2015-16
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 .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	62			363.8			76			393.2		
3	55			354.8			45			358.4		
4	47			344.2			74			391.4		
5	59			350.0			59			350.9		
6	57			355.5			70			363.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	70			372.5			64			375.7		
3	36			334.7			45			342.2		
4	50			336.6			59			366.6		
5	*			*			49			335.1		
6	*			*			55			349.4		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
3	*			*	*		*	*		*	*	
4	*			*	*		*	*		*	*	
5	*			*	*		*	*		*	*	
6	*			*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	62			363.8			76			393.2		
3	55			354.8			45			358.4		
4	47			344.2			74			391.4		
5	59			350.0			59			350.9		
6	57			355.5			70			363.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	70			372.5			64			375.7		
3	36			334.7			45			342.2		
4	50			336.6			59			366.6		
5	*			*			49			335.1		
6	*			*			55			349.4		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	76			12			11			1		
4	71			12			6			12		
6	63			19			12			5		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	77			377.2			81			414.9		
3	73			406.0			84			429.4		
4	58			380.9			75			418.1		
5	64			366.2			61			401.6		
6	62			352.8			60			365.7		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	75			401.1			71			386.8		
3	71			388.9			70			392.8		
4	57			386.3			62			405.3		
5	*			*			58			375.6		
6	*			*			52			349.2		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	76			12			11			1		
4	71			12			6			12		
6	63			19			12			5		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	62			363.8			76			393.2		
3	55			354.8			45			358.4		
4	47			344.2			74			391.4		
5	59			350.0			59			350.9		
6	57			355.5			70			363.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	70			372.5			64			375.7		
3	36			334.7			45			342.2		
4	50			336.6			59			366.6		
5	*			*			49			335.1		
6	*			*			55			349.4		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Arboga Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	87	89	
Percent with Prior Year Data	98.9%	100.0%	
Number in Cohort	86	89	
Number Met	51	63	
Percent Met	59.3%	70.8%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	84	22	77	22		
Number Met	22	--	28	--		
Percent Met	26.2%	--	36.4%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					********	***	********	***	********	***	********
1			7	39	8	44	2	11	1	6	18
2	1	6	8	44	9	50					18
3	3	17	8	44	7	39					18
4	3	27	2	18	5	45	1	9			11
5	2	15	10	77	1	8					13
6			5	63	3	38					8
Total	9	10	40	45	34	38	4	4	2	2	89

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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. Allow grade levels two (2) hours after school each trimester to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments by grade level, site level and district level. This work is to be done in a complete grade level and not independently, so that collaboration occurs.	August 12, 2015 through June 3, 2016	Hourly rate for 21 teachers to work a total of six (6) hours after school over the course of the year at the rate of two (2) hours per trimester.	TARG 7400

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	2. Providing one 3.75 hour Literary Resource Technician (2 hours paid by LCAP monies and 1.75 hours paid by the site) who will provide comprehensive services to students, freeing teachers up to teach. The Literary Resource Technician will be responsible for all functions of the library.	August 12, 2015 though June 3, 2016	Salary and appropriate fringe costs	TARG 7650
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 12, 2015 through June 3, 2016	Salary and appropriate fringe costs.	TARG 17698
1.4	Provide Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade: 1.75 hours per Kindergarten class, 45 minutes per 1st grade class, 30 minutes per 2nd and 3rd grade class.	August 12, 2015 through June 3, 2016	Salary and appropriate fringe costs	Title I 41,500
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. Additionally, this position will run some groups, such as Whanau Fridays, and possibly a boy's group, during the year.	August 12, 2015 through June 3, 2016	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.	TARG 10,500
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 1,500

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, 2105 through June, 2016	See action	TARG 13,450

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Continue Zingy Learning for 4th and 5th, Raz Kids for K-2 and 1 3rd grade group, Reading A to Z for K-2, Adventure to Fitness for K-6. Begin Moby Max schoolwide and possibly one or two other online supplemental programs.			
2.2	Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.	August, 2015 through June, 2016	Books, supplies, and salary.	TARG 6,000
2.3	Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.	August, 2015 through June, 2016	Cost of items and appropriate state sales tax, and shipping.	Title I 8,740 TARG 15,502
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, 2015 through June, 2016	Purchasing materials such as math manipulatives, art supplies, etc. to enhance ELA instruction, etc.	TARG 13,620
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, 2015 through June, 2016	Costs of items, including appropriate sales tax, and shipping.	Title I 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 #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, 2015 through June, 2016	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, 2105 though June, 2016	see action	T1-PI 663

2014-15 Program Expenditure Summary

Goal 1	
Title I	55,500
Title I Carryover	
Title I Parent Involvement	
Targeted	44,748
Targeted Carryover	
Other	
Total	$100,248

Goal 2	
Title I	20,740
Title I Carryover	
Title I Parent Involvement	
Targeted	48,572
Targeted Carryover	
Other	
Total	$69,312

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	1,463
Targeted	
Targeted Carryover	
Other	
Total	$1,463

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	76,240
Title I Carryover	0
Title I Parent Involvement	1,463
Targeted	93,320
Targeted Carryover	0
Other	0
Total	$171,023

Total Expenditures	
Title I	76,240
Title I Carryover	
Title I Parent Involvement	1,463
Targeted	93,320
Targeted Carryover	
Other	
Total	$171,023

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$93,320
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	$93,320

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	$76,240
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,463
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	$77,703

Total amount of state and federal categorical funds allocated to this school	**$171,023**

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		
Amy Hansen		1		
Angela Holt		1		
Anna Mitchell				1
Lisa Kerr				1
Leah Pestana				1
Kyle Heggstrom				1
Erindira Hernandez				1
Chrissy Condrey-Quintana				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

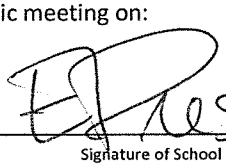
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

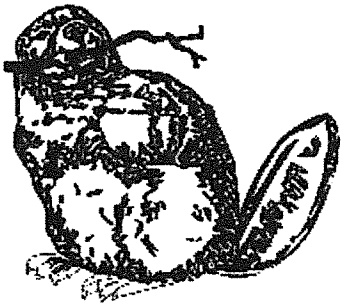
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

Attested:

Typed Name	Signature	Date
Eric Preston		5/28/15
Typed Name of School Principal	Signature of School Principal	Date
Debra Warner		5/28/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
Single Plan for Student Achievement (SPSA)

Browns Valley Elementary School

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

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

Principal:	Lisa Goodman	**Telephone:**	(530) 741-6107
Address:	9555 Browns Valley School Rd.	**Email Address:**	lgoodman@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6099014
X Initial Plan Approval: 5/19/15			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	48			33			15			4		
6	69			21			10			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			83			405.8		
3	*			*			50			344.3		
4	*			*			81			390.3		
5	*			*			75			380.2		
6	*			*			72			374.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	*			*			64			352.3		

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

2012-2013: 88% of our 2nd grade students, 48% of our 3rd grade students, 88% of our 4th grade students, 80% of our 5th grade students, and 69% of our 6th grade students are at or above the proficient level in ELA based on the 2012-13 CST scores. 33% of 3rd graders and 21% of 6th graders are approaching proficiency based on these scores.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	48			33			15			4		
6	69			21			10			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*			83			405.8		
3	*			*			50			344.3		
4	*			*			81			390.3		
5	*			*			75			380.2		
6	*			*			72			374.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	*			*			64			352.3		

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

2012-2013: 88% of our 2nd grade students, 48% of our 3rd grade students, 88% of our 4th grade students, 80% of our 5th grade students, and 69% of our 6th grade students are at or above the proficient level in ELA based on the 2012-13 CST scores. 33% of 3rd graders and 21% of 6th graders are approaching proficiency based on these scores.

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			100			424.8		
3	*			*			78			401.5		
4	*			*			100			446.4		
5	*			*			88			432.3		
6	*			*			78			409.8		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	*			*			73			409.4		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
2012-2013: 96% of our 2nd grade students, 78% of our 3rd grade students, 100% of our 4th grade students, 88% of our 5th grade students, and 79% of our 6th grade students are at or above the proficient level in Math based on the 2012-13 CST scores. The majority of our other students are approaching proficiency in the area of Math. Browns Valley students are performing higher in Math than in ELA according to the CST scores.

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			83			405.8		
3	*			*			50			344.3		
4	*			*			81			390.3		
5	*			*			75			380.2		
6	*			*			72			374.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	*			*			64			352.3		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
2012-2013: 96% of our 2nd grade students, 78% of our 3rd grade students, 100% of our 4th grade students, 88% of our 5th grade students, and 79% of our 6th grade students are at or above the proficient level in Math based on the 2012-13 CST scores. The majority of our other students are approaching proficiency in the area of Math. Browns Valley students are performing higher in Math than in ELA according to the CST scores.

Title III Accountability Data (Browns Valley Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2	1	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	2	1	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1	0		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

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

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:
Individual scores are not provided due to the limited number of English Learners.

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
4					********	***					********
Total					********	***					********

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

Individual scores are not provided due to the limited number of English Learners. Based on CELDT results and multiple measures of assessment, our English Learners are continuing to make good progress in all areas.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
This was the first year that district benchmarks were implemented. While the information from these assessments provided valuable information to inform instruction, create intervention plans, and provide next steps, informal interventions created by teachers as they were checking for understanding during instruction gave more authentic assessment information. For the 6 week benchmark, scores varied greatly and it was difficult to determine trends. For 2nd grade, 68% were proficient in ELA and 26% in Math. 63% of 3rd graders were at or above proficiency in ELA and 90% in Math. 4th grade scores were lower than expected with 14% proficient in ELA and 21% in Math. 5th grade scores were surprising, as well, with 29% proficient in ELA and 5% in Math.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
1		100%			57%	

Summarize and draw conclusions regarding the school's District Benchmark Data:
Overall, 12 week benchmark scores improved based on the assessment scores from the 6 week benchmark. 1st grade and 5th grade ELA scores were quite impressive with 100% and 86% at above the proficient level. For Math, 2nd, 3rd, and 5th grade students performed well with scores in the 90s. For some reason, 4th grade Math scores were not reported, even though the assessment was given. Browns Valley teachers also created ongoing alternative assessments to measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
There are not enough assessment scores provided to draw accurate conclusions. I know that 2nd - 5th grade teachers conducted the 18 week assessment, but I am not sure why 2nd grade scores and 3rd grade Math scores were not reflected in the data. Based on this benchmark information, students performed better on the Math assessment than the ELA one.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
The kindergarten and 1st grade assessment scores indicate that students performed better than the upper grade students. There are 4 areas in which no students performed at or above the proficient level, which is surprising. While teachers find these assessments to be useful, additional assessments to authentically measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress were also used and valued.

Grade Level	Trimester 3: Section 1 (30 weeks)

	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
Due to the implementation of state testing, administering district benchmarks were an option for teachers.

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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:

<table>
<tr><td colspan="2">SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Improving Student Performance in English Language Arts and Math:

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from classroom formative assessments, district benchmarks, and Open Court and Go Math program assessments.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
• The California Standards Tests for ELA and Math from 2012-2013
• District Benchmark Assessments for ELA and Math
• AYP Data for ELA and Math from 2012-2013</td><td>What did the analysis of the data reveal that led you to this goal?
2012-2013: While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA.

2012-2013: According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math.

Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.</td></tr>
</table>

Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments and on the district benchmarks and/or program assessments. We will be using the new district benchmarks to monitor our students' growth toward proficiency of the Common Core State Standards. These benchmarks will be utilized to create intervention plans for students who are not demonstrating proficiency of specific standards, to inform instructional practices including differentiated instruction, and as a tool for communicating student progress.	• District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers and the principal • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	**Actions to improve achievement to exit program improvement (if applicable).** Not applicable.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.		Literacy Resource Technician	TARG 5500
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach		Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	Title I 5500

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	essential standards, promote critical thinking skills, and reinforce academic language.			
1.3	Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.		Computers, tablets, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation Accelerated Reader contract Waterford contract or a comparable program	Title I 2607 TARG 3247 TARG 1819 TARG 3000
1.4	To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.		Supplementary instructional materials	Title I 2500
1.5	Continue maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the		Partial costs for maintenance contracts and related costs for 2 copy machines and paper	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.			
1.6	Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.		Books, resource videos, and library supplies	
1.7	Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students, the teacher, and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.		Release time for teachers, including substitute costs if needed	

VI. Planned Improvements in Student Performance

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

<table>
<tr><td colspan="2">SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
• Perceptual data from students and parents
• Parent attendance in school-related activities
• Student attendance data through Aeries
• Discipline records
• Review of parent communication tools (notes, School Messenger, phone logs, etc.)</td><td>What did the analysis of the data reveal that led you to this goal?
According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal.

While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level.

According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.</td></tr>
</table>

Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	**What data will be collected to measure student achievement?** • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	**Actions to improve achievement to exit program improvement (if applicable).** Not applicable.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.		School Messenger contract Paper and copying costs	
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery		Paper and copying costs	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	of grade level expectations.			
2.3	Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Browns Valley School's strengths and accomplishments.		Refreshments, advertising, paper, and copying costs	
2.4	Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.		Facilitators for parent workshops and curriculum nights Translators, if necessary	
2.5	Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.		Certificates including paper and ink cartridges, pins, medals, and trophies	
2.6	Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.		Fingerprinting fees and volunteer badges	T1-PI 204
2.7	Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.		Refreshments, paper, Leadership Team costs, and copying costs	
2.8	Provide an enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an		Supplemental materials and supplies for the enrichment program	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.		Garden supplies and materials	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal (See School Goal 1.)

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?**
• The California Standards Tests for ELA and Math from 2012-2013 • District benchmark assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	2012-2013: While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.

Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks and program assessments.	**What data will be collected to measure student achievement?** • District Benchmark Assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze assessment data • Academic and goal setting conferences between students, teachers, and the principal • Analyzing growth over time through improved practices and student learning • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	**Actions to improve achievement to exit program improvement (if applicable).** Not applicable.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.		Teacher release time to collaborate for the purpose of improving 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
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.		Expenditures for outside consultants, conferences, substitutes, and materials for staff development	

2014-15 Program Expenditure Summary

Goal 1	
Title I	10,607
Title I Carryover	
Title I Parent Involvement	
Targeted	13,566
Targeted Carryover	
Other	
Total	$24,173

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	204
Targeted	
Targeted Carryover	
Other	
Total	$204

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	10,607
Title I Carryover	0
Title I Parent Involvement	204
Targeted	13,566
Targeted Carryover	0
Other	0
Total	$24,377

Total Expenditures	
Title I	10,607
Title I Carryover	
Title I Parent Involvement	204
Targeted	13,566
Targeted Carryover	
Other	
Total	$24,377

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$13,566
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	$13,566

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	$10,607
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$204
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	$10,811

Total amount of state and federal categorical funds allocated to this school	**$24,377**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Goodman	1			
Erica Shaver			1	
Tricia Norby		1		
Alicia Wright		1		
Teri Shrader		1		
Brandi Schwartz				1
Kirsten Sweeney				1
Carmie Ellyson				1
Holly Harper				1
Sara Sandgren				1
Carrie Heryford				1
David Kistler		1		
Numbers of members of each category	**1**	**3**	**1**	**5**

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

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

Recommendations and Assurances

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

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

	English Learner Advisory Committee
X	School Advisory Committee (Economic Impact Aid – State Compensatory Education)
X	Other committees established by the school or district (list): Browns Valley School Parent Teacher Association

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/19/15

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Lisa Goodman	Lisa Goodman	5/19/15
Holly Harper	Holly Harper	5/19/15

Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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 .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	16			42			16			26		
3	22			22			30			26		
4	39			26			23			12		
5	28			37			17			18		
6	22			38			13			27		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	*			*			55			338.7		
5	*			*			21			307.1		
6	*			*			20			310.2		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	13			303.2			30			321.1		
3	24			302.9			32			298.4		
4	34			329.6			32			312.6		
5	33			330.5			27			317.2		
6	25			311.8			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	13			297.9			14			304.2		
3	16			292.0			22			296.7		
4	34			324.6			40			327.2		
5	10			302.6			31			327.9		
6	6			297.8			21			311.3		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	16			42			16			26		
3	22			22			30			26		
4	39			26			23			12		
5	28			37			17			18		
6	22			38			13			27		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		55	*		359.6	*	
3				*			10	0		288.6	265.6	
4	*			*	*		8	55		298.0	338.7	
5	*			*	*		25	21		321.2	307.1	
6	*			*	*		8	20		309.3	310.2	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	13			303.2			30			321.1		
3	24			302.9			32			298.4		
4	34			329.6			32			312.6		
5	33			330.5			27			317.2		
6	25			311.8			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	13			297.9			14			304.2		
3	16			292.0			22			296.7		
4	34			324.6			40			327.2		
5	10			302.6			31			327.9		
6	6			297.8			21			311.3		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	34			24			31			11		
3	42			26			25			8		
4	47			20			23			9		
5	39			15			37			8		
6	24			33			30			13		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3							21			309.3		
4	*			*			60			366.6		
5	*			*			36			338.2		
6	*			*			27			327.3		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	29			317.5			50			337.5		
3	46			349.8			45			352.6		
4	45			345.0			32			313.8		
5	48			336.8			32			309.7		
6	30			314.6			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	30			312.2			32			318.0		
3	41			342.6			40			344.0		
4	45			343.4			48			342.2		
5	32			318.1			46			337.7		
6	6			299.0			25			314.5		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	34			24			31			11		
3	42			26			25			8		
4	47			20			23			9		
5	39			15			37			8		
6	24			33			30			13		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	*			*			55			338.7		
5	*			*			21			307.1		
6	*			*			20			310.2		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	13			303.2			30			321.1		
3	24			302.9			32			298.4		
4	34			329.6			32			312.6		
5	33			330.5			27			317.2		
6	25			311.8			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	13			297.9			14			304.2		
3	16			292.0			22			296.7		
4	34			324.6			40			327.2		
5	10			302.6			31			327.9		
6	6			297.8			21			311.3		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Cedar Lane Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	191	178	
Percent with Prior Year Data	99.5%	98.9%	
Number in Cohort	190	176	
Number Met	95	87	
Percent Met	50.0%	49.4%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	178	53	151	63		
Number Met	42	15	28	23		
Percent Met	23.6%	28.3%	18.5%	36.5%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase 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 ongoing monitoring	**What did the analysis of the data reveal that led you to this goal?** Students that had reading skills were able to maintain those skills. Those that did not, just stayed where they were. Analysis of the data revealed early intervention was necessary to move students forward.
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 CELDT Assessments and benchmark exams. 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 CELDT scores..	**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	TARG 2000
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		PBIS CUE SCOE	Title I 18020 TARG 8230

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	achievement of each and every student.Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 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 and expenses related to PD/Conference travel. 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		Behavior Conference Lois Mendoza day $400/day Teacher Leader presentations Grade level collaboration Discovery Learning Substitutes	TARG 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. Replacement of short throw projectors and 2 OSMO for ipads		ipads and carts	TARG 6108
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		Newsela 2000 Brain Pop 2300	TARG 4300

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		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 2700 TARG 500 TARG 700 TARG 6500
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 15000
1.6 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased.		Paper, ink, markers, pencils,to enhance the curriculum	TARG 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
	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, Head phones Supplementary materials to enhance the classroom environment and to create complete usage of programs such as AR, Starfall, Materials for supplemental projects. Reading intervention, SIPPS,			
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	PBIS incentives		Monthly rewards for positive behaviors	TARG 2000
1.9	After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.		7 Teachers, 8 x per month for 5 months.	Title I 16000
1.10	Web-page updates and monitoring			TARG 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 Caucasian students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline. Students that could read, maintained their reading levels. Students that could not moved on and did not improve. SIPPS program was implemented
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 monitor student attendance, make		1 FTE plus benefits beginning in 15-16	TARG 85600

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	home 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. Curriculum Coach will provide coaching to teachers with regards to the Core programs and the identification of Making Learning Visible; Where are you going, what is your next step, and how will you know when you get there. 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.		2 Primary Language Para-educators	Title I 34000
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.		Literacy Resource Technician 2 hours	TARG 12000
2.4	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		3 Para educators to provide Early Intervention	Title I 39600

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)? Parent ELAC and Site Council representatives requested ESL classes	**What did the analysis of the data reveal that led you to this goal?** 30% Parents that responded to survey requested these classes
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?** If students can communicate in their native language and English it is a plus for the school and home. Parent Satisfaction survey.
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 Activities for parents. Parents have request ESL classes.		Cost of ESL teacher. Cost will be determined by rate of pay. CLE will supplement with 1009 for babysitting, various snacks and coffee.	T1-PI 2065
3.2 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			

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

2014-15 Program Expenditure Summary

Goal 1	
Title I	34,020
Title I Carryover	
Title I Parent Involvement	
Targeted	60,538
Targeted Carryover	
Other	
Total	$94,558

Goal 2	
Title I	73,600
Title I Carryover	
Title I Parent Involvement	
Targeted	97,600
Targeted Carryover	
Other	
Total	$171,200

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,065
Targeted	
Targeted Carryover	
Other	
Total	$2,065

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	107,620
Title I Carryover	0
Title I Parent Involvement	2,065
Targeted	158,138
Targeted Carryover	0
Other	0
Total	$267,823

Total Expenditures	
Title I	107,620
Title I Carryover	
Title I Parent Involvement	2,065
Targeted	158,138
Targeted Carryover	
Other	
Total	$261,423

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$6,400

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$158,138
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	$158,138

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	$107,620
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,065
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	$109,685

Total amount of state and federal categorical funds allocated to this school	**$267,823**

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			
Jennifer Bradford		1		
Katie Uebner		1		
Chris Clinkenbeard			1	
Maria Soto		1		
Maria Fernandez				1
Juana Benitez				1
Rachel Roberts				1
Maria Gomez				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).

15-16

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:

Attested:

Typed Name	Signature	Date
Jill Segner	Jill Segner	5/13/15
Chris Clinkenbeard	Chris Clinkenbeard	5-13-15
Maria Gomez	Maria Gomez	5-13-15

Typed Name of School Principal / Signature of School Principal / Date

Typed Name of SSC Chairperson / Signature of SSC Chairperson / Date

Typed Name of ELAC Chairperson / Signature of ELAC Chairperson / Date

2015-16
Single Plan for Student Achievement (SPSA)

Cordua Elementary School

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

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

Principal:	Lisa Goodman	**Telephone:**	(530) 741-6115
Address:	2830 Highway 20	**Email Address:**	lgoodman@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056667
X Initial Plan Approval: 5/20/15			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	27			36			18			18		
4	47			33			20			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	*			*			42			344.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: 79% of our 2nd grade students, 27% of our 3rd grade students, and 47% of our 4th grade students are at or above the proficient level in ELA based on the 2012-13 CST scores. 36% of our 3rd graders are working at below or far below basic based on this assessment, while 33% of 4th graders are approaching proficiency and 20% are below. Due to the small number of students in the 5th and 6th grades, scores are not available, even though these scores contributed to our overall API score.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	27			36			18			18		
4	47			33			20			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
4	*			*			42			344.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

2012-2013: 79% of our 2nd grade students, 27% of our 3rd grade students, and 47% of our 4th grade students are at or above the proficient level in ELA based on the 2012-13 CST scores. 36% of our 3rd graders are working at below or far below basic based on this assessment, while 33% of 4th graders are approaching proficiency and 20% are below. Due to the small number of students in the 5th and 6th grades, scores are not available, even though these scores contributed to our overall API score.

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	44			44			13			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	*			*			42			348.9		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
2012-2013: 79% of our 2nd grade students, 55% of our 3rd grade students and 44% of our 4th grade students are at or above the proficient level in Math based on the 2012-13 CST scores. 45% of 3rd graders are working at the below basic level and 44% of 4th graders are approaching proficiency. 5th and 6th grade scores are not available due to the small number of students enrolled. Cordua students are performing higher in Math than in ELA according to the CST scores. The 2nd grade students did well in both ELA and Math due to highly effective classroom instruction and after school tutoring.

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	44			44			13			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	*			*			42			344.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
2012-2013: 79% of our 2nd grade students, 55% of our 3rd grade students and 44% of our 4th grade students are at or above the proficient level in Math based on the 2012-13 CST scores. 45% of 3rd graders are working at the below basic level and 44% of 4th graders are approaching proficiency. 5th and 6th grade scores are not available due to the small number of students enrolled. Cordua students are performing higher in Math than in ELA according to the CST scores. The 2nd grade students did well in both ELA and Math due to highly effective classroom instruction and after school tutoring.

Title III Accountability Data (Cordua Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7	10	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	7	10	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	10	0	13	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

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

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:
Cordua School's English Learners fall into the advanced, early advanced, intermediate and beginning levels. There are currently 10 English Learners at the school site. Through extra support in the classroom from teachers with the grade level content standards and the ELD standards, it is expected that all of the students will move into the next performance level (the early advanced, intermediate, and beginning students.) The student at the advance level was designated as FEP based on his CELDT scores and classroom performance.

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			********	***							********
3	1	20	1	20	2	40			1	20	5
4			********	***	********	***					********
5					********	***					********
Total	1	10	4	40	4	40			1	10	10

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

Cordua School's English Learners fall into the advanced, early advanced, intermediate, early intermediate and beginning levels levels. There are currently 7 English Learners at the school site. Through extra support in the classroom and after school tutoring from teachers with the grade level content standards and the ELD standards, it is expected that 6 of the students will move into the next performance level (the early advanced, intermediate, early intermediate and beginning students) and that the student who is performing at the advanced level will be redesignated as FEP.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
This was the first year that district benchmarks were implemented. While the information from these assessments provided valuable information to measure student learning, inform future instruction, and create intervention plans to differentiate instruction, informal assessments created by teachers as they were checking for understanding during instruction gave more authentic assessment information. For the 6 week benchmark, scores varied greatly and it was difficult to determine trends. For 2nd grade, 19% were proficient in ELA and 19% in Math. 18% of 3rd graders were at or above proficiency in ELA and 29% in Math. 4th grade scores indicated that 8% were proficient in ELA and 19% in Math. 0% of our 5th graders were proficient in ELA and 13% in Math.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2		51%			100%	
5		29%			100%	

Summarize and draw conclusions regarding the school's District Benchmark Data:
In Math, our students' assessment scores were much greater than the 6 week benchmark assessment. 2nd and 5th grade students actually demonstrated that 100% were at or above the proficient level. In ELA, our 1st and 2nd grade students performed at a higher level than our upper grade students.Teachers have continued to create ongoing alternative assessments to measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
There is not enough information to draw appropriate conclusions.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
1st grade students have continued to demonstrate that they are making good progress in meeting the grade level expectations for ELA with 84% at or above the proficient level. 48% of these same students are proficient in Math. 3rd - 5th grade students are not performing as well with 0 - 13% at the proficient level. 2nd grade assessments were given by the substitute teacher, but were not scanned. Assessment result were analyzed by the classroom teacher for report card purposes. Teachers have also created ongoing alternative assessments to measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
Due to state testing, administering 30 week benchmarks was an option for teachers.

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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)
Improving Student Performance in English Language Arts and Math:

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from classroom formative assessments, district benchmarks, and Open Court and Go Math program assessments.

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?**
• The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	2012-2013: Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. 2012-2013: According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.

Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. We will be using the new district benchmarks to monitor our students' growth toward proficiency of the Common Core State Standards. These benchmarks will be utilized to create intervention plans for students who are not demonstrating proficiency of specific standards, to inform instructional practices including differentiated instruction, and as a tool for communicating student progress.	• District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers and the principal • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	**Actions to improve achievement to exit program improvement (if applicable).** Not applicable.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.		Literacy Resource Technician	Title I TARG 5400

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.		Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	Title I 5000 T1-CO
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.		Computers, tablets, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation Accelerated Reader contract Waterford contract or a comparable program	Title I 8458 TARG 4714 TARG-CO TARG 1128 TARG 3000
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.		Supplementary instructional materials	Title I 3000 T1-CO TARG 2000
1.5 Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the		Partial costs for the maintenance contract and related costs for the copy machine and paper	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.			
1.6	Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.		Books, resource videos, and library supplies	T1-CO
1.7	Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students, the teacher, and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.		Release time for teachers, including substitute costs if needed	

VI. Planned Improvements in Student Performance

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

<table>
<tr><td colspan="2">SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
• Perceptual data from students and parents
• Parent attendance in school-related activities
• Student attendance data through Aeries
• Discipline records
• Review of parent communication tools (notes, School Messenger, phone logs, etc.)</td><td>What did the analysis of the data reveal that led you to this goal?
According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal.

While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level.

According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CSTs, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.</td><td>What data will be collected to measure student achievement?

• District benchmark assessments
• Program assessments for Open Court and Go Math
• Classroom formative assessments
• CELDT results
• Student progress towards mastery of the CCSS as measured by the standards-based report card</td></tr>
</table>

What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).
• Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Not 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 to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.		School Messenger contract Paper and copying costs	
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.		Paper and copying costs	
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordua School's strengths and accomplishments.		Refreshments, advertising, paper, and copying costs	
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.		Facilitators for parent workshops and curriculum nights	Title I 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
		Translators, if necessary	
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.		Certificates including paper and ink cartridges, pins, medals, and trophies	TARG 750
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.		Fingerprinting fees and volunteer badges	T1-PI 335
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.		Refreshments, paper, Leadership Team costs, and copying costs	
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.		Supplemental materials and supplies for the enrichment program	

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal (See School Goal #1.)

