy materials, supplies and equipment to supplement classroom instruction. Increase non-fiction titles.	
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.	August 2014-June 2015	Maintain AR support and maintenance contracts. Increase higher grade level reading materials (GATE). Increase library materials related to grade level content areas of study for English learners. Increase AR titles appealing and pertaining to English learners. Provide library access to STARs after-school program. Provide materials to motivate student reading.	TARG $4,400
		Provide incentives to encourage students to read (i.e., certificates, prizes, trophies, etc.). **Prizes and trophies to be funded by PTO.	Other PTO Funded
2.3 Increase communication to parents about the library and available resources.	Ongoing	Provide list of AR books to parents for each child's level. Include library information in the newsletter.	Other Refer to Literacy Resource Technician
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	Other PTO 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**
		visitors.	
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.	TARG $3,000

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)** 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 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 MJUSD District Assessments, standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Math assessment results.
What process will you use to monitor and evaluate the data? Use the MJUSD District Assessments, standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and 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 quantity 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 2014-June 2015	Teacher extra duty (Tutoring) 40 hrs @ $55 Materials and supplies Technology Supplemental Program	TARG $2,200 TARG $2,250

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	
3.2 Provide extended learning experiences for students away from the school setting. These opportunities will enhance those standards already taught and increase proficiency.		Para Educator extra duty Teacher Extra Duty Release Time	TARG	$250
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 theses help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	September 2014- June 2015	Academic planners	TARG	$1,200
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.	September 2014-June 2015	Para Educator- 1 positions	Other	Currently unfunde d, possibly fund with carryover $$
		structured teacher planning time Substitute Release Time 58 days @ $120	Title I	$7,050

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
3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level.	District Buy Back Days	Provide consultants as needed Support from SCOE	
3.6 Provide supplemental instructional materials to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	August 2014- June 2015	math, ELA, science, art, PE, social science supplemental books, materials and supplies	TARG $8,000
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, which is our school wide discipline program. Johnson Park is in Year 3 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program.	August 2014-June 2015	Provide equipment and supplies for duplication of supplemental materials. Staff development supplies, conferences, mileage and reimbursements. SWISS Contract for PBIS Program PBIS Program Grant funding	TARG $4,450 TARG $7,000 TARG $400 TARG $3,000
3.8 Under the general supervision of the site administrator, the	August 2014-June 2015	School Technology Lead	TARG $35,000

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
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 incorportate technological hardware and software into daily instruction.		6 hours, 5 days a week	
3.9 Provide technology equipment for classrooms. (LCD projectors and Smartboards) to help assist students with learning technology components of key standards and for intervention opportunities. Provide computer lab for reading 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 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.		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. Technology Reading Intervention Service Contract	TARG $7,281 Other TARG $3,000 TARG $3,959

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**	
3.10 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 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 unfunde d. Possibly fund with carryover $$.

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 district benchmarks. Reduce student's suspensions by 10% from 2014-2015 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?**
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 District benchmark assessments (increased number of students proficient and advanced)	**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	
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.	ongoing	Certificates, awards, school supplies, food, decorations, film, photo developing. Provide inspirational and/or motivational assemblies, guest speakers, and/or performers. (2 assemblies)	Other	PTO funded
4.2	Increase parent communication and active participation.		Publish a monthly newsletter to increase parent awareness of school activities and events. ~Copy materials and supplies.	T1-PI	$512
			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 (District Funded)	T1-PI	$250
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.		Provide supervision for after-school detention. Provide funding for yard duty's attendance and participation in the meetings.	Other	Lottery funded
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.		Provide materials, supplies and equipment necessary to implement Second Step curriculum and replace items in kits.	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
		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)		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.		Provide training materials.	Other Lottery funded.
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. Copies of plays, CD's, DVD's, art prints, books, instruments, music, recorders, recorder materials.	Other PTO 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**
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.	August 2014-June 2015	Student Support Specialist 4 days	Title I $32,000

2014-15 Program Expenditure Summary

Goal 1	
Title I	36,000
Title I Carryover	
Title I Parent Involvement	600
Targeted	13,691
Targeted Carryover	
Other	
Total	$50,291

Goal 2	
Title I	7,000
Title I Carryover	
Title I Parent Involvement	
Targeted	7,400
Targeted Carryover	
Other	
Total	$14,400

Goal 3	
Title I	7,050
Title I Carryover	
Title I Parent Involvement	
Targeted	77,990
Targeted Carryover	
Other	
Total	$85,040

Goal 4	
Title I	32,000
Title I Carryover	
Title I Parent Involvement	762
Targeted	
Targeted Carryover	
Other	
Total	$32,762

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	70,375
Title I Carryover	0
Title I Parent Involvement	1,362
Targeted	99,081
Targeted Carryover	0
Other	0
Total	$170,818

Total Expenditures	
Title I	82,050
Title I Carryover	
Title I Parent Involvement	1,362
Targeted	99,081
Targeted Carryover	
Other	
Total	$182,493

Balance	
Title I	-11,675
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-11,675

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$99,081
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$99,081

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$70,375
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,362
Title I, Part A: Parent Involvement - Carryover	$0
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$71,737

Total amount of state and federal categorical funds allocated to this school	**$170,818**

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			
Lauren Castings		1		
Rebecca Lewellen		1		
Mindy Goodson		1		
Francisco Carrasco			1	
Martha Acosta				1
Aaron Riley				1
Teppe Riley				1
Lanelle Miller				1
Emily Mayfield				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):**

    [X] English Learner Advisory Committee

    [X] 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 20, 2014

Attested:

Sarah O'Brien		5/20/14
Typed Name of School Principal	Signature of School Principal	Date
Aaron Riley		5/20/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Laura Azucena Flores Díaz	Laura Flores D.	5/21/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
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

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	762	746	763	759	
Growth Target	5	5	5	5	
API Growth Score	746	764	757	759	
Actual Growth	-16	18	-6	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	100		100	100	
Number At or Above Proficient	172	175		80	71		--			15	8	
Percent At or Above Proficient	50.4	48.6		63.0	53.8		--	--		41.7	22.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		98	97	
Number At or Above Proficient	66	85		62	61		137	145		1	3	
Percent At or Above Proficient	42.9	50.6		40.3	41.5		48.2	45.9		2.6	5.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes		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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	193	213		86	80		--			17	17	
Percent At or Above Proficient	56.6	58.8		67.7	59.7		--	--		47.2	47.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		98	100	
Number At or Above Proficient	77	101		79	81		155	180		1	8	
Percent At or Above Proficient	50.0	60.1		51.3	55.1		54.6	56.6		2.6	14.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		No	No		--	--	

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

Title III Accountability Data (Olivehurst Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	167	159	
Percent with Prior Year Data	100.0	98.7%	
Number in Cohort	167	157	
Number Met	106	87	
Percent Met	63.5	55.4%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	146	53	140	44		
Number Met	34	31	38	17		
Percent Met	23.3	58.5	27.1%	38.6%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	146	53	140	44		
Number Met	34	31	38	17		
Percent Met	23.3	58.5	27.1%	38.6%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**No**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			3	14	11	50	6	27	2	9	22
2			7	23	15	48	8	26	1	3	31
3			3	12	12	48	6	24	4	16	25
4	4	16	7	28	5	20	7	28	2	8	25
5	3	11	9	32	11	39	3	11	2	7	28
6	3	16	9	47	5	26			2	11	19
Total	10	7	38	25	59	39	30	20	13	9	150

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

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	4	10	36	9	32	7	25	1	4	28
2			4	17	8	33	8	33	4	17	24
3	2	7	8	27	13	43	5	17	2	7	30
4	2	6	11	32	14	41	4	12	3	9	34
5			11	50	9	41	1	5	1	5	22
6	2	10	4	19	8	38	6	29	1	5	21
Total	7	4	48	30	61	38	31	19	12	8	159

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 <u>Intermediate level</u> students and <u>Long Term English Learners</u> (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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)? 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?** We continue to see success with our instructional assistant providing support to our EL students. We will continue the support as it has allowed multiple students to be redesignated.
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?	**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.	14-15 school year	Bilingual Para educator	TARG	46000
1.2	Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	14-15 school year	Paper	TARG	50

	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	14-15 school year	Cords, Projector bulbs Ipad cart	
1.4	Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	14-15 school year	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.	14-15 school year	Substitute teacher release time for Materials and Supplies for the EL class	

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?** Students' reading levels need to continue to improve. Exposure to more reading materials is needed to increase reading levels and reading comprehension.
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	14-15 school year	Literary resource technician for up to 3.5 hours	Title I 15,500

	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
	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.		provide supplemental materials, books, and computer equipment to improve student learning and comprehensation.	Title I 1,000
2.2	The library will support and encourage students to read more to improve fluency and comprehension across all subject areas	14-15 school year	AR subscriptions, DESTINY renewal, library contracts	
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.	14-15 school year	Computer technology and equipment paper	 TARG 50

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 CA state test STAR reading assessments	**What did the analysis of the data reveal that led you to this goal?** Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.
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.	14-15 school year	Teacher extra duty pay to accommodate tutoring at an 8 to 1 ratio	Title I 24485
3.2 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of illuminate, and	14-15 school year	Elementary Student Support Specialist	

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
benchmark alignment, Schoolwide interventions for academics in reading and math, 6th grade interventions coordinated with PE times. Small group intervention for reading academics Meeting with families to align social services based on needs. Small group and individual intervention/counseling, choices - behavior modification. Parent involvement training. Parent/ home communication, home visits, SSTs		Outreach Consultant	Title I 48,000
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	14-15 school year	Instructional Assistant	TARG 22,500 Other 4,500
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.	14-15 school year	Instructional assistant	TARG 26500
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	14-15 school year	Provide structured teacher planning time through the use of substitute teachers	Title I 10,000
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,	14-15 school year	Students Services Coordinator	

	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
	parent/home communication, home visits, IEP's, 6th grade interventions coordinated with PE times.				
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.	14-15 school year	SIPPS	TARG	1000
			Accelerated Reader and STAR Reading and Math, waterford contracts Education City	TARG	8000
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	14-15 school year	computer technology and equipment, such as towers, printers, screen and related supplies		
			Smart Products Ipad cart		
3.9	Provide additional materials, supplies, books, subscriptions, and copy materials Supplementary materials and supplies are used to provide supplort 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 repolacements to supplementary materials that can become lost and or damaged through continuous student use.	14-15 school year	Paper	TARG Other	3000 300
			Provide additional materials, supplies, books, subscriptions, ink, and copy materials	TARG	12453

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
		Calypso Systems	
		Replacement Bulbs, cords, internet switch boxes or other necessary repairs	TARG 1000
		maintenance contracts .	TARG 7000
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 elementaryschool 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.	14-15 school year	School Messenger System	
		Fingerprinting advertising, back to school night, and supplies printing mailers, newsletters, materials, supplies, books and or to improve communication between school, parent, and classroom	T1-PI 1935
		Conferences and related expenses	Title I 1000
		CUE Conference	
		Upgrade/Update site supplemental programs such as AR and Accel Math. Site repairs, set up and purchase of and/or servers to support supplementary	

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**
		programs. Purchase/Upgrade server. Technology lead classified position	

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

2014-15 Program Expenditure Summary

Goal 1	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	46,050
Targeted Carryover	
Other	
Total	$46,050

Goal 2	
Title I	16,500
Title I Carryover	
Title I Parent Involvement	
Targeted	50
Targeted Carryover	
Other	
Total	$16,550

Goal 3	
Title I	83,485
Title I Carryover	
Title I Parent Involvement	1,935
Targeted	81,453
Targeted Carryover	
Other	4,800
Total	$171,673

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	99,985
Title I Carryover	0
Title I Parent Involvement	1,935
Targeted	127,553
Targeted Carryover	0
Other	0
Total	$229,473

Total Expenditures	
Title I	99,985
Title I Carryover	
Title I Parent Involvement	1,935
Targeted	127,553
Targeted Carryover	
Other	4,800
Total	$234,273

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-4,800

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$127,553
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$127,553

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$99,985
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,935
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	$101,920

Total amount of state and federal categorical funds allocated to this school	**$229,473**