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?**
• The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	2012-2013: Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.

Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks, and program assessments.	• District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers, and the principal • Analyzing growth over time through improved practices and student learning • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	**Actions to improve achievement to exit program improvement (if applicable).** Not applicable.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.		Teacher release time to collaborate for the purpose of improving student achievement.	
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.		Expenditures for outside consultants, conferences, substitutes, and materials for staff development	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**

2014-15 Program Expenditure Summary

Goal 1	
Title I	16,458
Title I Carryover	
Title I Parent Involvement	
Targeted	16,242
Targeted Carryover	
Other	
Total	$32,700

Goal 2	
Title I	1,000
Title I Carryover	
Title I Parent Involvement	335
Targeted	750
Targeted Carryover	
Other	
Total	$2,085

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	17,458
Title I Carryover	0
Title I Parent Involvement	335
Targeted	16,992
Targeted Carryover	0
Other	0
Total	$34,785

Total Expenditures	
Title I	17,458
Title I Carryover	
Title I Parent Involvement	335
Targeted	16,992
Targeted Carryover	
Other	
Total	$34,785

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$16,992
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	$16,992

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	$17,458
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$335
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	$17,793

Total amount of state and federal categorical funds allocated to this school	**$34,785**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Goodman	1			
Edna Alexander			1	
Heather Taylor		1		
Eliza Pires		1		
Shanon Bennett		1		
John Baadsgaard				1
Lori Wellemeyer				1
Martina Fowler				1
Myah Platt				1
Margarete Cheatle				1
Numbers of members of each category	**1**	**3**	**1**	**5**

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

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

Recommendations and Assurances

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

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

	English Learner Advisory Committee
X	School Advisory Committee (Economic Impact Aid – State Compensatory Education)
X	Other committees established by the school or district (list): Cordua School Parent Teacher Organization

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/20/15

Attested:

Typed Name	Signature	Date
Lisa Goodman	Lisa Goodman	5/20/15
Typed Name of School Principal	Signature of School Principal	Date
Amy Messick	Amy Messick	5/20/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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 12, 2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	56			354.3			79			384.2		
3	79			369.9			69			370.6		
4	54			362.3			73			379.2		
5	42			344.2			74			376.2		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	60			356.0			67			370.0		
3	65			364.6			67			362.5		
4	*			*			64			370.0		
5	25			328.1			55			351.4		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
3	*			*	*		*	*		*	*	
4	*			*	*		*	*		*	*	
5	*			*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	56			354.3			79			384.2		
3	79			369.9			69			370.6		
4	54			362.3			73			379.2		
5	42			344.2			74			376.2		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	60			356.0			67			370.0		
3	65			364.6			67			362.5		
4	*			*			64			370.0		
5	25			328.1			55			351.4		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	66			383.3			83			422.2		
3	90			429.3			83			430.0		
4	73			396.6			85			428.5		
5	50			362.6			79			401.4		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	70			378.8			74			395.7		
3	85			423.3			80			417.5		
4	*			*			77			412.5		
5	25			340.3			62			383.6		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	56			354.3			79			384.2		
3	79			369.9			69			370.6		
4	54			362.3			73			379.2		
5	42			344.2			74			376.2		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	60			356.0			67			370.0		
3	65			364.6			67			362.5		
4	*			*			64			370.0		
5	25			328.1			55			351.4		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

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

Subgroup	Performance Data by Level Algebra I								
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Mary Covillaud Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	88		
Percent with Prior Year Data	100.0%		
Number in Cohort	88		
Number Met	51		
Percent Met	58.0%		
NCLB Target	57.5	59.0	60.5
Met Target	Yes		

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	94	16				
Number Met	26	--				
Percent Met	27.7%	--				
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*				

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	2	7%	10	34%	13	45%	3	10%	1	3%	29
2	0	0%	11	55%	8	40%	0	0%	1	5%	20
3	0	0%	2	11%	13	72%	2	11%	1	6%	18
4	1	6%	9	53%	7	41%	0	0%	0	0%	17
5	1	17%	3	50%	2	33%	0	0%	0	0%	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	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
4		26%			100%	

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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, Caifornina 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 Fifth Grade student will 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 or in the classromm on skills leveled to their learning needs for thirty minutes four days a week. Access to I Ready can be accomplished through the classroom or home due to the web based programs.	7/15-6/16	Yearly contractual contract with (i Ready 5,402 Target & LCAP Target 9,498 for total of 14,900	T1-CO TARG 14900

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	7/15-6/16	Yearly contract with Accelerated Reader.	
Every Kindergarten through Fifth Grade student will have access to the technology lab five days a week for forty-five minutes daily. All of the students will have access to limited electronic devices in the classroom 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. Tablets and supporting hardware will be added to be used by the students to aide and support instruction, research, and use	7/15-6/16	Equipment and supplies. This will include computers, i-pads, laptops, tablets, printers, monitors, charging units, Microsoft licenses and contracts. The students will also use the tablets on various web base services that the school uses such as I Ready, Accelerated Reader, Waterford, and Google.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	of technology with the classroom 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..			TARG 23194 Title I TARG TARG-CO
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.	7/15-6/16	Wages for two phyical education teachers three day a week, two hours per day. Robert Jory Salary 1,193.76: Benefits 269.20 Total Salary & Benefits 1,462.96 Alison Allread Salary 1362.24 Benefits 307.20 Total Salary & Benefits 1,669.44	Title I TARG 3133
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.	7/15-6/16	wages for substitute teachers while teachers are conferencing with parents. Salary $2400.00. Total Benefits 487 Total Salary $2887	Title I 2887

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	Teacher'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.	7/15-6/16	wages for substitute teachers while teachers are collaborating.. Salary Total Benefits Total Salary & Benefits	Title I T1-CO
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.	6/15-7/16	Literary Resource Technician wages. Mary Lemmenes one 3.75 hour position (District is paying 1 hour) Total Salary 8,310.92 Total Benefits 1,874.21; Total Salary & Benefits 16,614.85 Miranda Southward One 3 hour position (District is paying 1 hour) Salary 2,520.06 ; Total Benefits 568.30 Total Salary & Benefits 10.923.15	Title I TARG 27538
1.5	The school has need to enhance and increase the number of KIndergarten through fifth 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	7/15-6/16	supplies and new library books	TARG 2000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	Accelerated Reader and provide appropriate grade level reading materials through the us e of library books. 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	7/15-6/16	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 $49,336.44 materials and supplies	Title I 49337 TARG
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.	7/15-6/16	Materials and supplies for 510 students	TARG 4000
1.8	Supplement and support regular school program to students by providing intervention in all core subjects before and/or after school.	7/15-6/16	Title I and TI-CO wages: Salary $10,000.00 Total Benefits 2184.00 Total Salary $1284.00	Title I T1-CO TARG 12184.00

	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
				Title I Title I
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 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.	7/15-6/16	Salary 3,908.80. Total Benefits 853.68 Total Salary & Benefits $4,762.48	TARG 4763
1.10	The art program teaches a child to draw, think creatively, and better prepares the students for the future. Every student who uses the program will develop a deeper appreciation of the arts. To study the arts in this manner fosters social and ethical development as the student has the history of art at their fingertips to draw upon. The art program is curriculum enhancement from the use of linear mathematical designs, adjectives and metaphors, used to describe works of art, to problem solving. The art program will be provided to students weekly with one of our staff overseeing the program.	7/15-6/16	Alison Allread Salary 756.80 Benefits 170.67. Total Salary & Benefits 927.47	Title I TARG 923

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	7/15-6/16	prinitng costs for parent-student handbook/calendars and other student parent related material.	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 688

VI. Planned Improvements in Student Performance

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

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

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
3.1	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. Be the lead	7/16-6/16	Wages: Jerrilyn Olsen Salary 21,030.99; H/W 8000.00 Benefit Total 10,460.97; Total Salary & Benefits 35,727.08	Title I 35728

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	for facilitating COST and SST meetings.			
3.2	Maintainance comtract for the school copes so teachers and staff can photocopy school homework packets, home communication, as well as curriculum such as board math, language loops, and board language, and the Mary Covillaud Daily Comprehensive Key which will support and enhance the core curriculum	7/14-6/15	annual contractual maintenance and rental cost	

2014-15 Program Expenditure Summary

Goal 1	
Title I	52,224
Title I Carryover	
Title I Parent Involvement	
Targeted	92,635
Targeted Carryover	
Other	
Total	$144,859

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,688
Targeted	
Targeted Carryover	
Other	
Total	$1,688

Goal 3	
Title I	35,728
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$35,728

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	87,952
Title I Carryover	0
Title I Parent Involvement	1,688
Targeted	92,635
Targeted Carryover	0
Other	0
Total	$182,275

Total Expenditures	
Title I	87,952
Title I Carryover	
Title I Parent Involvement	1,688
Targeted	92,635
Targeted Carryover	
Other	
Total	$182,275

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$92,635
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	$92,635

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	$87,952
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,688
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	$89,640

Total amount of state and federal categorical funds allocated to this school	**$182,275**

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		
Dale Van Liew		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:

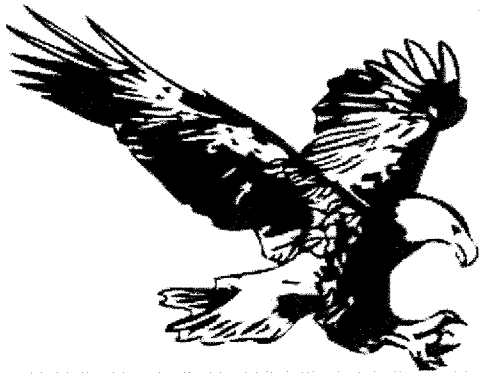
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

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 12, 2015

Attested:

Typed Name	Signature	Date
Doug Escheman		5-12-15
Typed Name of School Principal	Signature of School Principal	Date
Jason Roper		5/12/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Dale Van Liew		5-12-15
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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:	14200 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 2, 2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	25			50			25			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
4	25			50			25			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Dobbins Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	60.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	21.4	47.0	22.8	49.0	24.2	50.9
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2		11%			100%	

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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, SBAC Assessment Results, 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. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.	8/12/15 - 6/3/16	AR Books	Other TBA Title I
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not	8/12/15 - 6/3/16	Materials, Supplies, Books, Equipment, copy paper, and ink	Title I $ 841. TARG $ 656. 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
	proficient in ELA and Math.			Other
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.	8/12/15 - 6/3/16	Literacy Resource Technician	Title I TARG $ 6,470. Title I
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.	8/12/145 - 6/3/16	Hourly rate for teachers &/or Intervention Tutors - wages & benefits	T1-CO Other TBA
1.5	Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	8/12/15 - 6/3/16	Para-educator wages & benefits	Title I $ 6,915. TARG
1.6	Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	8/12/15 - 6/3/16	Spelling City & Flocabulary Subscription Purchase of hardware, software, and/or support	Title I Other TBA Title I 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.	8/12/15 - 6/3/16	Consultant & conference fees, employee wages, substitute wages for teacher release, staff development materials & supplies	Title I $ 862.

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	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	8/12/15 - 6/3/16	Fingerprinting Fees	T1-PI $ 148.
2.2	Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.	8/12/15 - 6/2/16	Materials, supplies, refreshments	T1-PI $ 17.
2.3				T1-PI

2014-15 Program Expenditure Summary

Goal 1	
Title I	0
Title I Carryover	
Title I Parent Involvement	
Targeted	0
Targeted Carryover	
Other	
Total	$0

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	0
Targeted	
Targeted Carryover	
Other	
Total	$0

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	8,618
Title I Carryover	0
Title I Parent Involvement	165
Targeted	7,126
Targeted Carryover	0
Other	0
Total	$15,909

Total Expenditures	
Title I	0
Title I Carryover	
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	
Other	
Total	$0

Balance	
Title I	8,618
Title I Carryover	0
Title I Parent Involvement	165
Targeted	7,126
Targeted Carryover	0
Total	$15,909

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.	$7,126
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	$7,126

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	$8,618
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$165
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	$8,783

Total amount of state and federal categorical funds allocated to this school	**$15,909**

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		
Brenda Bogart				X
Chris Cross				X
Erika Cogliano				X
Kimbra Cardoza				X
Wallace Buckley				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 2, 2015

Attested:

Typed Name	Signature	Date
Lynne Cardoza	Lynne Cardoza	6-2-15
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Givens	Jennifer Givens	6-2-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2015-16
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 .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	51			27			18			4		
4	49			38			13			0		
5	49			28			20			3		
6	44			27			19			10		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	49			346.7			81			391.4		
3	34			335.7			83			382.1		
4	43			346.4			44			364.4		
5	57			347.9			44			350.8		
6	35			330.3			67			356.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	54			350.6			59			364.9		
3	16			310.8			40			340.8		
4	30			321.3			46			348.2		
5	25			325.1			44			341.5		
6	21			309.0			34			325.7		

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

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	51			27			18			4		
4	49			38			13			0		
5	49			28			20			3		
6	44			27			19			10		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
3	*			*	*		*	*		*	*	
4	*			*	*		18	*		310.8	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	49			346.7			81			391.4		
3	34			335.7			83			382.1		
4	43			346.4			44			364.4		
5	57			347.9			44			350.8		
6	35			330.3			67			356.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	54			350.6			59			364.9		
3	16			310.8			40			340.8		
4	30			321.3			46			348.2		
5	25			325.1			44			341.5		
6	21			309.0			34			325.7		

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

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

for every grade except 3rd. We will focus in implementing intervention groups in that grade level based on the success we have experienced with the other grade levels previously.

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	67			17			11			5		
5	59			25			13			3		
6	48			25			21			6		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	80			398.7			81			430.7		
3	64			376.0			87			442.4		
4	67			357.1			61			352.6		
5	68			368.8			56			383.4		
6	48			338.9			61			364.3		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	71			387.1			75			402.4		
3	55			352.8			63			382.3		
4	50			341.1			65			361.2		
5	50			342.2			56			365.6		
6	32			318.8			43			332.3		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
Math proficiency increased in 2011-12 in all grade levels except 3rd. 3rd grade teachers have reviewed the data and curriculum and are aware of the need to supplement the Saxon curriculum. One third grade teacher piloted a suplemental math program and had more students in the proficient range. We will implement the program in all 3rd grade classrooms this year. Teachers in all grade levels will continue to articulate and refine the use of supplemental curriculum following each district benchmark assessment.

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	67			17			11			5		
5	59			25			13			3		
6	48			25			21			6		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	49			346.7			81			391.4		
3	34			335.7			83			382.1		
4	43			346.4			44			364.4		
5	57			347.9			44			350.8		
6	35			330.3			67			356.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	54			350.6			59			364.9		
3	16			310.8			40			340.8		
4	30			321.3			46			348.2		
5	25			325.1			44			341.5		
6	21			309.0			34			325.7		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
Math proficiency increased in 2011-12 in all grade levels except 3rd. 3rd grade teachers have reviewed the data and curriculum and are aware of the need to supplement the Saxon curriculum. One third grade teacher piloted a suplemental math program and had more students in the proficient range. We will implement the program in all 3rd grade classrooms this year. Teachers in all grade levels will continue to articulate and refine the use of supplemental curriculum following each district benchmark assessment.

Title III Accountability Data (Edgewater Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	120	108	
Percent with Prior Year Data	99.2%	99.1%	
Number in Cohort	119	107	
Number Met	65	57	
Percent Met	54.6%	53.3%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	119	32	104	30		
Number Met	21	17	21	11		
Percent Met	17.6%	53.1%	20.2%	36.7%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	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		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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

Grade	California English Language Development Test (CELDT) Results for 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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.

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 TARG 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
performance.		Para Educators Intervention materials and supplies para educator extra duty	Title I 39385.00 TARG TARG 3000.00 TARG
1.2 Provide release time and/or extra duty time for professional development in the form of articulation, data analysis,and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide extra duty for technology representative to provide demo lessons, share resources and provide peer observations. Provide approximately 1 day per month release time for the intervention teacher to articulate with classroom teachers and provide academic progress updates to parents. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs.		substitutes for release time Extra duty/consultation books for staff development	Title I 5500.00 TARG 2625.00 Title I 7128.00
1.3 Provide supplemental instructional materials and technology 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		supplies	TARG 10000.00 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
	workshop time. Laptops will provide integrated lessons with the Smartboards and supplemental instructional supports (i.e., audio/visual).		books laptops (not currently funded) classroom computers 12X$900	TARG 829.00 TARG-CO TARG 10800.00 TARG-CO
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 and ELA), Read Naturally, Enchanted Learning, More Starfall and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities.		professional contracts supplies, materials (print cartridges, batteries, paper) equipment	TARG 13,500.00 TARG-CO TARG 3000.00 Other 2000.00
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 Other TARG 2500.00 TARG-CO TARG 2000.00 Other
1.6	Provide two Elementary Student Support Specialists for 3.5 hours each per day to work with students, teachers, other school staff and parents to help ensure student success		para-educators	Title I 23,785.00

	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
	both behaviorally and academically. One of the Elementary Student Support Specialists will also focus on community volunteers, coordinating parent volunteers, relationships and business partnerships.		Extra duty	Title I
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 1216.00 Other
1.8	Provide student planners for each student in grades 3-6. The planners will serve as a communication tool between the classroom and home. Additionally the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.		supplies	TARG 900.00 Other T1-PI
1.9	Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.		supplies school messenger	T1-PI 239 Other 400
1.10	Provide technology support for students through IPADs. This technology will increase student access to multiple learining tools and devices, as well as through Smartboard lessons. Phase 1was 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.		supplies (possible fall carry over funding)	Title I T1-CO 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**
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 Ipads (possible fall carry over funding) cart (possible fall carry over funding) Kindles and supplies	Title I TARG 500 T1-CO T1-CO 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 #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Improve students scoring proficient and advanced in ELA on the CSTs by at least 15% by increasing students accessibility to the library. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use the library. Make library available for students before school, lunch and afterschool.	
What data did you use to form this goal (findings from data analysis)? CST scores, MJUSD benchmarks, Accelerated Reader participation, number of books read, pages and words read and library patronage and circulation reports. Students that improved the number of books they read and took tests on also improved in their ELA CSTs and district benchmarks.	**What did the analysis of the data reveal that led you to this goal?** Last year we saw an increase doubling the number of books, pages and words read by students. We also saw an increase in the number of students participating in accelerated reader. A majority of the students that earned a medal for reading and participated in accelerated reader 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.
Who are the focus students and what is the expected growth? K-6 and we expect to increase participation and number of books, pages and words read by 15%.	**What data will be collected to measure student achievement?** Accelerated Reader Participation, number of books, pages and words read MJUSD benchmark assessments CST assessments (2-6) Library patronage and circulation reports
What process will you use to monitor and evaluate the data? Monthly 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.	**Actions to improve achievement to exit program improvement (if applicable).** Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.

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

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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).		supplies	TARG 22000 Title I TARG 500
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 T1-CO TARG 5000
2.3	Provide books in other languages and about different cultures for parents to check out and read with their children.		books	TARG 1500
2.4	Provide a checkout system which allows students to locate books based on titles, authors, or subject.		Destiny contract computer	Other 400 TARG-CO
2.5	Provide4 additional Ipads and accessories for student use in library increasing the number to 10. 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 charging station	TARG 2000 TARG 300

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 see goal 1.1	TARG
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 3000
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	

2014-15 Program Expenditure Summary

Goal 1	
Title I	75,798
Title I Carryover	
Title I Parent Involvement	1,455
Targeted	64,654
Targeted Carryover	
Other	2,400
Total	$144,307

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	31,300
Targeted Carryover	
Other	400
Total	$31,700

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	6,000
Targeted Carryover	
Other	
Total	$6,000

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	75,798
Title I Carryover	0
Title I Parent Involvement	1,455
Targeted	101,954
Targeted Carryover	0
Other	0
Total	$179,207

Total Expenditures	
Title I	75,798
Title I Carryover	
Title I Parent Involvement	1,455
Targeted	101,954
Targeted Carryover	
Other	2,800
Total	$182,007

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-2,800

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$101,954
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	$101,954

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	$75,798
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,455
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	$77,253

Total amount of state and federal categorical funds allocated to this school	**$179,207**

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

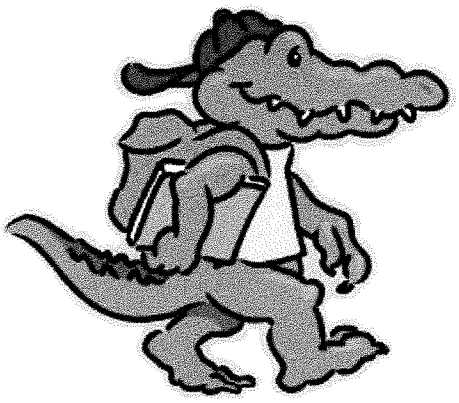
   X School Advisory Committee (Economic Impact Aid – State Compensatory Education)

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

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

Attested:

Lori Guy	Lori Guy	6/1/15
Typed Name of School Principal	Signature of School Principal	Date
Rebecca Knudson	Rebecca Knudson	6/1/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Melissa Gonzalez	Melissa Gonzalez	6/1/15
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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
Initial Plan Approval:			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	66			18			14			3		
3	46			33			15			6		
4	39			36			11			13		
5	41			31			14			14		
6	45			33			15			7		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	61			356.4			78			372.8		
3	47			337.6			*			*		
4	38			336.8			36			339.7		
5	48			345.3			39			335.6		
6	32			334.5			64			354.0		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	65			358.9			71			361.4		
3	40			330.7			44			336.8		
4	35			331.4			37			334.6		
5	33			326.2			41			343.4		
6	11			309.3			40			342.3		

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district 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.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	66			18			14			3		
3	46			33			15			6		
4	39			36			11			13		
5	41			31			14			14		
6	45			33			15			7		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
3	*			*	*		*	*		*	*	
4	*			*	*		*	*		*	*	
5	*			*	*		*	*		*	*	
6	*			*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	61			356.4			78			372.8		
3	47			337.6			*			*		
4	38			336.8			36			339.7		
5	48			345.3			39			335.6		
6	32			334.5			64			354.0		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	65			358.9			71			361.4		
3	40			330.7			44			336.8		
4	35			331.4			37			334.6		
5	33			326.2			41			343.4		
6	11			309.3			40			342.3		

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district 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.

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	64			17			9			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	71			379.7			83			419.7		
3	79			416.9			*			*		
4	80			390.1			71			401.0		
5	79			399.8			67			391.9		
6	56			370.4			71			397.9		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	76			388.2			79			395.8		
3	76			402.9			85			419.2		
4	85			392.3			71			386.3		
5	75			379.4			78			398.0		
6	43			334.5			65			383.0		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district 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.

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	64			17			9			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	61			356.4			78			372.8		
3	47			337.6			*			*		
4	38			336.8			36			339.7		
5	48			345.3			39			335.6		
6	32			334.5			64			354.0		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	65			358.9			71			361.4		
3	40			330.7			44			336.8		
4	35			331.4			37			334.6		
5	33			326.2			41			343.4		
6	11			309.3			40			342.3		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district 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.

Title III Accountability Data (Ella Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	203	184	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	203	184	
Number Met	121	100	
Percent Met	59.6%	54.3%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	194	51	185	40		
Number Met	57	23	41	21		
Percent Met	29.4%	45.1%	22.2%	52.5%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:
Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district 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 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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:

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td>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)</td><td>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.</td></tr>
<tr><td>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.</td><td>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.</td></tr>
</table>

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 and Intervention. Extra Duty Pay for Tutoring.	Title I 20000 Title I 15000 T1-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
		Extra Duty Pay for Professional Development and Sub Costs. Classified Extra Duty Pay and Overtime for Parent Meetings and Parent to Home Intervention and Communication.	Title I 9968 T1-CO Title I
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 3737 TARG TARG-CO
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 and students, choices, behavior modification,		Hourly pay and benefits	Title I

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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/parent involvement, parent/home communication, home visits and SST's.		Extra Hours, Overtime and Benefits	
1.4	Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST and IEP process		Hourly pay and benefits	TARG 45000 TARG-CO
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 47000
1.6	TOSA Teacher On Special Assignment. TOSA will work with EL Students by helping track their CELDT Scores. Provide students with counseling on their CLEDTS. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the CELDT and in the classroom. Pull out EL Students as needed and provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. 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 training to teachers, parents and students,		Hourly pay and benefits	Title I 45000

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

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)
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</td></tr>
<tr><td>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)</td><td>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.</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td>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?</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**
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, Write Steps 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	Title I TARG-CO
		CAB iReady BrainPop Starfall GLAD Curriculum Associates	Title I 3000
		Discovery Education Read Naturally Illuminate Spell City	Title I 2249
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	Title I 2500

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		DVD/CD Players PC Upgrades/Support/Repair	
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, Write Steps, 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 22249 TARG-CO
2.5 Print Shop to create learning aids for EL to supplement classroom instruction.		Print Orders	Title I 2500 TARG-CO
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 1014

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. EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day. 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? Parents 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,	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.3 Provide snacks and food for monthly parent meetings. We have drinks and food. There is over 60 adults plus children in attendance.		Light snacks, juice, coffee, water	
3.4 Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.			T1-PI 1489
3.5 EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.		Pay and benefits for the trainer/teacher.	TARG 5000 TARG-CO

2014-15 Program Expenditure Summary

Goal 1	
Title I	93,705
Title I Carryover	
Title I Parent Involvement	
Targeted	92,000
Targeted Carryover	
Other	
Total	$185,705

Goal 2	
Title I	11,263
Title I Carryover	
Title I Parent Involvement	
Targeted	31,949
Targeted Carryover	
Other	
Total	$43,212

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,014
Targeted	5,000
Targeted Carryover	
Other	
Total	$7,014

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	104,968
Title I Carryover	0
Title I Parent Involvement	2,014
Targeted	128,949
Targeted Carryover	0
Other	0
Total	$235,931

Total Expenditures	
Title I	104,968
Title I Carryover	
Title I Parent Involvement	2,014
Targeted	128,949
Targeted Carryover	
Other	
Total	$232,194

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$3,737

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$128,949
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	$128,949

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	$104,968
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,014
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	$106,982

Total amount of state and federal categorical funds allocated to this school	**$235,931**

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
Jennifer O'Donnell				1
Maria Pinero				1
Cherie Baker				1
Sherry Rodgers				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

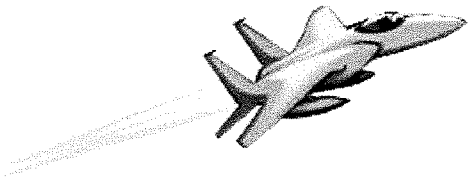
   X School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   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: 05/26/2015

Attested:

Typed Name	Signature	Date
Rob Gregor		5/26/15
Typed Name of School Principal	Signature of School Principal	Date
Pete Jeffrey		5-26-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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: May19, 2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	59			20			14			8		
3	41			37			13			9		
4	37			35			22			6		
5	38			21			21			20		
6	35			45			14			6		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	48			349.3			71			369.9		
3	39			328.0			44			335.9		
4	29			331.8			44			329.3		
5	32			316.6			48			340.3		
6	33			333.6			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	38			332.7			57			355.1		
3	40			330.9			41			328.1		
4	35			333.5			36			333.6		
5	25			312.0			40			322.8		
6	12			316.7			33			332.8		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	59			20			14			8		
3	41			37			13			9		
4	37			35			22			6		
5	38			21			21			20		
6	35			45			14			6		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
5	*			*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	48			349.3			71			369.9		
3	39			328.0			44			335.9		
4	29			331.8			44			329.3		
5	32			316.6			48			340.3		
6	33			333.6			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	38			332.7			57			355.1		
3	40			330.9			41			328.1		
4	35			333.5			36			333.6		
5	25			312.0			40			322.8		
6	12			316.7			33			332.8		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	63			22			14			2		
3	64			22			11			4		
4	49			29			22			0		
5	23			27			33			17		
6	47			31			20			2		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	52			376.4			79			406.1		
3	65			377.5			63			373.9		
4	46			357.8			44			343.8		
5	18			309.1			33			316.1		
6	47			348.7			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	46			352.0			61			385.6		
3	58			380.8			62			371.1		
4	65			366.4			46			353.7		
5	10			307.5			23			310.4		
6	29			317.9			43			346.5		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	63			22			14			2		
3	64			22			11			4		
4	49			29			22			0		
5	23			27			33			17		
6	47			31			20			2		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	48			349.3			71			369.9		
3	39			328.0			44			335.9		
4	29			331.8			44			329.3		
5	32			316.6			48			340.3		
6	33			333.6			*			*		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	38			332.7			57			355.1		
3	40			330.9			41			328.1		
4	35			333.5			36			333.6		
5	25			312.0			40			322.8		
6	12			316.7			33			332.8		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade	Performance Data by Level Algebra I					
		% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Johnson Park Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	109	118	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	109	118	
Number Met	65	64	
Percent Met	59.6%	54.2%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	98	35	114	39		
Number Met	30	19	32	14		
Percent Met	30.6%	54.3%	28.1%	35.9%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					********	***					********
1	2	10	9	43	6	29	4	19			21
2	2	14	3	21	3	21	6	43			14
3	1	4	3	13	11	46	8	33	1	4	24
4	5	22	5	22	10	43	3	13			23
5	4	25	7	44	3	19	2	13			16
6	1	5	5	26	9	47	4	21			19
Total	15	13	32	27	43	36	27	23	1	1	118