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		X		
Kim Moody		X		
Lisa Shaw		X		
Jan Cook			X	
Patricia Dorris				X
Leticia Collier				X
Jose Andrade				X
Renee Avila				X
Melissa Leahy				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):**

[X] 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: 06/07/13

Attested:

Jimmie Eggers	[signature]	6-11-14
Typed Name of School Principal	Signature of School Principal	Date
Melissa White	Melissa A White	6/11/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
JAN Cook	[signature]	6/11/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
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
[X] Initial Plan Approval: June 9, 2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	705	720	735	752	
Growth Target	5	5	5	5	
API Growth Score	720	735	751	794	
Actual Growth	15	15	16	42	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	98		100			--		
Number At or Above Proficient	36	36		20	21		--			--		
Percent At or Above Proficient	48.0	51.4		41.7	55.3		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--			100	99		100	100	
Number At or Above Proficient	--	6		--			31	24		0	3	
Percent At or Above Proficient	--	54.5		--	--		49.2	45.3		0.0	27.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	98		100			--		
Number At or Above Proficient	41	44		27	23		--			--		
Percent At or Above Proficient	54.7	62.9		56.2	60.5		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--			100	99		100	100	
Number At or Above Proficient	--	7		--			34	28		0	7	
Percent At or Above Proficient	--	63.6		--	--		54.0	52.8		0.0	63.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Title III Accountability Data (Yuba Feather Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)** Improve student achievement in English Language Arts and Math. By June 2015, the number of students attaining proficiency will increase by 5% 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)? 2013 CST Scores	**What did the analysis of the data reveal that led you to this goal?** Our 2013, CST results indicate that 51.4% of our students are proficient in ELA and 62.9% 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 5%.	**What data will be collected to measure student achievement?** Curriculum Embedded Assessment 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 Rennaisance 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.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
1.1	Provide students access to curriculum that addresses individual academic levels in grades K - 6 ELA through the implementation of the web based Accelerated Reader program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.	8/13/14 - 6/5/15	Accelerated Reader Enterprise/STAR Subscription	Title I	1,584
			AR Books	Other	TBA
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	8/13/14 - 6/5/15	Materials, Supplies, Books, & Equipment, copy paper, ink	Title I	2,000
				TARG	3,106

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
standards. 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.		Equipment Maintenance (Copy Machines)	TARG 4,100
1.3 Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support.	8/13/14 - 6/5/15	Literacy Resource Technician Destiny Collection Management System Renewal	Title I 13,250
1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership classes.	8/13/14 - 6/5/2015	Consultant Fees, Teacher Stipends, Supplies, & Materials	Other TBA
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.	8/13/14 - 6/5/15	Hourly Rate for Teachers, Intervention Tutors - wages & benefits	Title I 3,000 TARG 5,000
1.6 Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and First Grade.	8/13/14 - 6/5/15	Para-educator Wages	TARG 15,000
1.7 Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.	8/13/14 - 6/5/15	Waterford Upgrade Spelling City Subscription Flocabulary Subscription Purchase tablets, Notebooks, COW & apps	 Title I 300 Title I 441 Title I 1,310

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		Supplies, Awards, Medals/Pins, Plaques	Other TBA

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2014.	
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	**What did the analysis of the data reveal that led you to this goal?** Our attendance 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.	8/13/14 - 6/5/15	School Messenger Renewal		
2.2	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.		Fingerprinting Fees	T1-PI	355
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.	8/13/14 - 6/5/15	Materials, supplies, refreshments	T1-PI	69

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)**	
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**

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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	21,885
Title I Carryover	
Title I Parent Involvement	
Targeted	27,206
Targeted Carryover	
Other	
Total	$49,091

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	424
Targeted	
Targeted Carryover	
Other	
Total	$424

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	21,885
Title I Carryover	0
Title I Parent Involvement	424
Targeted	27,206
Targeted Carryover	0
Other	0
Total	$49,515

Total Expenditures	
Title I	21,885
Title I Carryover	
Title I Parent Involvement	424
Targeted	27,206
Targeted Carryover	
Other	
Total	$49,515

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation <u>Purpose</u>: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$27,206
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$27,206

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$21,885
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement <u>Purpose</u>: Promote parental involvement in schools to increase academic achievement.	$424
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	$22,309

Total amount of state and federal categorical funds allocated to this school	**$49,515**

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			
Melissa Noel-Vermillion		X		
Carlene McCarty		X		
Monica Quilty		X		
Daneen Phillips			X	
Frankie Contreras				X
Michelle Shields				X
Keri McCutcheon				X
Marco Manzano				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

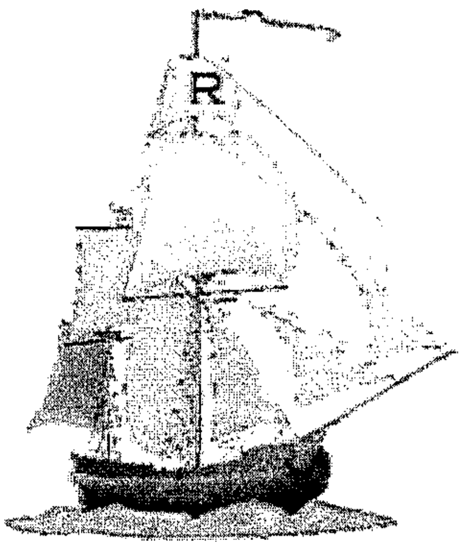
    [X] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

    [ ] 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: June 9, 2014

Attested:

Lynne Cardoza	Lynne Cardoza	6-9-14
Typed Name of School Principal	Signature of School Principal	Date
Carlene McCarty	Carlene McCarty	6-9-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2014-15
Single Plan for Student Achievement (SPSA)

Foothill Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Kathleen Hansen	**Telephone:** (530) 741-6130
Address: 5351 Fruitland Rd.	**Email Address:** khansen@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-6056691
[X] Initial Plan Approval: 05/29/2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	824	805	791	833	
Growth Target	A	A	5	A	
API Growth Score	805	791	823	832	
Actual Growth	-19	-14	32	-1	

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

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

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	133	113		95	72		--			--		
Percent At or Above Proficient	64.6	60.1		66.0	61.0		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	98	
Number At or Above Proficient	20	17		3			51	50		0	8	
Percent At or Above Proficient	62.5	54.8		27.3	--		57.3	51.5		0.0	25.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

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

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

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	123	109		89	71		--			--		
Percent At or Above Proficient	59.7	58.0		61.8	60.2		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	98	
Number At or Above Proficient	17	17		3			46	57		2	9	
Percent At or Above Proficient	53.1	54.8		27.3	--		51.7	58.8		8.0	28.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

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

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

Title III Accountability Data (Foothill Intermediate School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	10	6	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	10	6	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	10	0	6		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	10	0	6		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	********	***	********	***							********
7			********	***							********
8			********	***							********
Total	1	17	5	83							6

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

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness				60		
8 – Algebra 1				47		

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness				22		
8 – Algebra 1				69		

Summarize and draw conclusions regarding the school's District Benchmark Data:
6th grade - percent is the 18 week benchmark

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness				52		
8 – Algebra 1				64		

Summarize and draw conclusions regarding the school's District Benchmark Data:
6th grade - percent is an average of the 24 and 30 week benchmark

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15
8 – Algebra Readiness			
8 – Algebra 1	69		

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

8 – Algebra Readiness						
8 – Algebra 1						

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

6th grade - percent is the 36 week benchmark

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Foothill School will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resourses, as well as 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?** Appoximately 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 perfomance 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? Ariculation days (Fridays) will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aide in providing applicable data for analysis and evaluation.	**Actions to improve achievement to exit program improvement (if applicable).** Specific focus will be placed on subgroups which have placed us in Program Improvement status. CST results will be shared with staff and each teacher will provide instructional goals and strategies for addressing this population's needs.

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 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials to enhance thier academic performance. These materials will serve as a supplement to the district's adopted materials. Materials purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject. Specifically: • Academic DVD's so that below-grade level readers can more easily access the academic content provided in		Adademic DVDs, supplemental vocabulary books, workbooks, instructional apps for computers and iPads. The quantity of supplemental materials, including consumable supplies, will be determined based on an evaluation of achievement data such as classroom assessments, district benchmark assessments and teacher observation. The analysis will be ongoing throughout the year and purchases for these supplemental instructional materials will be made accordingly.	TARG 16,401

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
grade level text books. (quantity to be determined based on teacher need) • Supplementary vocabulary books which assist in providing the necessary understanding of words and language found in core text books. (quantity will be based on student need) • Consumable workbooks aligned to the core curriculum provide students extra pratice on the basic skills needed to access the core program. (quantity will be based on student need) • Instructional supplies such as hands-on manipulatives and Educational IPAD Apps. for math, ELA, science and social studies provide required assistance for students with visual processing and working memory challenges. (quantity will be based on student need) • Academic software which individualizes ELA and Math instruction for students and provides teachers with valuable assesment data.			
1.2 ALEKS math software provides students individualized math tutorials, in a math lab setting, The tutorials supplement direct instruction and intervention from the teacher. ALEKS is specifically designed to target areas of deficit in computations, problem-solving and math facts. An online account will be purchased for each student. Students receiving an account will be identified based on latest classroom grades and benchmark assessments. In 2014-15 we will purchase up to 50 licences, as needed. Parents are provided information and access to their child's online ALEKS account so that practice and progress can be		ALEKS online math program. Student licenses	TARG 1200

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
monitored at home.			
1.3 Accelerated Reader provides students opportunities and incentives to advance reading fluency and comprehension. Students are required to read books at their 'individual reading level' in an effort to promote a love of reading and enhanced reading comprehension. This program supplements the school's core reading program and serves an an intervention for struggling readers. One 'small schools' site licence will be purchased. Parents are provided reports with identified targeted skills mastered and areas of continued needed practice.		Accelerated Reader site license.	TARG 1363
1.4 Integration of technology supports and strengthens our school's current core academic program. This is critical for students for whom tranditional 'paper/pencil' tasks have proven unsuccessful in maximizing their learning. Our school's reluntant and struggling learners perform at higher levels of achievement when they have access to a variety of learning tools. Technology is one such tool. We will provide technology supplies and components which complement and support the implementation of our district's adopted ELA and Math curriculum. We will ensure that every classroom has a SmartBoard, projector and laptop. Teachers will use this to provide interventions in customized, small group instruction to students performing below grade level. Elmos and iPads will provide similar opportunities.		Technology equipment 2014-15 to include: Smart Boards/projectors Elmos desk top computers laptop computers printers projectors iPads iPad Cart iPad Keyboards Determination of specific items purchased will be made with the intent of keeping our technology up-to-date, as well as, increasing student access by lowering our ratios of student:computer/ipad.	TARG 5000

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**
Access to a variety of technological tools will complement teaching strategies that are directed at differentiating instruction to ensure students move to proficient or advanced academic performanmce. It helps students learn in ways that support their unique learning styles. In addition, it supports core program's Common Core Standards, enhances active student engagement. and develops the technolgy skills necessary for college and career readiness for ALL students.. It will also provide access to CCC standards assessments, provide opportunities to learn keyboarding, internet reasearch and online citizenship. Online collaboration groups using such platforms as Edmodo and Google Groups help students support one another in the learning process. These are all necessary skills and attributes of a college and career ready student. Parents also have access to their child's online study groups and our encouraged to participate in their child's learning by way of this technology. Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff will be trained at articulation days, as well as in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.		Teacher-to-teacher professional development and technology coordination	TARG 1500
1.5 Professional development training for certificated staff to advance their learning and professional practice.		Up to two days per teacher for release time (20 x $110.), including all related expenses, to attend	Title I 3000