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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
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 2015- June 2016	(1) 6 hour Student Support Specialist 5 days a week	Title I $40,000

	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 2015- June 2016	Teacher extra duty after school for articulation 10days x 16 teachers=160 hours @ $50 hr	Title I $8,000 TARG
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 2015- June 2016	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 Provide copying equipment, maintenance contracts and supplies for supplemental direct instruction.	TARG $4,041 TARG $4,000
1.4	Increase communication wih EL parents regarding their child's progress and resources available.	August 2015- June 2016	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 2015- June 2016	Fingerprinting for parents. 5 parents @ $71 Provide translator for conferences, parent communication, and for written notices, newsletters, etc.	T1-PI $355 Other Lottery Funded
1.6	Increase and provide consistent ELD instruction.	August 2015- June 2016	Provide support for classes during their ELA workshop time to maximize ELD instruction for EL students. Provide (1) 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) Provide (1) 3 hour para-educators to provide	Other Fund with Carryove r Other Not currently funded Title I $7,423

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		assistance to the classroom teacher providing ELD instruction. Para Educator Extra Duty	Other 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 #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 1-6 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 1-6 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 Provide equipment, supplies, books and materials for library.	Title I TARG $4,200 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. Provide incentives to encourage students to read (i.e., certificates, prizes, trophies, etc.). **Prizes and trophies to be funded by PTO.	TARG $4,400 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.	T1-CO TARG $2,000

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 2015-June 2016	Teacher extra duty (Tutoring) 125 hrs @ $50 Materials and supplies Technology Supplemental Program	T1-CO TARG $6,250 TARG $3,000

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**
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	Other Fund with Carryover
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 2015- June 2016	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 2015-June 2016	structured teacher planning time Substitute Release Time 15 days @ $130	TARG $2,000 Other Title I
3.5 Improvement of effective instructional strategies linking	District Buy Back Days	Provide consultants as needed Support from SCOE	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	Essential Standards; reading instructional strategies to be taught at the application level.			
3.6	Provide supplemental instructional materials to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	August 2015- June 2016	math, ELA, science, art, PE, social science supplemental books, materials and supplies	TARG $5,364
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. Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS coordinator to plan and implement PBIS procedures.	August 2015-June 2016	Provide equipment and supplies for duplication of supplemental materials. Articulation 160 hours @ $50 10 days x 16 teachers Staff development supplies, conferences, mileage and reimbursements. PBIS Coordinator Planning Time 50 hours x $50	Title I $8,000 TARG TARG-CO TARG $2,500 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
			SWISS Contract for PBIS Program	TARG $400 TARG
3.8	Under the general supervision of the site administrator, the School Technology Lead will assist teachers at Johnson Park Elementary School enhance learning through improved integration of technology. The primary focus of the School Technology Lead is to enrich and support teaching and learning, while strengthening the technology skills of students, teachers and staff. A School Technology Lead will assist classroom teachers incorportate technological hardware and software into daily instruction.	August 2015-June 2016	School Technology Lead 6 hours, 5 days a week	TARG $40,000
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 Reade, Lexia). 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.	August 2015-June 2016	Computers, printers, printing supplies, materials, classroom supplies, software, headphones, and supplies to improve and increase connections. LCD projector, tv, vcr/dvd player, smartboards. Computers and Chrome Books Lexia educational reading program contract	Title I T1-CO TARG $9,350 TARG-CO Other

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		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 $9,000 TARG TARG-CO
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.	August 2015-June 2016	Provide supplemental materials, supplies to supplement district curriculum and enhance students learning experiences and increase proficiency. Provide copying equipment, maintenance contracts, and supplies for supplemental instruction. Provide training and materials for staff development and intensive interventions to support struggling learners. High point, Avenues, and Read Naturally training for Para-educators. Training on effective teaching strategies on buyback days and/or after school.	Other Currently unfunded. Possibly fund with carryover $$.

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.	ongoing newsletter-monthly	Publish a monthly newsletter to increase parent awareness of school activities and events. ~Copy materials and supplies. . Provide parent communication tool/technology with "School Messenger" System. ~Contract for system (District Funded)	T1-PI $862 T1-PI Other District Funded
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.	ongoing	Provide supervision for after-school detention. Provide funding for yard duty's attendance and participation in the meetings.	Other
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.	ongoing	Provide materials, supplies and equipment necessary to implement Second Step curriculum and replace items in kits. Conference fees, teacher release time, extra duty.	Other

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
4.5 Provide extended learning opportunities for enrichment for GATE students. ~Provide music instruction for students after school. (3-5 days a week)	August 2015-June 2016	Teacher hourly rate 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.	ongoing	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.	ongoing	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 2015-June 2016	Student Support Specialist 5 days	Title I Other Possibly fund with carryover

2014-15 Program Expenditure Summary

Goal 1	
Title I	55,423
Title I Carryover	
Title I Parent Involvement	355
Targeted	8,041
Targeted Carryover	
Other	
Total	$63,819

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	10,600
Targeted Carryover	
Other	
Total	$10,600

Goal 3	
Title I	8,000
Title I Carryover	
Title I Parent Involvement	
Targeted	79,064
Targeted Carryover	
Other	
Total	$87,064

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	862
Targeted	
Targeted Carryover	
Other	
Total	$862

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	63,423
Title I Carryover	0
Title I Parent Involvement	1,217
Targeted	97,705
Targeted Carryover	0
Other	0
Total	$162,345

Total Expenditures	
Title I	63,423
Title I Carryover	
Title I Parent Involvement	1,217
Targeted	97,705
Targeted Carryover	
Other	
Total	$162,345

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$97,705
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	$97,705

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	$63,423
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,217
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	$64,640

Total amount of state and federal categorical funds allocated to this school	**$162,345**

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			
Matthew Nohel		1		
Nikki Walker		1		
Meenu Pal		1		
Carol Wood			1	
Jessica Hoffmann				1
Aaron Riley				1
Teppe Riley				1
Emma Valencia Estrada				1
Cecilia Vargas				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: October 21, 2014

Attested:

Sarah O'Brien		5/19/15
Typed Name of School Principal	Signature of School Principal	Date
Aaron Riley		5/19/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Laura Flores Diaz	Laura Flores D.	05/19/15
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2015-16
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 24 June 2015.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	53			20			20			7		
4	53			27			11			9		
5	62			18			9			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	51			343.8			62			356.9		
3	47			335.4			58			352.1		
4	43			338.0			66			364.3		
5	55			354.8			67			367.7		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	54			335.5			54			348.6		
3	20			318.1			56			347.9		
4	33			326.3			47			344.9		
5	*			*			59			358.2		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
3	53			20			20			7		
4	53			27			11			9		
5	62			18			9			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
3	*			*	*		*	*		*	*	
4	*			*	*		*	*		*	*	
5	*			*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	51			343.8			62			356.9		
3	47			335.4			58			352.1		
4	43			338.0			66			364.3		
5	55			354.8			67			367.7		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	54			335.5			54			348.6		
3	20			318.1			56			347.9		
4	33			326.3			47			344.9		
5	*			*			59			358.2		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	64			23			12			1		
3	76			13			10			1		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	54			365.4			69			379.9		
3	69			393.5			78			418.0		
4	65			365.1			82			401.9		
5	65			388.7			63			393.9		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	54			347.6			61			366.4		
3	67			371.1			76			412.8		
4	67			368.4			70			379.1		
5	*			*			55			376.4		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	64			23			12			1		
3	76			13			10			1		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	51			343.8			62			356.9		
3	47			335.4			58			352.1		
4	43			338.0			66			364.3		
5	55			354.8			67			367.7		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	54			335.5			54			348.6		
3	20			318.1			56			347.9		
4	33			326.3			47			344.9		
5	*			*			59			358.2		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I							
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Kynoch Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	65	64	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	65	64	
Number Met	40	45	
Percent Met	61.5%	70.3%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	73	9	61	15		
Number Met	15	--	22	--		
Percent Met	20.5%	--	36.1%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					********	***					********
1	2	14	4	29	6	43	2	14			14
2	2	17	4	33	5	42	1	8			12
3	1	8	5	42	2	17	2	17	2	17	12
4	2	18	6	55	2	18	1	9			11
5	3	21	7	50	4	29					14
Total	10	16	26	41	20	31	6	9	2	3	64

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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	Title I 17,000 TARG
		Instructional Assistant B	Title I 15000 TARG
		Instructional Assistant C	Title I 18000 TARG
		Instructional Assistant D	Title I 15000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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
1.2 Computer Lab part 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	Title I 16,000 TARG
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. Extra hours to keep the library open for students after school for Reading support.		Literacy Resource Technician 3.5 Hour Accelerated Reader Contract Extra Hours	TARG 25000
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. Libary books to supplement for reading and academic improvement.		Copy Paper Supplemental Materials Interactive Materials	Title I 172 TARG 26000 TARG-CO
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 3.75 Hour 2 part time	Title I 15000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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		3.75 Hour Elementary SSS 10,449	Title I 15000 T1-CO Title I
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 3000 T1-CO
1.7			Title I
1.8 Supplemental materials to raise the academic performance of students. The materials are in the form of blacklined masters which will require copying. Copying requires machines and ink.		Copying Machines & equipment maintenance contracts 75% Targeted 25% Lottery Ink and masters for Copier	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
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.			
1.9 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success: • Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meets with students individually to modify choices that will create academic success • Corresponds with parents to involve them in their child's education o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction • Monitors progress of academic, attendance, and behavior goals		50% Elementary Student Support Coordinator	TARG 35000

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

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, Staff Development After School, Presenters and Expenses to equip staff to serve our underperforming population.		Fees and Expenses, Subs, hourly wage extra duty teacher or classified	Title I 14000 T1-CO TARG 19000
2.2			Title I

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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
3.3 Love and Logic Classes for Parenting		Presenters	Title I T1-PI 500
3.4 Create parent involvement opportunities to increase		Materials, supplies, food, presenters, and beverages	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
academic performance.			
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	Title I T1-PI 1460

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 15000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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..	T1-CO TARG 25471

2014-15 Program Expenditure Summary

Goal 1	
Title I	114,172
Title I Carryover	
Title I Parent Involvement	
Targeted	89,000
Targeted Carryover	
Other	
Total	$203,172

Goal 2	
Title I	14,000
Title I Carryover	
Title I Parent Involvement	
Targeted	19,000
Targeted Carryover	
Other	
Total	$33,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,460
Targeted	
Targeted Carryover	
Other	
Total	$2,460

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	15,000
Total	$15,000

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	25,471
Targeted Carryover	
Other	
Total	$25,471

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

Total Allocation	
Title I	128,172
Title I Carryover	0
Title I Parent Involvement	2,460
Targeted	133,471
Targeted Carryover	0
Other	0
Total	$264,103

Total Expenditures	
Title I	128,172
Title I Carryover	
Title I Parent Involvement	2,460
Targeted	133,471
Targeted Carryover	
Other	15,000
Total	$279,103

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-15,000

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$133,471
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	$133,471

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	$128,172
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,460
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	$130,632

Total amount of state and federal categorical funds allocated to this school	**$264,103**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Monica Oakes	1			
Esperanza Arrelano				1
Crystal Ramirez				1
Shari Afato				1
Eric Preston				1
Candis King				1
William Hanan		1		
Molly McKay		1		
Kyle Sweeney		1		
Diane Lemstrom			1	
Jean Younggren				
Bobbi Jo Sanchez				
Ina Lujan				
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

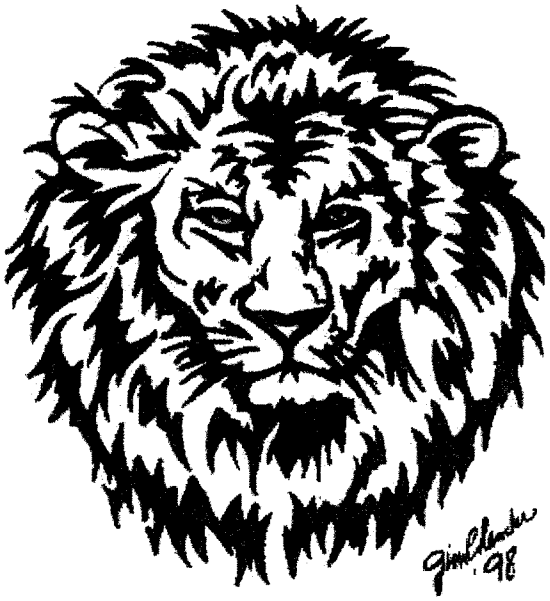
   X School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   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: 02/02/2015

Attested:

Typed Name	Signature	Date
Monica Oakes Typed Name of School Principal	Monica Oakes Signature of School Principal	5/11/2015 Date
Esperanza Arrelano Typed Name of SSC Chairperson	Arellano Signature of SSC Chairperson	5/11/15 Date
Maria Velasquez Typed Name of ELAC Chairperson	 Signature of ELAC Chairperson	5/11/2015 Date



2015-16
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
X Initial Plan Approval: 5/26/15			
Plan Revision Approval:			

Approved by District Board of Education on 24 June 2014.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	40			25			22			14		
3	43			30			16			12		
4	45			32			18			5		
5	29			38			17			16		
6	38			34			18			10		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			47			343.3		
3	*			*			41			327.1		
4	*			*			32			324.9		
5	*			*			32			326.0		
6	*			*			42			334.3		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	42			327.4			29			312.1		
3	35			333.8			59			342.4		
4	47			347.3			67			368.3		
5	23			321.7			39			328.8		
6	41			338.0			25			321.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	51			342.4			41			328.7		
3	27			317.5			41			331.4		
4	26			322.5			43			340.7		
5	6			300.2			29			325.1		
6	9			293.2			40			333.9		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	40			25			22			14		
3	43			30			16			12		
4	45			32			18			5		
5	29			38			17			16		
6	38			34			18			10		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		30	47		317.9	343.3	
3	*			*	*		27	41		320.4	327.1	
4	*			*	*		53	32		336.2	324.9	
5	*			*	*		26	32		317.1	326.0	
6	*			*	*		37	42		322.0	334.3	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	42			327.4			29			312.1		
3	35			333.8			59			342.4		
4	47			347.3			67			368.3		
5	23			321.7			39			328.8		
6	41			338.0			25			321.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	51			342.4			41			328.7		
3	27			317.5			41			331.4		
4	26			322.5			43			340.7		
5	6			300.2			29			325.1		
6	9			293.2			40			333.9		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	55			21			20			5		
4	58			21			17			4		
5	35			27			24			15		
6	38			29			25			9		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			63			361.8		
3	*			*			65			370.3		
4	*			*			50			352.9		
5	*			*			43			351.6		
6	*			*			58			351.1		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	50			356.4			52			332.9		
3	65			391.3			79			406.0		
4	61			363.9			75			386.8		
5	30			321.8			33			331.3		
6	38			343.6			23			329.2		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	65			370.4			54			350.6		
3	60			367.9			67			389.2		
4	50			348.5			58			359.4		
5	21			309.6			35			334.3		
6	18			297.3			38			339.5		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	55			21			20			5		
4	58			21			17			4		
5	35			27			24			15		
6	38			29			25			9		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			47			343.3		
3	*			*			41			327.1		
4	*			*			32			324.9		
5	*			*			32			326.0		
6	*			*			42			334.3		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	42			327.4			29			312.1		
3	35			333.8			59			342.4		
4	47			347.3			67			368.3		
5	23			321.7			39			328.8		
6	41			338.0			25			321.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	51			342.4			41			328.7		
3	27			317.5			41			331.4		
4	26			322.5			43			340.7		
5	6			300.2			29			325.1		
6	9			293.2			40			333.9		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Linda Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	229	235	
Percent with Prior Year Data	100.0%	97.4%	
Number in Cohort	229	229	
Number Met	109	113	
Percent Met	47.6%	49.3%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	232	59	221	64		
Number Met	47	17	27	23		
Percent Met	20.3%	28.8%	12.2%	35.9%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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 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.	8/12/15-6/3/16	Student Support Specialist	Title I 14,203
1.2	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	8/12/15 - 6/3/16	Literacy Resource Technician	Title I TARG 23,100

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	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.			
1.3	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 English Language Learners. (EL students will have access to Spanish and Hmong speaking paras) 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.	8/12/15-6/3/16	Supplementary Assistance (4) (as funding allows)	Title I 107,738 TARG
1.4	Students will have access to technology presented in three school computer labs 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.	8/12/15-6/3/16	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	Title I 1,549 TARG 26,000
1.5	On line programs will support and reinforce grade level	8/12/15-6/3/16	Brain Pop: Animated website for students K-12	Title I

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	concepts 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.		focusing on Science, Health, Technology, Math, Social Studies, Arts & Music and English movies, quizzes, activity pages and school homework help Tumble Books ($500) Accelerated Reader Program($6,424) Lexia (1yr contract $9,350) Brain Pop (2,095)	TARG 18,369
1.6	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.	8/12/15-6/3/16	Hourly additional teacher pay for four teachers. (technology committee after school planning)	TARG 7,000
1.7	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.	8/12/15-6/3/16	Maintance Contracts: Riso ($790) Sharp ($5,700) Inland (400.00)	TARG 5,700 Other 1,290
1.8	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 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.	8/12/15-6/3/16	Supplemental Materials (flash cards, academic games, white boards/markers), IPad app	TARG 20,454
1.9	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.	8/12/15-6/3/16	Additional teacher assistance	Title I TARG 25,000
1.10	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 effective teaching strategies for all students to raise the	8/12/15-6/3/16	Substitutes for Teacher Release Conferences SCOE Consultants Write Steps	Title I TARG $13,701

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
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	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	8/12/15-6/3/16	EL Support Specialist	Title I 13,521 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
	one hour. The EL SSS will motivate EL students by organizing events that will recognize EL students academic achievement.			
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.	8/12/15-6/3/16	Avenues/ support componets, Big Books, picture vocabulary cards Functions for Fluency Measuring Up SRA IPad Apps that reinforce language acquistion (if funding allows)	
2.3	Students will receive music instruction (choral and violin) as studies have shown that formal music training impacts various aspects of cognitive development such as perception, memory, and language skills. There are also correlations between music perceptual skills and both non-verbal reasoning and phonemic awareness. Other research showed that even a little bit of musical training can enhance reading skills as well as pitch discrimination abilities in speech.	8/12/15-6/3/16	Choral Music facilitator Violin Teacher (As funding allows)	Title I TARG 6,700

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 dolllars 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, 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. The data provided will be analyzed during the SST process	8/12/15-6/3/16	Conferences Substitutes for Teacher Release SWIS	TARG 2,000 Other

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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, Lion Pride sponsored activities and classroom participation. Provide families with a handbook/school calendar and banners signifying special school events. 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	8/12/15-6/3/16	Supplies, refreshments, personnel, childcare;Printing costs, banners;Fingerprinting/clearance	T1-PI 2,629
3.3	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.	8/12/15-6/3/16	Intervention Counselor funded by Probation Grant	T1-PI Other Grant
3.4	To prevent and address bullying incidents, the Steps to Respect program will be expanded to all fourth and fifth grade classrooms. Second Steps, a social skills program, will be provided in grades K-3rd	8/12/15-6/3/16	1.5 days of additional psychologist time	T1-PI TARG 41,220
3.5	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 law enforcement, and conferences	8/12/15-6/3/16	As funding allows	T1-PI
3.7	.			Other

2014-15 Program Expenditure Summary

Goal 1	
Title I	123,490
Title I Carryover	
Title I Parent Involvement	
Targeted	139,324
Targeted Carryover	
Other	1,290
Total	$264,104

Goal 2	
Title I	13,521
Title I Carryover	
Title I Parent Involvement	
Targeted	6,700
Targeted Carryover	
Other	
Total	$20,221

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,629
Targeted	43,220
Targeted Carryover	
Other	
Total	$45,849

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	137,011
Title I Carryover	0
Title I Parent Involvement	2,629
Targeted	189,244
Targeted Carryover	0
Other	0
Total	$328,884

Total Expenditures	
Title I	137,011
Title I Carryover	
Title I Parent Involvement	2,629
Targeted	189,244
Targeted Carryover	
Other	1,290
Total	$323,474

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$5,410

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$189,244
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	$189,244

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	$137,011
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,629
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	$139,640

Total amount of state and federal categorical funds allocated to this school	**$328,884**

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		
Amy Messick		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:

Typed Name	Signature	Date
Judy Hart Typed Name of School Principal	Judy Hart Signature of School Principal	May 26, 2015 Date
Ann Vanderpool Typed Name of SSC Chairperson	Ann Vanderpool Signature of SSC Chairperson	26 May 2015 Date
Cathy Blackshere Typed Name of ELAC Chairperson	Cathy Blackshere Signature of ELAC Chairperson	May 26, 2015 Date



2015-16
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: 05/20/2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	29			38			19			14		
3	50			33			6			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			33			330.1		
3	*			*			42			353.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4							36			342.2		

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

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	29			38			19			14		
3	50			33			6			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*			33			330.1		
3	*			*			42			353.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
4							36			342.2		

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

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	52			29			0			19		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			60			346.5		
3	*			*			58			408.7		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4							45			354.5		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
2nd grade has experienced a steady increase with 75% of the students scoring proficient during the 11-12 school year. 3rd grade has seen an increase from 46% proficient to 67% proficient. 5th grade, as in ELA, saw a decline in the number of students scoring proficient. 5th grade's 3 year average is 59% proficient. 4th grade was not statistically significant.

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	52			29			0			19		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			33			330.1		
3	*			*			42			353.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4							36			342.2		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I

	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
2nd grade has experienced a steady increase with 75% of the students scoring proficient during the 11-12 school year. 3rd grade has seen an increase from 46% proficient to 67% proficient. 5th grade, as in ELA, saw a decline in the number of students scoring proficient. 5th grade's 3 year average is 59% proficient. 4th grade was not statistically significant.

Title III Accountability Data (Loma Rica Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2	3	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	2	3	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	3	0		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
2									********	***	********
3			********	***	********	***					********
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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
5		58%			100%	

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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 TARG 7805
		3 hours/day, 4 days per week Para Educator to assist in combination classes. The students are performing at a wide range of academic levels.	Title I 9045 TARG
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)	TARG 1500

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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 120 TARG 1355 TARG-CO T1-CO
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	Title I 0 T1-CO 0
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 2666
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 200
1.7	Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.		Printing and mailing costs for newsletters, site council presentations and student achievement updates. School Messenger for school events and parent involement opportunities. Consumable materials and food items for parent meetings	T1-PI 195

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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, LCD Projectors and Light Bulbs, Educational Applications	Title I T1-CO TARG 1000 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 #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 1000

2014-15 Program Expenditure Summary

Goal 1	
Title I	9,165
Title I Carryover	0
Title I Parent Involvement	195
Targeted	14,526
Targeted Carryover	
Other	
Total	$23,886

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

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	10,165
Title I Carryover	0
Title I Parent Involvement	195
Targeted	14,526
Targeted Carryover	0
Other	0
Total	$24,886

Total Expenditures	
Title I	10,165
Title I Carryover	0
Title I Parent Involvement	195
Targeted	14,526
Targeted Carryover	
Other	
Total	$24,886

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$14,526
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	$14,526

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	$10,165
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$195
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	$10,360

Total amount of state and federal categorical funds allocated to this school	**$24,886**

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		
Sydney Minetti		X		
Judy Anderson/Francesca Holcomb		X		
Vicki Favela			X	
Darlene Waddle				X
Jana Cooper				X
Jodi Mallen				X
Thomas Rowan				X
Martha Bunce				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

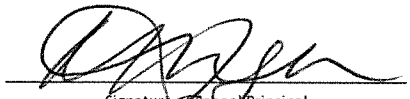
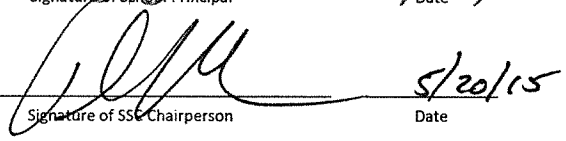
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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):**

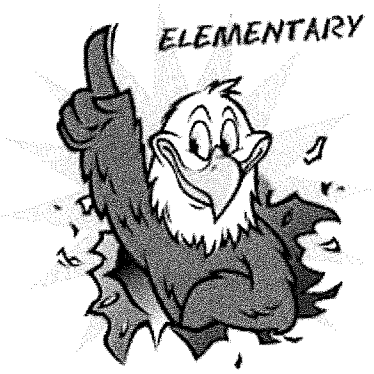
	English Learner Advisory Committee
X	School Advisory Committee (Economic Impact Aid – State Compensatory Education)
	Other committees established by the school or district (list):

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: 05/20/2015

Attested:

Kathleen Hansen		5/20/15
Typed Name of School Principal	Signature of School Principal	Date
Thomas Rowan		5/20/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

OLIVEHURST



2015-16
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 24 June 2014.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	49			24			14			13		
3	27			36			23			14		
4	61			15			12			12		
5	40			42			8			11		
6	55			20			14			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	59			346.3			39			337.6		
3	37			326.3			19			301.8		
4	56			353.9			76			390.9		
5	34			336.7			50			342.7		
6	67			349.8			65			365.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	43			321.3			52			337.9		
3	26			320.3			30			315.0		
4	44			331.0			55			354.2		
5	19			317.7			38			338.1		
6	33			317.5			51			343.6		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	49			24			14			13		
3	27			36			23			14		
4	61			15			12			12		
5	40			42			8			11		
6	55			20			14			11		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*	*		*	*		*	*	
3	*			*	*		*	*		*	*	
5	*			*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	59			346.3			39			337.6		
3	37			326.3			19			301.8		
4	56			353.9			76			390.9		
5	34			336.7			50			342.7		
6	67			349.8			65			365.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	43			321.3			52			337.9		
3	26			320.3			30			315.0		
4	44			331.0			55			354.2		
5	19			317.7			38			338.1		
6	33			317.5			51			343.6		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	53			25			15			7		
3	52			24			14			10		
4	63			16			17			4		
5	52			23			15			9		
6	65			6			17			12		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	53			357.2			47			339.8		
3	61			383.7			35			336.9		
4	61			363.1			83			406.5		
5	48			349.2			54			336.8		
6	70			377.2			65			379.8		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	57			343.9			52			351.6		
3	52			376.1			52			362.8		
4	44			335.0			60			365.0		
5	48			330.1			50			342.4		
6	52			346.0			63			365.3		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	53			25			15			7		
3	52			24			14			10		
4	63			16			17			4		
5	52			23			15			9		
6	65			6			17			12		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	59			346.3			39			337.6		
3	37			326.3			19			301.8		
4	56			353.9			76			390.9		
5	34			336.7			50			342.7		
6	67			349.8			65			365.6		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	43			321.3			52			337.9		
3	26			320.3			30			315.0		
4	44			331.0			55			354.2		
5	19			317.7			38			338.1		
6	33			317.5			51			343.6		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Olivehurst Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	159	152	
Percent with Prior Year Data	98.7%	100.0%	
Number in Cohort	157	152	
Number Met	87	78	
Percent Met	55.4%	51.3%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	140	44	125	47		
Number Met	38	17	25	23		
Percent Met	27.1%	38.6%	20.0%	48.9%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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 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.	15-16 school year	Bilingual Para educator	Title I 40,150 TARG
1.2	Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	15-16 school year	Paper	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
	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	15-16 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.	15-16 school year	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 SBAC assessments 3-6 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 SBAC assessments 3-6 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	15-16 school year	Literary resource technician for up to 3.5 hours	TARG 24,417

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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
2.2 The library will support and encourage students to read more to improve fluency and comprehension across all subject areas	15-16 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.	15-16 school year	Computer technology and equipment paper	 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)** 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 SBAC 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.	15-16 school year	Teacher extra duty pay to accommodate tutoring at an 8 to 1 ratio	Title I T1-CO TARG 30000
3.2	Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of illuminate, and	15-16 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 55,255
3.3		15-16 school year	School technology lead	TARG Other
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.	15-16 school year	Instructional assistant	TARG
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	15-16 school year	Provide structured teacher planning time through the use of substitute teachers	Title I 10,226
3.6	Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of edusoft, and benchmark alignment, meeting with families to align academic and social services based on needs. Small group intervention, counseling, choices – behavior modification, parent involvement training coordinate assemblies, parent/home communication, home visits, IEP's, 6th grade interventions coordinated with PE times.	15-16 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
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.	15-16 school year	SIPPS Accelerated Reader and STAR Reading and Math, waterford contracts Education City	TARG TARG 5000
3.8	Supplemental materials and supplies as related to technology needs to enhance student access to technology. Provide multi media experience including smartboards that allow interactive learning for students. Students will use multiple technologies that help them access curriculum to grow towards and extend beyond proficiency at their grade level. Insure technology is working and available for student use. Replacement bulbs, cords,equipment or other necessary repairs	15-16 school year	computer technology and equipment, such as towers, printers, screen and related supplies Chrome books technology cart Projectors and installation	TARG 20000 Title I T1-CO
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	15-16 school year	Paper	TARG 5000 Other