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
Professional development will center on research-based strategies for creating positive and productive learning environments for students, technology, as well as effective instructional strategies. Teachers will share new learnings with other teachers upon completion.		professional development. Speaker fees and related expenses.	
1.6 Organizational planners which support student success through effective organization of class notes, homework, assignments, test dates, etc.		200 Academic Planners	TARG 592
1.7 Classified and additional certificated (substitutes) staffing costs which provide support to the regular classroom teacher so that focus-students are provided small group, direct instruction, intervention and support during the regular instructional day. Our ELA classes will be supported by a Ltieracy Resourse Technician (LRT) The technician's primary responsibility will be to provide a structure whereby struggling learners receive extra assistance each week from the classroom teacher. In addition, the LRT will assist students in the following ways: reading to students, assisting with appropriate library book selections, assisting students develop research skills, supporting ELA Common Core standards instruction, monitoring student progress on Accelerated Reader (and providing reports to teachers), and providing technology support.		19 hrs./week Literacy Resourse Technician. Additional support hours for para-educator and LRT hours for supplemental services in small group and individualized tutoring. Need will be determined quarterly through an analysis of classroom assessments, quarterly grades, benchmark assessments and teacher recommendation	Title I 10,238
1.8 Extend and enhance the library's learning environment by providing resourses to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.		Computers and iPads for student use during research projects. Supplemental books, novels, periodicals, supplies and materials. Updates to the web-based Destiny sotware system.	TARG 750

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**
1.9 English Language Learner program will be enhanced through the use of computers, EL learning software/apps, small-group instruction and supplemental curriculum and supplies		Supplemental books, materials, apps, supplies, and technology. Teacher release time for professional development, substitute cost & extra duty wages for program coordinator.	
1.10 Provide after school tutoring in the areas of Language Arts and Mathematics, Science & Social Science		$55./hr x 25 weeks	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 #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will learn in an environment that is safe, healthy and conducive to maximum levels of academic achievement. Students can not reach maximum levels of achievement where drugs, bullying, unhealty life styles and/or poor attendance exist. Recognition of and support for students' academic, behavioral and school attendance accomplishments will be increased. Supplemental instructional assemblies, as well as parent involvement and communication strategies will be expanded. Each of these are critical components to ensuring this goal is achieved.	
What data did you use to form this goal (findings from data analysis)? Suspensions, expulsions, disciplinary referrals and truency notices.	**What did the analysis of the data reveal that led you to this goal?** Disciplinary action for Foothill students exceeded that of other like schools in the district.
Who are the focus students and what is the expected growth? The focus for this goal will be on all students, with particular emphasis on struggling learners and on students whose discipplinary actions result in missed instruction.	**What data will be collected to measure student achievement?** A minimum of decrease of 5% in suspensions and expulsions. A minimum increase of 5% in attendance.
What process will you use to monitor and evaluate the data? Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	**Actions to improve achievement to exit program improvement (if applicable).** Students who fall into the subgroups that have resulted in our Program Improvement status will be identified and given preferential attention.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
2.1	Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning enviroment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. integrated level intervention		Yearly rental & maintenance contract. (Part of this cost will be covered by lottery funds)	TARG	4450

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**
programs require supplemental materials to be copied on a daily basis.			
2.2 Student recognition for making advancements in their academic achievements. Academic monitoring and motivation programs.		Awards, medals, plaques and related supllies. Additional para-educator time to assist with monitoring and motivation of student achievement	
2.3 Instructional assemblies which enhance student learning and awareness as it relates to safe and condusive learning environments		Speaker fees and related expenses, supplies and supplemental materials.	
2.4 Parent partnerships and communication will be increased for the purpose of enhancing and supporting student achievement. Parent outreach efforts which promote higher levels of parent involvement on campus implemented. Efforts will include: newsletters, automated School Messenger, site council presentations, student achievemnt updates, and parent surveys. A light snack and a drink may be provided for parents at the meetings they attend.		Printing and mailing costs . School Messenger license. Consumable materials for presentations and light snack items for parent meetings.	T1-PI 353

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)**	
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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	18,238
Title I Carryover	
Title I Parent Involvement	
Targeted	26,806
Targeted Carryover	
Other	
Total	$45,044

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	353
Targeted	4,450
Targeted Carryover	
Other	
Total	$4,803

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	18,238
Title I Carryover	0
Title I Parent Involvement	353
Targeted	31,256
Targeted Carryover	0
Other	0
Total	$49,847

Total Expenditures	
Title I	18,238
Title I Carryover	
Title I Parent Involvement	353
Targeted	31,256
Targeted Carryover	
Other	
Total	$49,847

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$31,256
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$31,256

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$18,238
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$353
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	$18,591

Total amount of state and federal categorical funds allocated to this school	**$49,847**

School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathleen Hansen	1				
Ferenc Bertalan		1			
Rocio Bertalan		1			
Mari Reeves		1			
Linda Streng		1			
Leslie Craig			1		
Debbie Mallen				1	
Carmela Ellyson				1	
Heidi Oliver				1	
Kaitlee Ellyson					1
Annabelle Mathews					1
Gwynna Cameron					1
Numbers of members of each category	1	4	1	3	3

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

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

Recommendations and Assurances

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

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

    [ ] English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/29/2014

Attested:

Kathleen Hansen		5/29/14
Typed Name of School Principal	Signature of School Principal	Date
Debbie Mallen		5/29/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
Single Plan for Student Achievement (SPSA)

Anna McKenney Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Shevaun Mathews	**Telephone:**	(530) 741-6187
Address:	1904 Huston St.	**Email Address:**	smathews@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056626
[X] Initial Plan Approval: May 21, 2014			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		98	100		100	100	
Number At or Above Proficient	261	214		132	111		14	14		25	21	
Percent At or Above Proficient	56.5	49.1		62.6	55.0		53.8	58.3		61.0	48.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		94	100	
Number At or Above Proficient	70	57		35	27		188	171		6	8	
Percent At or Above Proficient	44.9	40.1		32.4	28.1		52.8	46.7		14.0	15.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		No	No		Yes	No		--	--	

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

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

Title III Accountability Data (Anna McKenney Intermediate School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	77	67	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	77	67	
Number Met	55	35	
Percent Met	71.4	52.2%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	76	3	66		
Number Met	--	44	--	29		
Percent Met	--	57.9	--	43.9%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Percent meeting criteria increased.

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	5	8	38	10	48	2	10			21
7	2	7	13	48	8	30	3	11	1	4	27
8			8	42	6	32	3	16	2	11	19
Total	3	4	29	43	24	36	8	12	3	4	67

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 <u>Intermediate level</u> students and <u>Long Term English Learners</u> (LTEL= EL student 5+ years):

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

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:

<table>
<tr><td colspan="2">SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Student Proficiency Levels on District and State Assessments in English Language Arts, Mathematics, Science, Social Science, and Physical Education will increase.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
District Benchmark Data as progress indicators
California Standardized Test (CST)--All subgroups are below the State Proficiency Level
Academic Performance Indicator (API)-- 805
Adequate Yearly Progress (AYP)-- English Learners did not meet AYP in ELA or Math.
State Physical Fitness Test (PFT)</td><td>What did the analysis of the data reveal that led you to this goal?
Schoolwide and all subgroups are below the State prescribed percent of proficient students in ELA and math. State goals were ELA 78.4% and math 79% proficient.

McKenney Schoolwide percent proficient were:
ELA : 6th grade 59%; 7th grade 51%; 8th grade 57%
Math: 6th grade 64%; 7th grade 58%; 8th grade general math 9%; 8th grade Algebra 56%</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
ELA Math

Schoolwide: each grade level a 5% growth in ELA and Math
English Learners: 7% growth 5% growth
Students with Disabilities: not a significant subgroup, but focus on a 3% growth
Socioeconomic: 5% growth 5% growth</td><td>What data will be collected to measure student achievement?
District Benchmark scores and Program Assessments will be used as progress monitoring data.
API-- overall schoolwde growth indicator will be used as progress indicator towards goal
CST data will be used as final indicator of success of goal</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?
District Benchmark scores and Program Assessments will be used as progress monitoring data.
API-- overall schoolwde growth indicator will be used as progress indicator towards goal
CST data will be used as final indicator of success of goal</td><td>Actions to improve achievement to exit program improvement (if applicable).
School wide Vision and Mission focus Professional Development in data analysis and data driven effective teaching practices, on-going progress monitoring.
Implementation of California State Common Core Standards
Highly Effective Staff members-- collaboration, yearly goals, walk-throughs, observations, & evaluations
Proactively academically focused through:
Support Services
Collaboration with and education of families</td></tr>
</table>

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
		* Implements	
		Literary Resource Technician:Supports students to access the library during the school day at during breaks to increase student academic achievement. * Supports students with book selection and research. * Organizes library to support student achievement.	Title I 24,000
		Elementary Student Support: ELL personnel provides direct services to students to support increased academic growth. Personnel assesses students using the CELDT testing, explains testing data to students and families. Monitors the progress of students towards reclassification and creates an achievement plan that families can follow at home to aid the rapid progress of language acquisition and student achievement. Personnel regularly evaluates student assessment benchmarks and CELDT data and updates student plans to ensure academic success. * Direct Services to students * CELDT Testing * Student instructional bilingual communication * Progress monitoring of ELL students; including, analysis of growth and reclassification as demonstrated by CELDT testing, Benchmark scores, State Testing, Teacher input, student grades, etc... * Facilitates development of student ELL plans for academic growth.	Title I 12,079. TARG 23,394
		Technology Support Personnel *Hourly rate to support integration of technology in the classroom through lessons and hands-on student	

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
		*ALEKS math softward provides students individualized math tutorials, in a math lab setting. The tutorials supplement direct instruction and intervention from the teacher. ALEKS is specifically designed to target areas of deficit in computations, problem-solving and math facts. An online account will be purchased for each student. Students recieving an acccount will be identified based on latest CST score, classroom grades and benchmark assessments. Purchase up to 90 licenses for 2014-15 * Materials, Supplies, and Equipment: to provide research based core curriculum support (see research attached) through... (1) Hands-on Activities-- this will include materials to augment standard lessons in class to allow for student hands-on activities to increase access and retention of core material (2) Music Based Program-- including purchase of musical instruments and supplies, and maintenance of equipment. (3) Physical Activity Expansion Programs-- including equipment and supplies to promote an expanded physical activity program. (4) Materials and Supplies to support other outlined expenditures; ie. copier paper, toner, cartridges, LCD bulbs, etc... Supplies needed to support allowable expenditures; i.e., technology, copiers, (5) Materials and Supplies to augment standard lessons * Technology: including, but not limited to, projectors, ELMOs, Smartboards, computers, IPADS, Smart Slates, other Smartboard related items, academic software that augment lesson and support increased percentage of proficiency on academic measures.	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.	
What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	**What did the analysis of the data reveal that led you to this goal?** Student Suspensions at 197 days in 2013 Student Expulsions at 2 students in 2013 Student Referrals at 73 incidences Student Attendance at 95 %
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 2% Expulsions-- decrease to 0% Referrals-- decrease 3% All Students: Attendance-- increase 1.0%	**What data will be collected to measure student achievement?** Student Suspensions Student Expulsions Student Referrals Student Attendance
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	**Actions to improve achievement to exit program improvement (if applicable).** Implement increased intervention programs to support students in a preventative manner: anger management. In-house, bullying prevention, social skills development class, counseling, alternatives to suspensions, etc... Develop positive programs to encourage students success: School wide Positive Behavioral Intervention & Support plan to positively teach and reinforce behavioral expectations, provide reinforcement and track data related to these supports. Also develop leadership, electives that enhance student performance and skills, reward programs, activities, etc...

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		development curriculum. * Teacher substitute pay of $133 a day for 30 days. Yard Supervisors	Other 5,000
2.2 Positive Recognition Materials and Supplies		Student Recognition for: * Quarter Awards * Benchmark Awards * Movie Award	Other 2,600
2.3 Parent Involvement		Mass Dialer Communication Service Parent Involvement Events: * Open House Event-- $500 for materials and supplies for back to school barbecue for families. * Parent involvement in Positive Behavior Intervention & Supports-conference, travel expenses *Interpreters for parent meetings Parent Training Nights: including use of AERIES, bully prevention, academic support, gang awareness, Common Core information * Salary * Materials and supplies	T1-PI 500. T1-PI 600.