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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.		Provide additional materials, supplies, books, subscriptions, ink, and copy materials Calypso Systems Replacement Bulbs, cords, internet switch boxes or other necessary repairs maintenance contracts	TARG 25454 TARG-CO TARG 1000 TARG 12000
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.	15-16 school year	School Messenger System	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		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 2027
		Conferences and related expenses	Title I
		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 programs. Purchase/Upgrade server.	
		Technology lead classified position	TARG 18,000

2014-15 Program Expenditure Summary

Goal 1	
Title I	40,150
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	$40,150

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	24,417
Targeted Carryover	
Other	
Total	$24,417

Goal 3	
Title I	65,481
Title I Carryover	
Title I Parent Involvement	2,027
Targeted	116,454
Targeted Carryover	
Other	
Total	$183,962

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	105,631
Title I Carryover	0
Title I Parent Involvement	2,027
Targeted	140,871
Targeted Carryover	0
Other	0
Total	$248,529

Total Expenditures	
Title I	105,631
Title I Carryover	
Title I Parent Involvement	2,027
Targeted	140,871
Targeted Carryover	
Other	
Total	$241,075

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$7,454

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.	$140,871
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	$140,871

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	$105,631
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,027
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	$107,658

Total amount of state and federal categorical funds allocated to this school	**$248,529**

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		
Cindy Haro		X		
Andrea Tucker			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:

Typed Name	Signature	Date
Jimmie Eggers		6-4-15
Typed Name of School Principal	Signature of School Principal	Date
Melissa White		6-4-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
		6-4-15
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2015-16
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 3, 2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	57			29			5			10		
3	53			24			24			0		
5	36			50			14			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			58			349.7		
3	*			*			50			353.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2							50			332.3		
3							50			349.8		
4							45			344.9		

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

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	57			29			5			10		
3	53			24			24			0		
5	36			50			14			0		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2	*			*			58			349.7		
3	*			*			50			353.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
2							50			332.3		
3							50			349.8		
4							45			344.9		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	81			10			10			0		
4	50			25			25			0		
5	50			21			21			7		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			83			395.3		
3	*			*			42			390.8		

Grade Level	English Learner Students						Socio-Economically Disadvanteaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2							75			389.2		
3							50			397.9		
4							36			355.8		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	81			10			10			0		
4	50			25			25			0		
5	50			21			21			7		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2	*			*			58			349.7		
3	*			*			50			353.9		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
2							50			332.3		
3							50			349.8		
4							45			344.9		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

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

Subgroup	Performance Data by Level Algebra I								
	Grade	% At or Above Proficient			Mean Scale Score				
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15		
African American	7								
Hispanic/Latino	7								
English Learner	7								
Socio-Economically	7								

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Yuba Feather Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	60.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	21.4	47.0	22.8	49.0	24.2	50.9
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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 2016, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by the Smarter Balanced Assessment.	
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, MJUSD Benchmark scores, STAR Reading scores, Smarter Balanced Assessment Scores, API and AYP scores.
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Rennaisance STAR, Benchmark, Program Embedded assessment data, and Smarter Balanced Assessment scores.	**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 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.	8/12/15 - 6/3/16	AR Books	Title I Other TBA Title I Other
1.2 To vary instructional strategies and provide equitable educational opportunities for all students, provide	8/12/15 - 6/3/16	Materials, Supplies, Books, & Equipment, copy paper, ink	TARG $ 7,024

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.		Equipment Maintenance (Copy Machines)	TARG $ 4,500
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.	8/12/15 - 6/3/16	Literacy Resource Technician	Title I TARG $ 10,950
1.4	Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership classes.	8/12/15 - 6/3/2016	Consultant Fees, Teacher Stipends, Supplies, & Materials	TARG 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.	8/12/15 - 6/3/16	Hourly Rate for Teachers, Intervention Tutors - wages & benefits	Title I T1-CO TARG-CO Other TBA
1.6	Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and Fifth/Sixth Grade.	8/12/15 - 6/3/16	Para-educator Wages & Benefits - Kindergarten Para-educator Wages & Benefits - 5th/6th Grade	Title I $ 12,858 TARG Title I $ 10,124
1.7	Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.	8/12/15 - 6/3/16	Web Based Intensive Instruction	Other TBA

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		Purchase of equipment: Tablets, Chromebooks, Apps	Title I Other TBA 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 5% as measured by the Smarter Balanced Assessment by June, 2016.	
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	**What did the analysis of the data reveal that led you to this goal?** Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary incidents.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents	**What data will be collected to measure student achievement?** Test scores, attendance reports, discipline reports
What process will you use to monitor and evaluate the data? We will regularly monitor and analyze parent Involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis.	**Actions to improve achievement to exit program improvement (if applicable).** Create a positive school climate and increase parent involvement.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	8/12/15 - 6/3/16	Fingerprinting Fees	T1-PI $ 438
2.2	Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.	8/12/15 - 6/3/16	Materials, supplies, refreshments	T1-PI $ 3
2.3				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 #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**

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2014-15 Program Expenditure Summary

Goal 1	
Title I	0
Title I Carryover	
Title I Parent Involvement	
Targeted	0
Targeted Carryover	
Other	
Total	$0

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	0
Targeted	
Targeted Carryover	
Other	
Total	$0

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	22,982
Title I Carryover	0
Title I Parent Involvement	441
Targeted	22,474
Targeted Carryover	0
Other	0
Total	$45,897

Total Expenditures	
Title I	0
Title I Carryover	
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	
Other	
Total	$0

Balance	
Title I	22,982
Title I Carryover	0
Title I Parent Involvement	441
Targeted	22,474
Targeted Carryover	0
Total	$45,897

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$22,474
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	$22,474

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	$22,982
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$441
Title I, Part A: Parent Involvement - Carryover	$0
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$23,423

Total amount of state and federal categorical funds allocated to this school	**$45,897**

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
Wendy Bowles				X
Keri McCutcheon				X
Crystal Bond				X
Mike Cherry				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:

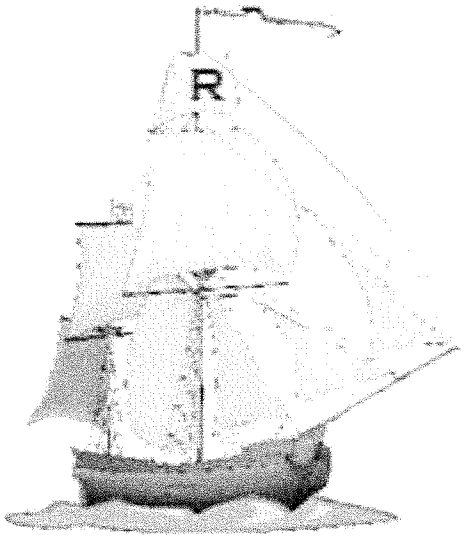
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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 3, 2015

Attested:

Typed Name	Signature	Date
Lynne Cardoza	Lynne Cardoza	6-3-15
Typed Name of School Principal	Signature of School Principal	Date
Carlene McCarty	Carlene McCarty	6-3-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
Single Plan for Student Achievement (SPSA)

Foothill

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
Initial Plan Approval: 5/28/2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	59			25			11			5		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	*			*			52			356.5		
7	58			369.7			60			367.9		
8	43			343.4			66			366.3		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	*			*			53			353.8		
7	*			*			55			357.9		
8	*			*			50			350.2		

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

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

California Standards Test (CST)
Mathematics

Grade Level	Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	60			22			11			7		

Subgroup	Performance Data by Level Mathematics						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	6	*			*		
Hispanic/Latino	6	*			*		
	7	67			372.8		
White	6	67			360.4		
	7	67			378.7		
English Learner	6	*			*		
Socio-Economically Disadvantaged	6	55			348.5		
	7	59			365.5		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8	39			32			25			4		

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino	*			*		
White	39			324.0		
English Learner	*			*		
Socio-Economically Disadvantaged	35			328.2		

Grade Level	Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
White	7	*			*		
	8	49			367.6		
English Learner	7						
Socio-Economically Disadvantaged	7	*			*		
	8	60			370.5		

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Foothill)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	6	4	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	6	4	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	4		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
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Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7			********	***							********
8	********	***	********	***							********
Total	1	25	3	75							4

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16
8th grade			

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16

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.	Title I TARG 6,479.00 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
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 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.	Title I 2,336.00

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 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. 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.		Technology equipment 2015-16 to include: Smart Boards/projectors Elmos desk top computers laptop computers printers projectors iPads iPad Cart iPad Keyboards 3D Printer / supplies 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.	Title I 6,360.00 T1-CO TARG 5,000.00

	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
	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 1,500.00
1.4	Professional development training for certificated staff to advance their learning and professional practice. 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.		Up to two days per teacher for release time (20 x $124.), including all related expenses, to attend professional development. Speaker fees and related expenses.	Title I 2,077.00 T1-CO TARG TARG-CO TARG
1.5	Organizational planners which support student success through effective organization of class notes, homework, assignments, test dates, etc.		275 Academic Planners	Title I TARG 828.00
1.6	Classified and additional certificated (substitutes) staffing costs which provide support to the regular classroom teacher so that focus-students are provided small group, direct instruction, intervention and support during the regular instructional day. Our ELA classes will be supported by a Ltieracy Resourse Technician (LRT) The technician's primary responsibility will		19 hrs./week Literacy Resource 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	TARG 15,000.00 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
	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.			
1.7	Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. 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 software system.	Title I T1-CO TARG 1,500.00
1.8	Provide after school tutoring in the areas of Language Arts and Mathematics, Science & Social Science		$55./hr x 25 weeks	Title I 10,000.00 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 #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.	TARG 4,500.00

	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
	programs require supplemental materials to be copied on a daily basis.			
2.2	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 achievement 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 399
2.4				T1-PI

2014-15 Program Expenditure Summary

Goal 1	
Title I	20,773
Title I Carryover	
Title I Parent Involvement	
Targeted	30,307
Targeted Carryover	
Other	
Total	$51,080

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	399
Targeted	4,500
Targeted Carryover	
Other	
Total	$4,899

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	20,773
Title I Carryover	0
Title I Parent Involvement	399
Targeted	34,807
Targeted Carryover	0
Other	0
Total	$55,979

Total Expenditures	
Title I	20,773
Title I Carryover	
Title I Parent Involvement	399
Targeted	34,807
Targeted Carryover	
Other	
Total	$55,979

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$34,807
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	$34,807

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	$20,773
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$399
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	$21,172

Total amount of state and federal categorical funds allocated to this school	**$55,979**

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	
Melinda Staples				1	
Carmie Ellyson				1	
Leticia Staples					1
Star-Lynn Miller					1
Hunter Elliott					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):**

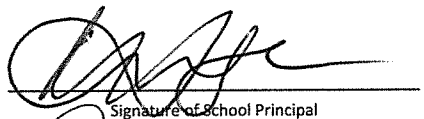
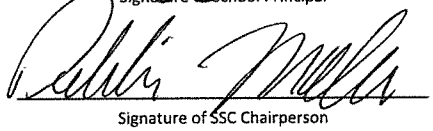
   English Learner Advisory Committee

   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: 5/28/2015

Attested:

Kathleen Hansen		5/28/15
Typed Name of School Principal	Signature of School Principal	Date
Debbie Mallen		5/28/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2015-16
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
Initial Plan Approval:	5·13·15		
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	41			47			10			2		
7	57			26			14			3		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	*			*			56			374.7		
8	*			*			47			338.9		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	31			345.2			52			351.4		
7	47			351.5			59			357.7		
8	50			347.3			54			360.2		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	14			326.3			38			345.7		
7	19			323.6			55			355.7		
8	18			302.6			50			348.3		

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

As Achievement levels for student performance are released, McKenney will establish a baseline of data to monitor student progress.

California Standards Test (CST)
Mathematics

Grade Level	Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	49			34			16			2		
7	64			23			11			2		

Subgroup	Performance Data by Level Mathematics						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	6	*			*		
Asian	6	*			*		
	7	78			387.1		
Hispanic/Latino	6	46			349.5		
	7	59			354.4		
White	6	54			358.7		
	7	62			368.2		
English Learner	6	25			328.0		
	7	38			339.5		
Socio-Economically Disadvantaged	6	49			349.3		
	7	64			368.7		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	*			*		
Hispanic/Latino	0			290.9		
White	0			300.1		
English Learner	0			295.3		
Socio-Economically Disadvantaged	3			298.9		

Grade Level	Performance Data by Level Algebra I

	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8	48			38			12			2		

Subgroup	Performance Data by Level Algebra I							
	Grade	% At or Above Proficient			Mean Scale Score			
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	
African American	7							
	8	55			359.8			
Hispanic/Latino	7							
	8	43			345.9			
	8	52			354.2			
English Learner	7							
Socio-Economically Disadvantaged	7							
	8	46			350.4			

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged	*			*		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.
As Achievement levels for student performance are released, McKenney will establish a baseline of data to monitor student progress.

Title III Accountability Data (Anna McKenney Intermediate School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	67	65	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	67	65	
Number Met	35	32	
Percent Met	52.2%	49.2%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	66	3	63		
Number Met	--	29	--	26		
Percent Met	--	43.9%	--	41.3%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	No	--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	5	10	45	8	36	2	9	1	5	22
7			10	50	9	45	1	5			20
8	2	9	6	26	12	52	2	9	1	4	23
Total	3	5	26	40	29	45	5	8	2	3	65

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

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
6th grade - average of 6 and 12 week benchmark

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16
8th grade			

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
We will be establishing baseline data with the new benchmarks aligned to California Common Core Standards.