2014-15 Program Expenditure Summary

Goal 1	
Title I	92,690
Title I Carryover	
Title I Parent Involvement	
Targeted	68,469
Targeted Carryover	
Other	1,000
Total	$162,159

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,794
Targeted	57,186
Targeted Carryover	
Other	9,100
Total	$68,080

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$125,655
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$125,655

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$92,690
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,794
Title I, Part A: Parent Involvement - Carryover	$0
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$94,484

Total amount of state and federal categorical funds allocated to this school	**$220,139**

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):**

   [X] English Learner Advisory Committee

   [X] 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: 06/11/2013

Attested:

Shevaun Mathews	Shevaun Mathews	6/4/14
Typed Name of School Principal	Signature of School Principal	Date
Jason Roper		6/4/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Blanca Cortez	Blanca Cortez	6/5/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15

Single Plan for Student Achievement (SPSA)

Yuba Gardens Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	669	689	687	709	
Growth Target	7	6	6	5	
API Growth Score	689	686	690	717	
Actual Growth	20	-3	3	8	

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

API scores are increasing. The API target for the 12/13 school year was met.

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		100	100	
Number At or Above Proficient	250	216		76	72		8	6		31	22	
Percent At or Above Proficient	38.6	35.7		39.4	42.4		32.0	23.1		35.6	27.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	100		99	100	
Number At or Above Proficient	120	100		77	55		206	186		2	9	
Percent At or Above Proficient	38.3	34.0		28.0	20.7		36.3	34.0		2.0	10.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		No	No		No	No		No	--	

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

# of students for the 12/13 school year at or above proficiency has decreased from 38.6 to 35.7. The white sub group and the Students with Disabilities subgroup saw an increase in regards to number of students reaching proficiency levels. Participation rates were met for all sub groups. Only the 8th grade Science CST was taken during the 13/14 school year due to implementation of the CCSS, results will be available in August.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		100	100	
Number At or Above Proficient	262	248		75	63		5	6		57	44	
Percent At or Above Proficient	40.4	41.0		38.9	37.1		20.0	23.1		65.5	55.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	100		99	100	
Number At or Above Proficient	113	120		109	105		221	218		8	11	
Percent At or Above Proficient	36.1	40.8		39.6	39.5		39.0	39.9		8.0	12.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	No		No	No		No	--	

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

# of students at or above proficiency has increased from 40.4 to 41. Our African-American, English Learners, SES and Students with Disabilities sub groups all saw an increase in regards to number of students reaching proficiency levels. Participation rates were met for all sub groups.

Title III Accountability Data (Yuba Gardens Intermediate School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	209	177	
Percent with Prior Year Data	100.0	98.9%	
Number in Cohort	209	175	
Number Met	144	114	
Percent Met	68.9	65.1%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	14	202	6	172		
Number Met	--	119	--	95		
Percent Met	--	58.9	--	55.2%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Target was met.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	14	202	6	172		
Number Met	--	119	--	95		
Percent Met	--	58.9	--	55.2%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	12	12	49	49	25	25	14	14	1	1	101
8	6	8	37	49	24	32	8	11	1	1	76
Total	18	10	86	49	49	28	22	12	2	1	177

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):

28 students were reclassified as English proficient during the 2013-2014 school year.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness				18		
8 – Algebra 1				38		

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consistently due to the implementation of the Common Core Standards.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness				6		
8 – Algebra 1				42		

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consistently due to the implementation of the Common Core Standards.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness				4		
8 – Algebra 1				28		

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consistently due to the implementation of the Common Core Standards.

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15
8 – Algebra Readiness			
8 – Algebra 1	25		

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consistently due to the implementation of the Common Core Standards.

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness						
8 – Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consistently due to the implementation of the Common Core Standards.

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consisstently due to the implementation of the CCSS.

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:

<table>
<tr><td colspan="2">SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Increase the number of profienct students on benchmarks by 10% in ELA, CCSS 7th and CCSS 8th. Benchmarks will be implementated this year that are aligned to CCSS. Math has adopted new materials for the 2014-2015 school year.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
API/AYP/CELDT and program embedded assessments</td><td>What did the analysis of the data reveal that led you to this goal?
There has been an increase in API of 8 points from 2011-2012 to 2012-2013. In 12/13 Yuba Gardens did meet their expected API growth target. For the 12/13 school year, 11 of the twenty targets were met for AYP. 28 students were reclassified as profienct English speakers. We still have a great number of EL students remaining at the intermediate level for multiple years.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
With the implementation of the Smarter Balanced test and the new benchmarks, we are expected a 10% increase in performance for the entire student population, between the first and last benchmarks.</td><td>What data will be collected to measure student achievement?
CELDT and benchmark data</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?
Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Faciliators. Data will also be reviewed during Site Council meetings to determine if resources are being spent appropriately.</td><td>Actions to improve achievement to exit program improvement (if applicable).</td></tr>
</table>

	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	Mandatory After School Help/Tutoring (MASH), transportation costs to get students home. This is part of the third year implementation process for PBIS.	8/13/14-6/5/15	Transportation	Title I TARG	 3000.00.
1.2	Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	8/13/14-6/5/15	Salary/Benefits	Title I TARG	5000.00 15000.00

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost	
1.3	Technology Support for teachers to help support student use of technology.	8/13/14-6/5/15	Salary/Benefits	Title I TARG	 4000.00
1.4	Content Facilitators – plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development.	8/13/14-6/5/15	SalaryBenefits	TARG	7500.00
1.5	ELD Intervention Curriculum/Materials, in addition to the core program, to help English Learners acquire the English Language	8/13/14-6/5/15	Materials	TARG	10000.00
1.6	Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core curriculum. Purchase of two new copy machines	8/13/14-6/5/15	Maintenance contracs and two new copiers	TARG	22000.00
1.7	Supplemental/complementary supplies and materials for to help reach academic goals.	8/13/14-6/5/15	Materials	Title I TARG	37721.00 9507.72
1.8	Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies.	8/13/14-6/5/15	Salary/Benefits	Title I TARG	 2000.00
1.9	Student Agendas - today's learner must be engaged actively and independently in the learning process, with students taught to assume a gradual increase of responsibility.	8/13/14-6/5/15	Materials	Title I TARG	 3013.28
1.10	Student Support Specialist - Mandory After School Tutoring Coordinator	8/13/14-6/5/15	Salary/Benefits	Title I	11500.00

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 ALEKS Math Intervention Materials - Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.	8/13/14-6/5/15	Contract/Subscriptions	TARG 6000.00 TARG-CO

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.2 Purchase of composition books for all students in core subjects so that teachers can implement AVID teaching strategies.	8/13/14-6/5/15	Composition Books/Spiral Bound Books	Title I T1-CO TARG 2000.00 TARG-CO
2.3 Training for teachers/administrators to support needs of educationally disadvantaged students. Including the 12th Annual PBIS conference. The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.	8/13/14-6/5/15	Salary/Benefits/Training Costs	TARG 10000.00
2.4 Accelerated Reading program to support reading, decoding, fluency and building vocabulary.	8/13/14-6/5/15	Renewal of Contract	TARG 9000.00
2.5 Continued integration of technology (Smart Boards, IPAD's, Elmo's, student use computers, IPAD Apps, Smartboard installation), that support the core curriculum/state standards. EL students can benefit from the use of IPADS as they allow for a high level of engagement and allow students to practice concepts visually as well as orally repetatively. Applications that are helpful for EL learners engage students in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. IPADS can also be used as whiteboards to check for understanding.		Materials	Title I 20000.00 TARG 10000.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
Cameras will be used to support EL students in writing, enchancement of tech skills and the development of a variety of performance tasks. EL students need a broad range of input to support their language development, and the ability to create a digital story which includes photos and text will give them the support they need to compete a complex project. As the Common Core Standards become the way we teach, the creation of projects and presentations with the classroom IPads will be supported by the use of student photography.			
2.6			TARG
2.7			TARG
2.8			TARG

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Reduce student referrals and suspension days by an additional 20% for the 2014/2015 school year.	
What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS	**What did the analysis of the data reveal that led you to this goal?** Data reveals that suspension days were down an average of 10% from 11/12-12/13. Student attendance has decreased slightly from 96.1 to 95.5. In 11/12 their were 21 contracts and 18 expulsions during 12/13 their were 3 contracts and 12 expulsions.
Who are the focus students and what is the expected growth? Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.	**What data will be collected to measure student achievement?** Attendance and Discipline STATS
What process will you use to monitor and evaluate the data? Monthly intervention team meetings and the 2nd year implementation of the PRIDE (PBIS) program.	**Actions to improve achievement to exit program improvement (if applicable).** Implementation of year 3 of the PBIS program.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
3.1 SWIS Contract to manage and implement discipline data during our 3rd year of the PBIS program implementation.	8/13/14-6/5/15	Contract	Title I TARG 1000.00
3.2 PASS Officer – PASS officer works with students as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	8/13/14-6/5/15	Contract	Title I TARG 94012.00
3.3 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success.	8/13/14-6/5/15	.75 FTE Salary/Benefits Spanish Speaking Student Support Specialist serving English learners Supplemental hours to support work beyond 6.5	Title I 50953.00 T1-CO TARG

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
Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.		hours a day .75 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 6.5 hours a day .5 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 3.5 hours a day	
3.4			TARG
3.5 Student Support Specialist (3.5 hour) - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.	8/13/14-6/5/15	Salary/Benefits	Title I 11500.00 TARG

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)** Increase parental involvement and community support. Decrease the non promote percentage by 20%.	
What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	**What did the analysis of the data reveal that led you to this goal?** There were 152 student/parent conferences and SST's (as of 5/1/13) during the 12/13 school year. There were 79 non - promoting students in 11/12, we anticipate 65 or less non promotoes for the 12/13 school year.
Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?** *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.
What process will you use to monitor and evaluate the data?	**Actions to improve achievement to exit program improvement (if applicable).**

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 Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	8/13/14-6/5/15	Materials	T1-PI 2645.00 TARG
4.2			T1-PI

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	54,221
Title I Carryover	
Title I Parent Involvement	
Targeted	76,021
Targeted Carryover	
Other	
Total	$130,242

Goal 2	
Title I	20,000
Title I Carryover	
Title I Parent Involvement	
Targeted	37,000
Targeted Carryover	
Other	
Total	$57,000

Goal 3	
Title I	62,453
Title I Carryover	
Title I Parent Involvement	
Targeted	95,012
Targeted Carryover	
Other	
Total	$157,465

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	2,645
Targeted	
Targeted Carryover	
Other	
Total	$2,645

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	136,674
Title I Carryover	0
Title I Parent Involvement	2,645
Targeted	208,033
Targeted Carryover	0
Other	0
Total	$347,352

Total Expenditures	
Title I	136,674
Title I Carryover	
Title I Parent Involvement	2,645
Targeted	208,033
Targeted Carryover	
Other	
Total	$347,352

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$208,033
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$208,033

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$136,674
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,645
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	$139,319

Total amount of state and federal categorical funds allocated to this school	**$347,352**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kari Ylst	1				
Phil Waters		1			
Sue Churchill		1			
Michelle Jones		1			
Aime Barlow		1			
Lynn Jacobs		1			
Patty Gates			1		
Gloria Castro			1		
Megan Cornelius					1
Amanda Kearns					1
Ashley Conner					1
Francisco Conejo-Garcia					1
Elvira Rodriguez				1	
Jovita Ruiz				1	
Veronica Ramos				1	
Alicia Astorga				1	
Numbers of members of each category	**1**	**5**	**2**	**4**	**4**

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

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

Recommendations and Assurances

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

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

   [X] English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/01/2013

Attested:

Kari Ylst		6/4/14
Typed Name of School Principal	Signature of School Principal	Date
Phillip Watts		6-4-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Elvira Rodriguez		6/6/14
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
Single Plan for Student Achievement (SPSA)

Lindhurst High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Bob Eckardt	**Telephone:** (530) 741-6150
Address: 4446 Olive Dr.	**Email Address:** beckardt@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-5830013
[X] Initial Plan Approval: 5/23/2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	687	683	711	699	
Growth Target	6	6	5	5	
API Growth Score	685	709	697	691	
Actual Growth	-2	26	-14	-8	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99		96	99		100	100		100	100	
Number At or Above Proficient	95	89		28	28		--			17	11	
Percent At or Above Proficient	35.1	33.8		37.8	40.6		--	--		34.0	21.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	Yes		--	--		No	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		98	100		100	96	
Number At or Above Proficient	46	43		19	20		80	78		0	2	
Percent At or Above Proficient	35.4	33.3		17.3	16.4		33.5	32.1		0.0	5.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		100	100		100	100	
Number At or Above Proficient	119	122		36	28		--			27	29	
Percent At or Above Proficient	43.8	46.4		47.4	40.6		--	--		54.0	56.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	99		98	100		100	96	
Number At or Above Proficient	52	58		38	47		100	112		4	1	
Percent At or Above Proficient	40.3	45.0		34.2	38.5		41.7	46.1		10.5	2.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

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

Title III Accountability Data (Lindhurst High School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	264	255	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	264	255	
Number Met	141	134	
Percent Met	53.4%	52.5%	
NCLB Target	56.0	57.5	59.0
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	25	250	32	234		
Number Met	--	107	7	110		
Percent Met	--	42.8%	21.9%	47.0%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	Yes	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	25	250	32	234		
Number Met	--	107	7	110		
Percent Met	--	42.8%	21.9%	47.0%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	**No**	**Yes**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	5	25	43	19	33	8	14	3	5	58
10	1	1	30	41	25	34	10	14	7	10	73
11	3	5	26	47	18	33	7	13	1	2	55
12	8	19	21	49	8	19	3	7	3	7	43
Total	15	7	102	45	70	31	28	12	14	6	229

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

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	4	33	39	25	29	19	22	5	6	85
10	2	2	33	40	38	46	5	6	4	5	82
11	2	4	18	39	18	39	4	9	4	9	46
12	8	19	23	55	6	14	4	10	1	2	42
Total	15	6	107	42	87	34	32	13	14	5	255

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 <u>Intermediate level</u> students and <u>Long Term English Learners</u> (LTEL= EL student 5+ years):

2013-14 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

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

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

2013-14 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

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

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (1-year)	6.2			13.7			14.4		
Graduation Rate	86.26	91.79		79.76	76.90		77.14	78.87	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1				4		

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1				4		

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1				2		

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)** All students will reach high standards, at a minimum attaining proficiency or better for 80% of our students on the English Language Arts CAHSEE and a fail rate in all English classes of no greater than 7%	
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	**What did the analysis of the data reveal that led you to this goal?** Reviewing CAHSEE and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.
Who are the focus students and what is the expected growth? While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students	**What data will be collected to measure student achievement?** Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assesments and district benchmarks to review, monitor and plan for instructional strategies. Departmental and cross departmental as well as staff meetings will be held throughout the year to review, discuss and develop action plans.	**Actions to improve achievement to exit program improvement (if applicable).** Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
1.1	Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.	July 1, 2014 Through June 30, 2015	program specific Conferences, such as English conferences and Secondary Lit Conf or Asilimar for English.	Title I	5000

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
1.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.	July 1, 2014 Through June 30, 2015	Teachers teaching beyond their required time to act as subs and/or bringing in substitutes to allow for collaboration time for Structured Teacher Planning days, state testing times to ensure student connection to proctor with subject matter increasing the personal valitity of the test for the students.	Title I 8000
1.3 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 5 out of 10 in terms of similar school in the state of California.	July 1, 2014 through June 30, 2015	As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner. As well as toner ink for printing off suplemental materials on classroom printers. This includes material from our intervention classes. In order to provide more hands on technology for students to further explore core lessons and provide more technological augmentation LHS will purchase 92 IPADs to create two rolling carts, 2 carts to house	Title I 2500 TARG 43,000

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**
		the IPADS in and 92 IPAD keyboards to make all IPADs more easily accessible.	
		As new technology and applications come become available for teacher's use to supplement our core curriculum. LHS will need to purchase Apple store cards for the purpose of purchasing apps from our Lindhurst School Account.	TARG 1500
		Research and studies show that students that are exposed to music often accelerate in English and Math. LHS will fund monies to purchase music equipment and supplies to such an end	TARG 5000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will reach high standards, at a minimum attaining proficiency of 80% on CAHSEE and 80% proficient or above on the new Smarter Balanced assessment in Mathmatics and a math fail rate of no greater than 7%.	
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	**What did the analysis of the data reveal that led you to this goal?** Reviewing CAHSEE data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.
Who are the focus students and what is the expected growth? While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students	**What data will be collected to measure student achievement?** Lindhurst High School will use both district benchmarks and SMARTER BAlANCED Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. Department, cross department and staff meetings will be scheduled through out the year to review this data.	**Actions to improve achievement to exit program improvement (if applicable).** Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
2.1	Professional Development training certificated and support staff. These training will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.	July 1, 2014 Through June 30, 2015	LHS will send teachers program specific Conferences and trainings for mathematics and or bring in agency to do site based professional development.	Title I	5000

	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	
	In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.		Teachers teaching beyond their required time to act as subs and/ bringing in substitutes to allow for collaboration time for Structure Teacher Planning days.	Title I	8000
2.2	In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. All of these items help enrich our instruction and help with our efforts to increase our state and federal gains in both API and AYP scores thus moving us out of PI status.	July 1, 2014 through June 30, 2015	As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner. This includes ink for classroom printers often used for the ALEK intervention program	Title I	2500
			As new technology and applications come become available for teacher's use to supplement our core curriculum. LHS will need to purchase Apple store cards for the purpose of purchasing apps from our Lindhurst School Account.	TARG	1500
2.3	LHS will use monies to purchase an intervention program.	July 1, 2014 through June 30, 2105	Looking at our data, LHS math scores are consistently low. After doing research it has been decided that the use of the ALEK program in the math department can help our struggling math students primarily in Integrated I and Integrated II as well as the intervention courses Common Core 6-8.	Title I	6000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Lindhurst High School will take step to reduce the education gap of our English Language Learner population. Students with the English Language Learner designation will achieve 80% on CAHSEE and 80% on the SMARTER BALANCED mathematics assessment. Within 5 years the achievement gap with our English language learner population will be no greater than 5%.	
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	**What did the analysis of the data reveal that led you to this goal?** Reviewing CEDLT data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.
Who are the focus students and what is the expected growth? Students with the designation of English learners (LEP) and students who have been redesignated (RFEP)	**What data will be collected to measure student achievement?** Lindhurst High School will use both district benchmarks and SMARTER BALANCED tests to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. Department, cross department and staff meetings will be scheduled through out the year to review this data.	**Actions to improve achievement to exit program improvement (if applicable).** Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**	
3.1	Monies will be used to purchase an annual site license for Accelerated Reader.	July 1, 2014 through June 30, 2015	This program will be used to help motivate and provide extra supplemental reading support for EL and RFEP students	Title I	3,500
			As new technology and applications come become available for teacher's use to supplement our core curriculum. LHS will need to purchase Apple store cards for the purpose of purchasing apps from our Lindhurst School Account.	TARG	1,500
			In order to maximize the accelerated reader program, Lindhurst High School will purchase a variety of books	TARG	10,000

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**
		at varying reading and interest levels. This will provide more opportunity for students to find the right books at the right reading levels that are of the appropriate interest level for high school age children	
3.2 Monies will be used to fund two bilingual para educators	July 1, 2014 through June 30, 2015	In order to better serve our English language students LHS will hire two bilingual para educators to work specifically with EL students in core classes such as English and Math.	TARG 65,000

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 #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Lindhurst High School recognizes that with the needs of the population, addressing the social emotional needs of the students is critical to establish both a physical environment that is safe as well as a stable emotion mind set for the students in order for the students to maximize their academic success. Through Social emotional support and services Lindhurst High School will decrease student suspension rate by 10% and provide specialized support/guidance for students who are pregnant, entangled in prior criminal acts and students struggling with emotional concerns and crisis.	
What data did you use to form this goal (findings from data analysis)? Looking at several years of changing demographic data, test results from California State Standards Tests and the California High School Exit Exam, it is clear that there is a correlation to socio-economic status as well as social emotional issues and test scores, attendance rates, suspension rates as well as drop out rates.	**What did the analysis of the data reveal that led you to this goal?** Lindhurst identified that due to our large rate of social issues our students face this must be addressed before students can have the greatest chance of success academically.
Who are the focus students and what is the expected growth? Due to our demographics all students at Lindhurst High School will have access or benefit for services provided either directly or indirectly.	**What data will be collected to measure student achievement?** Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement, monthly suspension rates, confidential numbers on students needing support for emotional crisis needs to measure this goal
What process will you use to monitor and evaluate the data? Lindhurst High School will track testing data in correlation with logs generated by personnel on how many and what types of services are being provided here on campus.	**Actions to improve achievement to exit program improvement (if applicable).** Through professional development, and the establishment of supplemental services and support personnel to give greater support and guidance to our students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation as well as reduce number of suspensions, dropouts and increase attendance rates.

	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	With our community and school population. Parent groups, staff, WASC committees and student associated bodies, have all firmly concluded that the need for 3 counselors is vital to LHS. These "extra" counselors provide the counseling department the resources and the flexibility to do social emotional work with our students. This work is	July 1, 2014 through June 30, 2014	It has been established that with three counselors the amount of time doing general fund duties for each counselor is 15% that amount is funded by the district. With one other counselor doing more general fund activities, including master scheduling total his general fund time to 55% The remaining 85% and	Title I	107,000

	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
	critical to help foster the right mental support that so many of our students need prior to being able to address the academic needs and challenges of a high school. In addition to the social emotional part the counseling services can provide to help shape the social emotional fabric of the school. In order to maintain better lines of law enforcement communication and outreach as well as provide more group and behavioral interventions LHS will fund an on site probation officer (PASS).		45% of the time LHS has counselors working with students on social emotional issues and programs thus putting students in a much better frame of mind so that they have a better opportunity to be successful. If students feel connected to their school and teacher studies have shown those students have a lower dropout rate and increased academic success. Having only two counselors would have our student to counselor ratio of 1:601 thus almost ensuring little to no contact.		
			LHS will continue to fund a PASS officer. This position will work directly with students / parents and provide such secondary resources as leading groups for those students with behavioral and or emotional issues, run anger management classes, work one on one with students who have made poor choices and counsel them on effective and alternate choices that can be made.	TARG	56,815
4.2	LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	July 1, 2014 through June 30, 2015	LHS will have materials printed out for parental/community communication such as informational pamphlets regarding various events such as college information night and parents information nights, as well as food for meetings such as freshman information night, senior night, open house and back to school	T1-PI	300
			In an effort to diversify the ways in which LHS gets information out to parents and the community LHS will fund money to upgrade and maintain our public marque system.	T1-PI	1000
4.3	To help maintain our growing supplemental technology equipment and programs as well as maintain and create new technological avenues of communication LHS will fund a Technology Specialist.	July 1, 2014 through June 30, 2015	This position will monitor and maintain the supplemental technology LHS has to better serve our students. This equipment ranges from IPAD carts, classroom computers and programs. In addition this position will be an additional resource to	TARG	38,000

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**
		communicate with parents through maintaining the site website, school messenger, and work with our AERIES system, specifically in creating email and all call listing groups by grade or any other specific break down we may need.	
4.4 LHS will fund for a Secondary Student Support Specialist	July 1, 2014 through June 30, 2015	This position will continue to provide service to students and families who are struggling with various aspects of school such as discipline, attendance and social acceptance as well as other areas. This person has been able to meet with every freshman and sophomore who was showing a D or an F on their progress reports and providing academic interventions and counseling.	Title I 45,000
4.5 LHS will fund continued professional development in other content areas		Aside from English and Math, LHS will send other personnel to professional development opportunities such as AP and other disciplines including administrative. This can include such trainings as A.P. conferences, Smarter Balanced trainings. Lindhurst High School will bring in a speaker for our professional development to specifically work with teachers supporting positive classroom management. This supports the PBIS program that LHS is implementing.	Title I 20,400 TARG 8,000

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 #5 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** To supplement and support all departments with materials, supplies and training to increase students success and achievement.	
What data did you use to form this goal (findings from data analysis)? We used current D and F lists as well as data from 2013 benchmarks and CST	**What did the analysis of the data reveal that led you to this goal?** The data showed that nearly 1/3 of our students currently are on the D and F list
Who are the focus students and what is the expected growth? The expected growth is that grade level D and F lists will be reduced by 5%	**What data will be collected to measure student achievement?** D and F reports and the quarters and semesters as well as CAHSEE scores from March of 2014
What process will you use to monitor and evaluate the data? Monthly D and F 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**	
5.1	LHS will purchase materials and supplies that both supplement and support all the programs and departments at LHS.	July 1, 2014 through June 30, 2015	To help supplement and support all departments to try and increase student engagement, provide more educational experiences LHS will fund 6 departments with 7,000 each to be used on materials, supplies, technology, instructional materials needed. As well as additional materials and supplies for classrooms including teacher copy machine costs.	TARG	42,000
			Rental fees and cost associated with copy machines	TARG	20,000

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 #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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	15,500
Title I Carryover	
Title I Parent Involvement	
Targeted	49,500
Targeted Carryover	
Other	
Total	$65,000

Goal 2	
Title I	21,500
Title I Carryover	
Title I Parent Involvement	
Targeted	1,500
Targeted Carryover	
Other	
Total	$23,000

Goal 3	
Title I	3,500
Title I Carryover	
Title I Parent Involvement	
Targeted	76,500
Targeted Carryover	
Other	
Total	$80,000

Goal 4	
Title I	172,400
Title I Carryover	
Title I Parent Involvement	1,300
Targeted	102,815
Targeted Carryover	
Other	
Total	$276,515

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	62,000
Targeted Carryover	
Other	
Total	$62,000

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	204,689
Title I Carryover	0
Title I Parent Involvement	3,961
Targeted	310,151
Targeted Carryover	0
Other	0
Total	$518,801

Total Expenditures	
Title I	212,900
Title I Carryover	
Title I Parent Involvement	1,300
Targeted	292,315
Targeted Carryover	
Other	
Total	$501,515

Balance	
Title I	-8,211
Title I Carryover	0
Title I Parent Involvement	2,661
Targeted	17,836
Targeted Carryover	0
Total	$17,286

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$310,151
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$310,151

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$204,689
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$3,961
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	$208,650

Total amount of state and federal categorical funds allocated to this school	**$518,801**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bob Eckardt	1				
Todd Chambers		1			
Fran Tune			1		
Troy Spangler		1			
Marcus Joyce					1
Yaneli Munoz					1
Alex Solis					1
Marilyn Eaves				1	
Monica Para				1	
Laurie Whitmore		1			
Silvia Barrera				1	
Rachel Hutchinson		1			
Carla Beckett- Secretary(non-voting)					
Numbers of members of each category	**1**	**4**	**1**	**3**	**3**

At secondary 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, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

Recommendations and Assurances

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

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

   [ ] English Learner Advisory Committee

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

   [X] Other committees established by the school or district (list):
   Lindhurst High School Staff

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 23, 2014

Attested:

Bob Eckardt		
Typed Name of School Principal	Signature of School Principal	Date
Fran Tune		6/4/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2014-15
Single Plan for Student Achievement (SPSA)

Marysville High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Gary Cena	**Telephone:** (530) 741-6180
Address: 12 E. 18th St.	**Email Address:** gcena@mjusd.com
District Name: Marysville Joint Unified School District	**CDS Code:** 58-72736-5835202
[X] Initial Plan Approval: June 4, 2014	
[ ] Plan Revision Approval:	

Approved by District Board of Education on June 24, 2014.

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	707	737	739	745	
Growth Target	5	5	5	5	
API Growth Score	738	740	743	742	
Actual Growth	31	3	4	-3	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		89	86		100	100	
Number At or Above Proficient	105	128		63	81		--			--	9	
Percent At or Above Proficient	55.3	55.7		63.6	63.8		--	--		--	40.9	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		97	100	
Number At or Above Proficient	24	26		8	4		105	77		2	2	
Percent At or Above Proficient	47.1	47.3		28.6	11.8		55.6	49.7		8.7	5.9	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		100	100	
Number At or Above Proficient	111	138		62	88		--			--	13	
Percent At or Above Proficient	57.8	60.0		62.6	69.3		--	--		--	59.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	100	
Number At or Above Proficient	24	24		8	11		111	92		1	1	
Percent At or Above Proficient	47.1	43.6		28.6	32.4		58.1	59.4		4.2	2.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

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

Title III Accountability Data (Marysville High School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	69	70	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	69	70	
Number Met	30	40	
Percent Met	43.5%	57.1%	
NCLB Target	56.0	57.5	59.0
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	3	69	2	68		
Number Met	--	28	--	31		
Percent Met	--	40.6%	--	45.6%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	3	69	2	68		
Number Met	--	28	--	31		
Percent Met	--	40.6%	--	45.6%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			10	43	9	39	4	17			23
10			14	67	5	24	1	5	1	5	21
11			5	36	6	43	2	14	1	7	14
12	1	8	4	33	5	42	2	17			12
Total	1	1	33	47	25	36	9	13	2	3	70

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):

2013-14 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

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

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

2013-14 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

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

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.4			13.7			14.4		
Graduation Rate	96.23	93.96		79.76	76.90		77.14	78.87	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1				36		

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1				40		

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1				41		

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)** Implement to a greater degree, a variety of instructional strategies to provide differentiated common core content standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2013-2014.	
What data did you use to form this goal (findings from data analysis)? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	**What did the analysis of the data reveal that led you to this goal?** The data shows that we are making progress, particularly with our socioeconomic and special ed. subgroups, as evidenced by our students' performance on the 2011-2012 ELA and math CST's and on the 2012-2013 algebra I and ELA benchmarks, and the 2012-2013 CAHSEE exam in both math and English. The data shows a gap still exists, which needs to fill by focusing our attention on meeting the academic needs of our most educationally disadvantaged students in common core content standards based instruction.
Who are the focus students and what is the expected growth? All 9th, 10th, and 11th grade students are included in this goal. Only 10th grade students are included in the CAHSEE goal.	**What data will be collected to measure student achievement?** Math, ELA, Science, and Social Science performance data for educationally disadvantaged youth, special education, and EL students
What process will you use to monitor and evaluate the data? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	**Actions to improve achievement to exit program improvement (if applicable).** API = 750 or above AYP = Ten percent increase in the number of students, in each subgroup, scoring proficient in math and ELA CAHSEE CAHSEE = 89% of 10th graders passing both CAHSEE exams and 60% of students achieving proficiency on both exams.

	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	Collaboration for Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA,	July 1, 2014 to June 30, 2015	Substitures and/or extra duty pay for teachers release and collaboration	Title I	$4,000

	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	
	AVID, EL, RtI, social science, and science teachers), four times a year, for the purposes of aligning curriculum to the common core standards, pacing, processing student assessments, and enchancing intervention strategies so all EDY students will attain a minimum of 5% gain in the number of students achieving proficiency on the ELA/mathCAHSEE.				
1.2	Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, strategic English, Strategic math, lower level science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students to 88% on math/ELA CST's and for 89% of all students to pass the CAHSEE the first time they take the exam---and for five percentage points of our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the CAHSEE, compared to students' performance on the CAHSEE the previous year.	July 1, 2014 to June 30, 2015	ALEKS subscriptions, novels, Keystone Materials, News publications, resource materials, reference materials, instructional videos/DVD's, instructional software, instructional maps/globes, Newsbank, binders, printing, additional paper, toner, and ink cartridges for providing individual student interventions in classes serving EDY and for reviewing student benchmark assessments and individual daily assessments	Title I TARG	$7,000 $7,900
1.3	Provide 25% of salary for student services coordinator to provide direct services to all students in order for 89% of all students to score "Proficient" or higher on math and ELA CST's and for all students to pass the CAHSEE.	July 1, 2014 to June 30, 2015	Student Services Coordinator will facilitate grade level meetings, and in tandem with the counselor meet with targeted EDY students and parents to communicate, monitor, motivate, and 'plug in' to services, oversee school climate programs, and guide students toward positive conflict resolution.	Title I	$29,618
1.4	MHS will continue to fund a counselor to further reduce the student to counselor ratio from 1,000 to 1 to 500 to 1.	July 1, 2014 to June 30, 2015	Portion of counselor's salary in order to maintain performance matrix for, monitor progress of, and meet, motivate, and communicate with, targeted EDY students and parents on math and ELA performance standards and passing the CAHSEE.	Title I	$50,812
1.5	Tutoring for EL students after school	August 13, 2014 to June 15, 2015	Credentialed tutors and peer student tutors provide after school tutoring for EDY students.	Title I	$20,000

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
Provide 37.5% of EL Instructional Assistant (Part time) Salary		EL instructional assistant will provide in-class tutoring for students, make parent contact on language acquistion and academic performance levels, assist with district benchmark assessments and provide direct services under EL teacher's guidance.	TARG $12,975
1.6 Supplemental technological classroom tools, including installation costs, to enchance learning for all students including "Clickers", Elmos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, and necessary tools for application.	July 1, 2014 to June 30, 2015	Classroom tools to enhance learning, or provide additional learning, for students	Title I $7,876 TARG $9,414
1.7 Purchase new RISO machine, new copy machine, and provide supplies, and maintenance/service costs, of office and staff room copy machines and RISO machines for large volume production of student learning sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY.	July 1, 2014 to June 30, 2015	Ink, service repairs, for maintaining high quality performance of copy and Rizzo machines.	TARG $15,885
1.8 In all common core content areas, (math, ELA, science, social science and Career Tech Education) all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments,	July 1, 2014 to June 30, 2015	Provide substitues or extra duty pay to receive training or perform service toward utilizing tools and/or developing tools designed to increase student achievement.	Title I $9,000

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
review and collaborate around benchmark assessment data, provide staff development on Common Core Content standards, Common Core Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration). Provide professional development for ELA teachers teaching adopted 9th - 11th grade ELA materials. Provide professional development for all core staff to increase understanding of all EDY subgroup students, especially from poverty, to improve proficiency, A-G, student failure, graduation, and dropout rates. Provide training for math teachers through the Chico State Math project in the late spring (May and June) of 2014.		Provide related professional development expenses for staff to receive training in implementation of common core instruction and smarter balanced assessment. ERWC training and training through PCOE and Susan Gendron are examples of this training. Provide an ELA curriculum and instruction specialist from SCOE to provide training to ELA, science, social science, career tech, teachers, and teachers in all disciplines, on how instructional shift and text based questioning looks and applies in each of their classrooms.	
1.9 Implement Positive Behavior Intervention & Support (PBIS), a research based program from the University of Oregon, paid for by the California Mental Health Institute to integrate school wide academic and behavioral interventions to enhance student performance. Train staff in Response to Intervention (RtI) intervention methods in order to standardize school wide instructional and behavioral expectations enhancing quality of instruction for all educationally disadvantaged students.	July 1, 2014 to June 30, 2015	Provide substitutes, stipends, and related professional development expenses for twelve team members to participate in ongoing Positive Behavior Interventions & Supports (PBIS) research based, ongoing, and sustainable training created by the University of Oregon, sponsored by the Mental Health Institute through the Placer County Office of Education, and staff follow-up training. This includes substitutes, and related professional development	TARG 4,415

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**
		expenses for four staff members to receive training, provided by the Mental Health Institute, in bullying and suicide prevention. Purchase PBIS Tier II "Check-in Check-out" in the online SWIS (school wide informational system) to provide individual data for students for which this strategy is being implemented. Send three staff members to the National Conference for PBIS in Chicago, Illinois, in March 2014. Provide registration, airfare, hotel accommodations, mileage, for these three members to learn more about PBIS and provide a training on Friday, March 14, 2014 to our staff. Provide extra pay stipend for after school training to train staff on Tier II PBIS interventions and processes.	
1.10 Train staff in use of instructional technology to teach educationally disadvantaged students common core standards. These staff members are expected to train fellow staff members in learned strategies.	July 1, 2014 to June 30, 2015	Provide mileage and registration for multiple staff members to participate in the regional instructional technology training sessions held on Saturdays, where teachers will learn to enhance skills of web-based instruction, applications, and trends as they develop and affect the implementation of Common Core Standards. Provide registration, air fare, hotel, and related professional development expenses for one staff member to attend, with MJUSD technology team, the CUE conference to learn how to use instructional technology to implement common core standards in all subject areas.	

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)** Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to pursue the career path of their individual aptitude, interest, and choice.	
What data did you use to form this goal (findings from data analysis)? Comparison of A-G completion rates with schools in our region and statewide.	**What did the analysis of the data reveal that led you to this goal?** Analysis let to the conclusion that an average of 35% of graduates state wide complete A-G requirements.
Who are the focus students and what is the expected growth? 2012-2013 34% of students completing A-G Requirements 2013-2014 35% of students completing A-G Requirements	**What data will be collected to measure student achievement?** Formative benchmark exams, CAHSEE pass and proficiency rates, will be used to measure achievement
What process will you use to monitor and evaluate the data? Students' demonstrated performance in terms of % of students completing A-G requirements	**Actions to improve achievement to exit program improvement (if applicable).** Increase home communication to educationally disadvantaged students to improve academic performance, passing college prep classes, in order to complete A-G requirements.

	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	Reduce the number of students receiving F's in 9th grade by establishing a literacy team comprising of EL, special ed., strategic English, and ninth grade English teachers to monitor, support, tutor, and collaborate in order for students to achieve mastery of ELA standards, thus helping them be successful in other areas.		Substitutes for release time, training , supplemental supplies and instructional materials.		
2.2	Conduct bi-monthly parent meetings, in accordance with ELAC meetings, to communicate with parents and inform/equip them with the knowledge and tools to help their student be academically successful at school. Trainings will be held on development of four year plan, A-G requirements, How to get into College, How to pass the		Supplies, materials, and related expenses for parent trainings	T1-PI	$305

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
CAHSEE, How to navigate AERIES, How to read a transcript, how to read attendance sheets, "Who to see for What at MHS", How to get a hold of staff members.		Extra duty pay for classified employee to call parents, prepare materials to assist and provide training for parents.	T1-PI $245
2.3 Implement home-to-school communication equipment that allows school to communicate specific information to Title I families.		Purchase SchoolMessenger to make automatically dialed messages to specific families.	T1-PI $900
2.4 Postage, paper, labeling, and printing costs for supplemental parent newsletters.		Printing and postage costs for sending newsletters to parents.	T1-PI $1,033
2.5 Tutor 11th and 12th grade students, weekdays after school, who have not passed the CAHSEE to help 100% of students pass the exam			
2.6 CAHSEE Saturday "Boot Camps" for 11th and 12th grade students who have no passed the CAHSEE. This tutoring provides strategic tutoring for students on consecutive Saturdays just prior to CAHSEE admininstration.			
2.7 Provide on-line "credit repair" opportunities for educationally disadvantaged students to make up credits by taking online courses.		Provide online software and two teachers to teach credit repair classes serving at least 50 students after school and during the summer.	
2.8 Utilize on-line surveys to gain information from parents and other stakeholders to learn more about the needs and wants of our parents.		Purchase an online license to utilize Survey Monkey.	

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)** PERSONALIZATION OF LEARNING GOAL: Numbers of suspension, explusions, and referrals will reduce by 10%. Total attendance will meet or exceed 95%.	
What data did you use to form this goal (findings from data analysis)? Student behavior data spanning nine years provided the measure for this goal.	**What did the analysis of the data reveal that led you to this goal?** Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates.
Who are the focus students and what is the expected growth? Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referraals will reduce 10% in 2012-23 will reduce 10% from 2011-2012. Attendance will meet or exceed 95%.	**What data will be collected to measure student achievement?** AERIES attendance and student discipline printouts
What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	**Actions to improve achievement to exit program improvement (if applicable).** By addressing educationally disadvantaged students' behavioral issues, students will be empowered to perform at increasing levels of academic performance.

	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	MHS will provide 100% of PASS Officer's salary	July 1, 2014 to June 30, 2015	MHS will provide dropout prevention services that provide intervention strategies, guidance, and counseling to at risk students. Pay 100% of PASS Officer's Salary	TARG $71,000
3.2	Marysville High School will provide dropout prevention services that provide intervention strategies, referral, and counseling services to At-Risk Educationally Disadvantaged Students.		Marysville High School will provide a full time outreach consultant.	TARG $50,000

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 #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**

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**

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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	128,306
Title I Carryover	
Title I Parent Involvement	
Targeted	50,589
Targeted Carryover	
Other	
Total	$178,895

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	2,483
Targeted	
Targeted Carryover	
Other	
Total	$2,483

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	121,000
Targeted Carryover	
Other	
Total	$121,000

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	128,306
Title I Carryover	0
Title I Parent Involvement	2,483
Targeted	[illegible]
Targeted Carryover	0
Other	0
Total	$302,378

Total Expenditures	
Title I	128,306
Title I Carryover	
Title I Parent Involvement	2,483
Targeted	171,589
Targeted Carryover	
Other	
Total	$302,378

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$171,589
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$171,589

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$128,306
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,483
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	$130,789

Total amount of state and federal categorical funds allocated to this school	**$302,378**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gary Cena	1				
Dean Allen (Math)		1			
Luis Barranon (Spanish & Tutoring)		1			
Kiley Eicholtz (Special Ed./Literacy)		1			
Amanda Escheman (English Language Arts)		1			
Liz Diaz (Secretary)			1		
Dixie Cozine				1	
Amy Rehermann (vice-chair)				1	
Cesar Gomez				1	
Emiliano Gomez (10th)					1
Mei Yu (11th)					1
Lizzy Bond (12th)					1
Numbers of members of each category	1	4	1	3	3

At secondary 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, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

Recommendations and Assurances

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

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

    [X] English Learner Advisory Committee

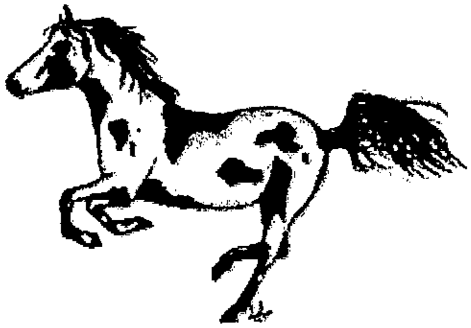
    [ ] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

    [X] Other committees established by the school or district (list):
    special education, math, English Language Arts, EL,

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: April 29, 2014

Attested:

Typed Name	Signature	Date
Gary Cena Typed Name of School Principal	Signature of School Principal	6-4-14 Date
Dixie Cozine Typed Name of SSC Chairperson	Signature of SSC Chairperson	6/4/14 Date
Cesar Gomez Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2014-15
Single Plan for Student Achievement (SPSA)

Abraham Lincoln 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:	Timothy Kelly	**Telephone:**	(530) 740-6400
Address:	1919 B St.	**Email Address:**	tkelly@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5830054
[ ] Initial Plan Approval:			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	480	555	563	570	
Growth Target	16	12	12	12	
API Growth Score	556	603	563	549	
Actual Growth	76	48	0	-21	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	82	98		82	98		100	80		100	100	
Number At or Above Proficient	6	5		4	3		--			--		
Percent At or Above Proficient	23.1	22.7		30.8	25.0		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	75	100		84	100		84	100		77	100	
Number At or Above Proficient	--			--			1	3		--		
Percent At or Above Proficient	--	--		--	--		9.1	27.3		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	73	98		73	98		100	100		0	67	
Number At or Above Proficient	3	3		2	2		--			--		
Percent At or Above Proficient	13.6	12.5		16.7	15.4		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	71	100		59	100		73	96		62	94	
Number At or Above Proficient	--			--			--	0		--		
Percent At or Above Proficient	--	--		--	--		--	0.0		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Title III Accountability Data (Abraham Lincoln Alternative School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	10	6	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	10	6	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	No	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	11	0	6		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	11	0	6		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			********	***							********
7					********	***					********
9					********	***					********
10			********	***							********
11			********	***							********
12	********	***	********	***							********
Total	1	14	4	57	2	29					7

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 <u>Intermediate level</u> students and <u>Long Term English Learners</u> (LTEL= EL student 5+ years):

2013-14 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

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

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

2013-14 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

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

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2011-12	2010-11	2011-12	2011-12
Dropout Rate (1-year)	48.9			13.7			14.4		
Graduation Rate	42.57	34.52		79.76	76.90		77.14	78.87	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15
8 – Algebra Readiness			
8 – Algebra 1			

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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)
Abraham Lincoln
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), new state testing, Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates. Benchmark assessments will be used to monitor student achievement and will strengthen our high school programs with an academic emphasis in English and Mathematics. To help increase student achievement, Abraham Lincoln School will be restructured to better meet the needs of all students.

What data did you use to form this goal (findings from data analysis)? State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.	**What did the analysis of the data reveal that led you to this goal?** Students needed a pacing system that delivered the specific interventions needed (i'e. ELD and SDC tools) that could be accessed at home so that parent support could be an intervention.
Who are the focus students and what is the expected growth? All students K - 12th grades.	**What data will be collected to measure student achievement?** State testing, quarterly Marysville Joint Unified School, and graduation and reintegration rates.
What process will you use to monitor and evaluate the data? Grade reporting, API reports, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, state testing, and CAHSEE results.	**Actions to improve achievement to exit program improvement (if applicable).** Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

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 Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA.	8/14 - 6/15	none	TARG TARG-CO

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**
1.2 Computer tech will manage virtual lab to ensure computers are powered up and secured on a daily basis.	8/14 - 6/15	Hourly fee $52.58/hr (benefits included) x 13.288 hours = $712	TARG 712
1.3 Additional classroom support for at risk expelled elementary students. Para educator to work with expelled at risk students and assist in grade level remediation by creating lower ratio intervention groups.	8/14 - 6/15	To aid in classroom achievement, guide students with on-line courses and offer 1 on 1 assistance to ELD and Low SES students. calculated at 3.75 hrs per day and $16.26 per hour with fringe costs included for 196 days. $11,951 approx. $12,000 per para funding.	TARG 12,000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.	
What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, MJUSD consultant statistics, suspension rates, CST/STAR test results.	**What did the analysis of the data reveal that led you to this goal?** Student risk factors analysis, evaluation and developing a student case plan will identiy targeted academic service needs and assist us increating a safe and academically rich environment.
Who are the focus students and what is the expected growth? All student enrolled in the program Kindergarten through 12th grade.	**What data will be collected to measure student achievement?** Increased proficiency levels for all students, graduation rates, CAHSEE passing rates, and reduced suspension rates.
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	**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	MJUSD consultant-Funds used for wages of MJUSD consultant. Consultant works with students on individual academic planning including college and/or career funding, as well as, mediating student conflicts. Consultant serves as a liaison to increase student academic goals and school to home communication of student needs.	8/14-6/15	MJUSD Consultant wages	TARG	15,000

2014-15 Program Expenditure Summary

Goal 1	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	12,712
Targeted Carryover	
Other	
Total	$12,712

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	15,000
Targeted Carryover	
Other	
Total	$15,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	27,712
Targeted Carryover	0
Other	0
Total	$27,712

Total Expenditures	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	27,712
Targeted Carryover	
Other	
Total	$27,712

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$27,712
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$27,712

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

Total amount of state and federal categorical funds allocated to this school	**$27,712**

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

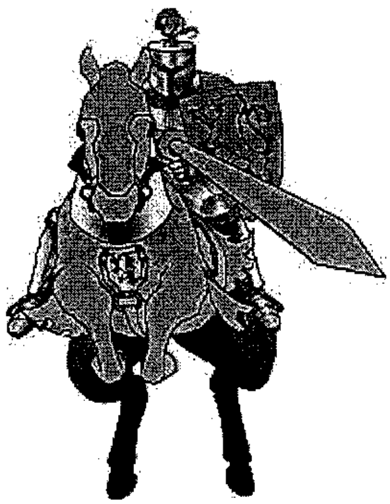
    [ ] School Advisory Committee (Economic Impact Aid – State Compensatory Education)

    [ ] 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: 06/06/201

Attested:

Timothy Kelly	Timothy D. Kelly	6-6-14
Typed Name of School Principal	Signature of School Principal	Date
Steve Westcamp	D Allwst	6-6-2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2014-15
Single Plan for Student Achievement (SPSA)

South Lindhurst Continuation High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Rocco Greco	**Telephone:**	(530) 749-6919
Address:	4444 Olive Dr.	**Email Address:**	rgreco@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5830096
[ ] Initial Plan Approval:			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	436	617	591	521	
Growth Target	D	9	10	14	
API Growth Score	618	598	511	520	
Actual Growth	182	-19	-80	-1	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	84	100		100	100		--	100		--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	75	100		0	100		84	100		100	100	
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	84	84		100	67		--	100		--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	75	80		0	100		84	88		100	100	
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Title III Accountability Data (South Lindhurst Continuation High School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	20	22	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	20	22	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	No	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	21	0	24		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	21	0	24		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11	1	8	8	62	3	23	1	8			13
12	1	11	4	44	4	44					9
Total	2	9	12	55	7	32	1	5			22

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):

2013-14 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

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

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

2013-14 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

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

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.7			13.7			14.4		
Graduation Rate	79.76	76.90		79.76	76.90		77.14	78.73	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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

ASAM

(insert CDE Chart here)

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

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of 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)** SOUTH LINDHURST All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics as well as a deeper understanding of technology, history and science. Students will reach Annual Measurable Objectives(AMOS), Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.	
What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM data, datawise measures.	**What did the analysis of the data reveal that led you to this goal?** Not all students have met this basic high school exit criteria.
Who are the focus students and what is the expected growth? All students' 10th - 12th grades.	**What data will be collected to measure student achievement?** State testing, Grade reporting, ASAM data, CAHSEE pass rates student transiency and re-integration statistics..
What process will you use to monitor and evaluate the data? A spreadsheet of CAHSEE pass rates, Re-integration students into comprehensive sites, graduation rates of students that persist with program and transiency rates will be evaluated. Datawise will serve as assessment data with CAHSEE while in transition	**Actions to improve achievement to exit program improvement (if applicable).** Not in PI.

	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	Instructional assistants to work one on one with struggling students and help develop academic plans as set forth by classroom teacher. 2 para educators to help teachers focus efforts on students that are working below grade level.	08/14 - 06/15	To aid in classroom achievement, guide students with on-line courses and offer 1 on 1 assistance calculated at 3.75 hrs per day and $16 per hour with Fringe costs included for 180 days. 11,000 per para. 2 total 1 am / 1 pm.	TARG	22,000
1.2	Production, Display and dissemination of student centered materials regarding academics, health and wellness services available.		Ink, paper, production costs associated.	T1-PI	382

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.3 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Parents will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site licenses for credit remediation program, Language programs, hook up and installation materials, Realia specifically for science and math online learning, Supplemental text materials, as well as hours to hire tech to work in laboratory		Computers, site license for e credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory. Targeted dollars to add subscriptions for Rosetta Stone Spanish Language program or other data driven curriculum that wll facilitate online learning.	Title I 5000
1.4 Purchase supplemental reading materials to maintain and replenish South Lindhurst student reading Library. This library in conjunction with book discussion forums and oral report out format used to integrate more advanced critical thinking from student readings.		Barnes an Noble book order to add supplemental reading materials for literacy programs.	Title I 2,000
1.5 Additional realia and supplemental teaching materials for extended science and history and math education.	08/14-06/15	Expenditure is primarily for student use supplemental materials, teaching guides that help extend learning through demo's and hand on activities.	Title I 1739
1.6 Professional development related to at - risk students. Development opportunities will be directed towards methodology related to school ESLR's and liabilities of teachers and administration to help meet these goals	08/14-06/15	Conference or PD fees associated costs such as travel, boarding etc. When available daily development opportunities locally will be utilized	TARG 3092
1.7 Additional contracted staff hours to run intense intervention and off cycle course offerings in order to aid student goal achievement.	08/14 - 06/15	Courses offered from 3-pm at intervals to be determined by needs. Some course offerings may be 2-4 days of tutoring, other offerings may be complete reviews of topic materials in order to gain concept mastery.	TARG 3000

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)** Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them in becoming contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration and counseling, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.	
What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.	**What did the analysis of the data reveal that led you to this goal?** We have not reached 100 percent of students meeting this basic needs goal.
Who are the focus students and what is the expected growth? All students, K-2	**What data will be collected to measure student achievement?** CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	**Actions to improve achievement to exit program improvement (if applicable).** Not in PI

	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	Independently contracted Counselor- Funds used for wages of contracted counselor to work with students on educational persistence, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. Counselor also serves to facilitate FAFSA, College application and program determination.	08/14 - 06/15	Contracted counselor wages.	Title I	5,000
2.2	Student support specialist- to support academic achievement and facilitate transition planning, academic growth and goal actualization of at-risk students.	08/14 - 06/15	Contracted Counselor wages. wages consultant basis. Position will be a split 3.75 hour position with 2.5 days at North and 2.5 days a week at South.	Title I	6000

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

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)**	
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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	8,739
Title I Carryover	
Title I Parent Involvement	382
Targeted	28,092
Targeted Carryover	
Other	
Total	$37,213

Goal 2	
Title I	11,000
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$11,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	19,739
Title I Carryover	0
Title I Parent Involvement	382
Targeted	28,092
Targeted Carryover	0
Other	0
Total	$48,213

Total Expenditures	
Title I	19,739
Title I Carryover	
Title I Parent Involvement	382
Targeted	28,092
Targeted Carryover	
Other	
Total	$48,213

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$28,092
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$28,092

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$19,739
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$382
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	$20,121

Total amount of state and federal categorical funds allocated to this school	**$48,213**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rocco Greco	1				
George Baiza				1	
Joey Hendrix			1		
Bettany Serface				1	
Rebecca Mason				1	
Steve Westcamp		1			
Bryan Lowe		1			
Kevin Sweetwood		1			
Eugene Duggan		1			
Jose Perez					1
Jake Johnson					1
Matt Sage					1
Numbers of members of each category	**1**	**4**	**1**	**3**	**3**

At secondary 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, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

Recommendations and Assurances

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

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

   [ ] English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 6/6/13

Attested:

Typed Name	Signature	Date
Rocco Greco Typed Name of School Principal	Signature of School Principal	6/5/14 Date
Steve Westcamp Typed Name of SSC Chairperson	Signature of SSC Chairperson	6/5/14 Date
ROCCO GRECO (UNIFIED) Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	6/6/14. Date

2014-15
Single Plan for Student Achievement (SPSA)

North Marysville Continuation High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Rocco Greco	**Telephone:**	(530) 749-6912
Address:	1949 B St.	**Email Address:**	rgreco@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5830088
[ ] Initial Plan Approval:			
[ ] Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	B	507	491	611	
Growth Target	D	15	15	9	
API Growth Score	511	488	606	536	
Actual Growth	B	-19	115	-75	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	94	85		89	88		100			100		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	72		100	100		91	85		100	100	
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	91	90		89	100		50			100		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	72		100	100		87	93		100	100	
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Title III Accountability Data (North Marysville Continuation High School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	6	5	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	6	5	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	No	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	6	0	5		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	6	0	5		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 2013-14										
	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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11			********	***							********
12			1	25			2	50	1	25	4
Total			2	40			2	40	1	20	5

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):

2013-14 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

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

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

2013-14 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

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

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.7			13.7			14.4		
Graduation Rate		76.90		79.76	76.90		77.14	78.73	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Algebra 1						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-13	2013-14	2014-15

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

ASAM

(insert CDE Chart here)

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

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of 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)** SCHOOL GOAL # 1 North Marysville All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.	
What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM data	**What did the analysis of the data reveal that led you to this goal?** All of our students are deficient in some achievement area.
Who are the focus students and what is the expected growth? All students 10th - 12th grades.	**What data will be collected to measure student achievement?** State testing, Grade reporting, ASAM data, transcript evaluation forms.
What process will you use to monitor and evaluate the data? Reduction in Drop out rate (of persistent students). Increase API scores, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.	**Actions to improve achievement to exit program improvement (if applicable).** Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

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 Production, display and dissemination of student centered materials regarding academic, work and health options and agencies. Family involvement centered activities.	08/14 - 06/15	Print costs including print shop printer materials, display materials and mailing costs.	T1-PI 311

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
1.2 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory for. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. Materials included in creation of lab are: Computers, site license, installation materials, Realia tech specific tools for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory	08/14 - 06/15	Computers, site license for e-credit remediation program. Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory. Additional Technology to go with site licenses, lab development to increase student access. Hardware chromebooks	Title I 3592
1.3 Para educator position used in continuation classrooms to allow additional 1 on 1 instructional time. Measured through increased exit exam scores.	08/14 - 06/15	To aid in classroom achievement, guide students with on-line courses and offer 1 on 1 assistance to ELD and Low SES students. calculated at 3.75 hrs per day and $18 per hour with Fringe costs included for 180 days. 12,150 per para split funding. 2 total 1 am / 1 pm. Carryover and flex prov will cover the additional 3,200 above categorical expenditure.	TARG 17,716 Other 3200
1.4 Extended school day specific to CAHSEE remediation and lower grade failed course remediation allowing further direct instruction during regular school day. Specific 3 week courses based on need. 4-5:30pm Tuesday and Thursday	08/14 - 06/15	Salary for 1 teacher to run a night school program. Two hours Twice a week for 30 weeks. Program run from 4-5:30pm. Program is in addition to regular continuation day program, no ADA generation occurs during this program. This allows direct instruction during the day. Remediation classes occur now at intersession, second session and in addition now	T1-CO 0 TARG-CO 0

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**
		night school. Salary of teacher at 44.74 per hour 3 hours per week (1.5 on Tuesday and Thursday) 90 hours in total 5,000 with Fringe benefits included multiplied by 2 teachers. Remaining 1,000 used for remediation materials. Including but not limited to CAHSEE study guides, teaching Realia and subscriptions to online courses. Possible pending carry over	
1.5 Purchase supplemental reading materials to maintain and replenish South Lindhurst student reading Library. This library in conjunction with book discussion forums and oral report out format used to integrate more advanced critical thinking from student readings.		Supplemental reading, study aids and augmented materials	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 #2

(Goals should be prioritized, measurable, and focused on identified student learning needs)

SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results	**What did the analysis of the data reveal that led you to this goal?** Not all students have met this basic level of high school acheivement.
Who are the focus students and what is the expected growth? All students, 10-12	**What data will be collected to measure student achievement?** CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	**Actions to improve achievement to exit program improvement (if applicable).** Not in PI

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 Independently contracted Counselor- Funds used for wages of contracted counselor to work with students on educational persistence, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. Counselor also serves to facilitate FAFSA, College application and program determination.	08/14 / 06/15	Contracted Counselor wages. wages consultant basis	Title I 5000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.2 Student support specialist- to support academic achievement and facilitate transition planning, academic growth and goal actualization of at-risk students.	08/14 / 06/15	Contracted Counselor wages. wages consultant basis. Position will be a split 3.75 hour position with 2.5 days at North and 2.5 days a week at South.	Title I 6000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	5,092
Title I Carryover	0
Title I Parent Involvement	311
Targeted	17,716
Targeted Carryover	0
Other	3,200
Total	$26,319

Goal 2	
Title I	11,000
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$11,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$

Total Allocation	
Title I	16,092
Title I Carryover	0
Title I Parent Involvement	311
Targeted	17,716
Targeted Carryover	0
Other	0
Total	$34,119

Total Expenditures	
Title I	16,092
Title I Carryover	0
Title I Parent Involvement	311
Targeted	17,716
Targeted Carryover	0
Other	3,200
Total	$37,319

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-3,200

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.)

Local Programs	Allocation
Targeted Allocation Purpose: Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	$17,716
Targeted Allocation, Carryover	$0
Central Services Expenditures	$0
List and Describe Other State or Local Funds: $	$0
Total amount of state categorical funds allocated to this school	$17,716

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$16,092
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$311
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	$16,403

Total amount of state and federal categorical funds allocated to this school	**$34,119**

School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rocco Greco	1				
George Baiza				1	
Joey Hendrix			1		
Bethany Serface				1	
Rebecca Mason				1	
Steve Westcamp		1			
Bryan Lowe		1			
Kevin Sweetwood		1			
Eugene Duggan		1			
Jose Perez					1
Jake Johnson					1
Matt Sage					1
Numbers of members of each category	**1**	**4**	**1**	**3**	**3**

At secondary 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, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

Recommendations and Assurances

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

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

   [ ] English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 6/6/13

Attested:

Typed Name	Signature	Date
Rocco Greco Typed Name of School Principal	Signature of School Principal	6/5/14 Date
Kevin Sweetwood Typed Name of SSC Chairperson	Signature of SSC Chairperson	6/5/14 Date
Rocco Greco (Unified) Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	6/5/14 Date