VI. Planned Improvements in Student Performance

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

<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 Assessment of Student Performance and Progress (CASPP)
Academic Performance Indicator (API)
Adequate Yearly Progress (AYP)-- . State Physical Fitness Test (PFT)</td><td>What did the analysis of the data reveal that led you to this goal?
As we move to establishing baseline data using district benchmark data aligned to California Common Core Standards and baseline data from CASPP, we anticipate the need to support school wide and sub groups in academic achievement.</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 school wide growth indicator will be used as progress indicator towards goal
CASPP Achievement Level 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
CASPP Achievement Level 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
1.1 Student Support Personnel		Student Service Coordinator: Analyze Benchmark and interim testing data. Determine at risk and low performing students and coordinate support personnel in creating targeted interventions including Counselor, PASS Officer, English Language Learner Elementary Support Personnel, and other direct services to improve student achievement. * analyze benchmark assessment data * Conference with low and at-risk students * Coordinate support personnel for students * Educational Talent Search * Bringing Up Grades (BUGS) Program * Facilitate Professional Development Activities * Organize, monitor, and facilitate after school programs to increase student achievement. * Supervise and structure the academic schedules and programs to best meet the needs of students and maximize academic performance.	TARG 29000
		Elementary Student Support Specialist: Works directly with students to provide support, academic achievement goal development, and intervention support to increae academic growth. * Counsels students * Meets with underperforming students and parents to develop plans for increased students achievement. * Instructs students on resiliency strategies during group. * Provides activities designed to improve and support the emotional, behavioral, and social skills development of students which impact academic achievement. * Provides support and consultation to school staff * Crisis intervention	Title I 38325

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		* Classroom guidance * Data analysis to support increased student achievement. * 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. 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 38325

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		Technology Support Personnel *Hourly rate to support integration of technology in the classroom using Cc Common Core lessons and hands-on student activities to increase student engagement and technology skills. Economically Disadvantaged Students will have an opportunity to experience different types of technology, ie, laptops, I Pads, Chromebooks, desk tops, to increase their overall proficiency with technology. Addresses work readiness skills and technology.	TARG 1500
1.2 Professional Development		Substitute Costs for teachers to attend trainings to increase use of best practice through lessons and observations; collaboration to analyze data and develop startegies to support academic growth. Professional Development Service Contracts: to provide increased and structured professional development opportunities for staff members related to data analysis, effective teaching practices, student intervention, and other activities related to student academic and social growth. These include supplemental service agreements. Professional development Conference Costs : Staff will attend conferences to enhance instruction in the Common Core, STEM/Next Generation Science Standard, CUE-technology, flipping the Classroom and conferences that provide information enhance the social and academic growth of the middle school at risk student.	TARG 5500 Title I 9414. TARG 4000 Title I 666 TARG 3000
1.3 Student Intervention		After School Intervention Support to support student growth in mastery of Grade Level Standards. * Hourly teacher salary	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		Intervention and supports for students and families to help increase students success through solid connections to school. Includes outreach to at risk families, EL families, SES families to connect them to school and community support services such as after school tutoring, counseling services, mental health services and local service agencies.	TARG 1500
1.4 Supplemental Materials, Curriculum, Supplies, and Technology		Maintenance Contract: * Contract to provide copier/riso for supplemental curriculum to support student achievement. Supplemental Curriculum, Materials and Supplies, Technology: * Supplemental Curriculum to support mastery of grade level concepts and increase proficiency. *AVID Weekly: Campus subscription to enhance development of school wide literacy. This is a curriculum supplement to enhance critical reading skills school wide. * 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 and repair of equipment to promote an expanded physical activity program. (4) Materials and Supplies to support other outlined	Title I 500 Title I 1500 TARG 15000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		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	
		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 CST score, classroom grades and benchmark assessments. Purchase up to 90 licenses for 2014-15 Supplemental classroom technology: 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.	Title I 5000
1.5 English Language Learning program will be enhanced through the use of computers, EL learner software/apps, small group instruction and supplemental curriculum and supplies.	8/7/2014-6/2015	Supplemental books, apps, materials, technology to support ELL students in academic content, provide instruction in technology to improve work readiness skills and provide software/applications that support students growth in learning English, while scaffolding and support in the primary language. This may include access to applications such as Google translator, Near Pod and other applications.	Title I 410

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)
All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
Student Suspensions
Student Expulsions
Student Referrals
Student Attendance</td><td>What did the analysis of the data reveal that led you to this goal?
Student Suspensions at 301 days in 2014
Student Expulsions at 10 students in 2014
Student Referrals at 944 incidences
Student Attendance at 96 %</td></tr>
<tr><td>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%</td><td>What data will be collected to measure student achievement?
Student Suspensions
Student Expulsions
Student Referrals
Student Attendance</td></tr>
<tr><td>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.</td><td>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...</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 Student Support Personnel		Student Body Director PASS Officer: offers services to students and families in regards to educational, personal, and social issues which impact academic learning success. * Counsels Students * Conducts Anger Management Class * Meets with underperforming students and parents to develop plans for student success. * Conducts small group student workshops to facilitate increased student achievement. * Monitors and responds to student attendance issues. School Resource Officer: * Provides law enforcement related education to students and parents regarding drug abuse and prevention, gang awareness, implications of violating laws as it relates to their education. * Develops and counsels students on positive decision-making to promote increased school attendance and behavior. * Provide staff training on various law related topics. * Work with counselors and other support staff to assist students and to provide services to students in situations where referrals to service agencies are necessary. * Assist in peer conflict resolution training. Support Classroom: allows for the modification of bullying and academic support of grade level State Adopted Curriculum and standards without removing the students from the academic environment. The classroom necessitates a teacher and social	Other 1800 TARG 64224

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 8000
2.2 Positive Recognition Materials and Supplies		Student Recognition for: * Quarter Awards * Benchmark Awards * Movie Award	Other 2600
2.3 Parent Involvement		Mass Dialer Communication Service Parent Involvement Events: * Open House Event-- $500 for materials and supplies for back to school 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, Interpreters for events. * Salary * Materials and supplies	 T1-PI 600 T1-PI 337

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		Fingerprints	T1-PI 400
		print costs/mailing costs of newsletters, parent training flyers, promotion information, costs of updating and maintaining school site social media such as McKenney Twitter, Facebook notifications to parents.	T1-PI 470
2.4 Intervention and Supports to at risk students		Provide academic, and behavioral supports to at risk students by providing positive supports and systems that promote increased motivation and success and increased positive behaviors that then translate to increased learning and overall school success and reduce negative behaviors. Costs include: training for staff and parents, travel to training, substitute costs, printing costs.	TARG 3410
		Positive behavioral supports to at risk students: materials and supplies to reinforce student behaviors, outline expectations and provide supports to teachers in relation to reduction to at risk behaviors in the classroom that inhibit learning and instruction.	TARG 2500

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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**

Intentionally left blank

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**

Intentionally left blank

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**

Intentionally left blank

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**

Intentionally left blank

2014-15 Program Expenditure Summary

Goal 1	
Title I	94,140
Title I Carryover	
Title I Parent Involvement	
Targeted	59,500
Targeted Carryover	
Other	
Total	$153,640

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,807
Targeted	70,134
Targeted Carryover	
Other	12,400
Total	$84,341

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	94,140
Title I Carryover	0
Title I Parent Involvement	1,807
Targeted	129,634
Targeted Carryover	0
Other	10,100
Total	$235,681

Total Expenditures	
Title I	94,140
Title I Carryover	
Title I Parent Involvement	1,807
Targeted	129,634
Targeted Carryover	
Other	12,400
Total	$237,981

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-2,300

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$129,634
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	$129,634

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	$94,140
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,807
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	$95,947

Total amount of state and federal categorical funds allocated to this school	**$225,581**

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
Shevaun Mathews	1				
Teacher Nancy Davis		2			
Teacher Susan Karutz		3			
Teacher Troy Hane		4			
Teacher Susan Roger		5			
Parent				7	
Parent Jason Roper				8	
Parent Stacy Wurm				9	
Parent Ronnie Rollins				10	
Parent Gayle Bradbury				11	
Parent Penny Rogers				12	
Other Classified Lanny Harris			6		
Numbers of members of each category	**1**	**4**	**1**	**6**	

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

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

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:

Attested:

Typed Name	Signature	Date
Shevaun Mathews Typed Name of School Principal	Shevaun Mathews Signature of School Principal	5/13/15 Date
Jason Roper Typed Name of SSC Chairperson	Signature of SSC Chairperson	5/13/15 Date
Typed Name of ELAC Chairperson	Nancy Davis Signature of ELAC Chairperson	5/13/15 Date



2015-16
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
X Initial Plan Approval: 05262015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	35			34			18			13		
8	37			35			15			12		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	21			325.8			30			319.9		
8	23			325.6			29			332.6		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	34			327.7			41			330.0		
8	34			331.5			48			333.0		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	8			294.5			35			326.8		
8	9			298.6			34			328.0		

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

ELA - Our general student population in 7th and 8th grades saw a slight increase in the basic proficiency level and a decrease in below basic and far below basic bands. Our 8th grade white students saw an increase in the % at or above proficient. Data is outdated.

California Standards Test (CST)
Mathematics

Grade Level	Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	55			24			14			7		

Subgroup	Grade	Performance Data by Level Mathematics					
		% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	6						
	7	36			342.8		
	7	65			369.6		
Hispanic/Latino	6						
	7	58			358.6		
	7	48			353.8		
English Learner	6						
	7	36			324.9		
Socio-Economically Disadvantaged	6						
	7	56			357.8		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8	6			33			42			20		

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	*			*		
Hispanic/Latino	6			290.1		
White	5			283.3		
English Learner	0			283.9		
Socio-Economically Disadvantaged	5			283.9		

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

	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8	41			37			18			5		

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
	8	46			347.7		
Hispanic/Latino	7	*			*		
	8	36			335.7		
White	7	*			*		
	8	42			338.1		
English Learner	7	*			*		
	8	22			318.7		
Socio-Economically Disadvantaged	7	*			*		
	8	38			338.4		

Grade Level	Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged	*			*		

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

7th grade saw an increase in students at or above proficiency and basic bands.

7th grade general math saw an increase in the @ or above proficient bands for: African American Students, Hispanic Students and SES students.

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

No significant changes were noted for the Algebra 1 population. Data is outdated.

Title III Accountability Data (Yuba Gardens Intermediate School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	177		
Percent with Prior Year Data	98.9%		
Number in Cohort	175		
Number Met	114		
Percent Met	65.1%		
NCLB Target	57.5	59.0	60.5
Met Target	Yes		

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	6	172				
Number Met	--	95				
Percent Met	--	55.2%				
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes				

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Summarize your conclusions indicated by the Title III Accountability data:

Target was met. Data is outdated.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	8	8%	45	47%	27	28%	10	11%	5	5%	95
8	3	4%	38	47%	29	36%	9	11%	2	2%	81

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. Currently awaiting 14/15 school year data.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
Proficiency levels were set at 50%. Teachers report that there was no correlation between what was being taught in the classroom and the benchmarks. Math and English department have met consistently throughout the school year to refine the benchmarks for the 15/16 school year.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
Proficiency levels were set at 50%. Teachers report that there was no correlation between what was being taught in the classroom and the benchmarks. Math and English department have met consistently throughout the school year to refine the benchmarks for the 15/16 school year.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
Proficiency levels were set at 50%. Teachers report that there was no correlation between what was being taught in the classroom and the benchmarks. Math and English department have met consistently throughout the school year to refine the benchmarks for the 15/16 school year.

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16
8th grade			

Summarize and draw conclusions regarding the school's District Benchmark Data:
Proficiency levels were set at 50%. Teachers report that there was no correlation between what was being taught in the classroom and the benchmarks. Math and English department have met consistently throughout the school year to refine the benchmarks for the 15/16 school year.

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

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

Proficiency levels were set at 50%. Teachers report that there was no correlation between what was being taught in the classroom and the benchmarks. Math and English department have met consistently throughout the school year to refine the benchmarks for the 15/16 school year.

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:
Benchmark data was not used consistently 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:

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 and refined benchmarks for the 15/16 school year.	
What data did you use to form this goal (findings from data analysis)? CELDT, program embedded assessments, teacher grades and benchmarks.	**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? With the implementation of the Smarter Balanced test and the new benchmarks, we are expecting a 10% increase in performance for the entire student population, between the first and last benchmarks.	**What data will be collected to measure student achievement?** CELDT, program embedded assessments, teacher grades and benchmarks.
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.	**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 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 5000 TARG 12000
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 20000
1.3 Technology technician and Support for teachers to help support student use of technology.	8/13/14-6/5/15	Salary/Benefits	Title I TARG 17000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	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 6500 TARG-CO
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 3000
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 5000
1.7	Supplemental/complementary supplies and materials for to help reach academic goals.	8/13/14-6/5/15	Materials	Title I T1-CO TARG 11500 TARG-CO
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
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 3200
1.10				Title I

VI. Planned Improvements in Student Performance

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

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 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	Title I 1600 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
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 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	Title I TARG 15000
2.4 Accelerated Reading program to support reading, decoding, fluency and building vocabulary.	8/13/14-6/5/15	Renewal of Contract	TARG 7000
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.	8/13/14-6/5/15	Materials	Title I 19494 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**
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			Title I TARG TARG-CO
2.7 5 Star Students - Will help with implementation of our PBIS "Pride" program by allowing the school to increase student inclusion, target specific uninvolved student groups, show correlation between involvement and grades/discipline/attendance. The 5-Star students program is designed to keep track of student participation and recognize involvement on campus.	031615-060515	subscription, setup fee, training session, scanners, travel expenses for trainers	Title I 1000 TARG
2.8 Purchase piano, acoustic guitars and music stands to complete the new band room for choir, music drama, band and guitar.		Equipment	TARG 11858
2.9 PBIS/PLUS Coordinator .2 FTE allocation to allow for PREP period for teacher/advisor		salary benefits	Title I 17000

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 2015/2016 school year, through the implementation of PBIS Tiers 1,2,3.	
What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS	**What did the analysis of the data reveal that led you to this goal?** Data reveals that to date for the 14/15 school year 1381 referrals were written with 134 being for classroom defiance, 114 being for classroom disruption and 65 being for abusive language. These three categories reflect the main reason that referrals were written.Most referrals were written at the end of the day, during the middle of the week. Attendance for the 14/15 first semester was an average of 92.7, currently the March/April average is 95.6
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, weekly tier 2/3 meetings and the 3rd 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
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 40000
3.3	Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families.	8/13/14-6/5/15	.75 FTE Salary/Benefits Spanish Speaking Student Support Specialist serving English learners	Title I 98000 T1-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
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.		Supplemental hours to support work beyond 6.5 hours a day .75 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 6.5 hours a day .5 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 3.5 hours a day	TARG
3.4			TARG
3.5 Family Liaison - 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	8/13/14-6/5/15	Salary/Benefits	Title I T1-CO TARG 43500

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	classroom teachers with supplemental programs adopted to enhance the culture of achievement. Also assists with MASH program and communication with parents			
3.6	Student Services Coordinator - Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions.	08/13/14-06/05/15	Salary Benefits	Title I TARG 25000

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/ Parenting Classes	T1-PI 2727 TARG
4.2			T1-PI

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2014-15 Program Expenditure Summary

Goal 1	
Title I	5,000
Title I Carryover	
Title I Parent Involvement	
Targeted	80,200
Targeted Carryover	
Other	
Total	$85,200

Goal 2	
Title I	39,094
Title I Carryover	
Title I Parent Involvement	
Targeted	35,858
Targeted Carryover	
Other	
Total	$74,952

Goal 3	
Title I	98,000
Title I Carryover	
Title I Parent Involvement	
Targeted	109,500
Targeted Carryover	
Other	
Total	$207,500

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	2,727
Targeted	
Targeted Carryover	
Other	
Total	$2,727

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	142,094
Title I Carryover	0
Title I Parent Involvement	2,727
Targeted	225,558
Targeted Carryover	0
Other	0
Total	$370,379

Total Expenditures	
Title I	142,094
Title I Carryover	
Title I Parent Involvement	2,727
Targeted	225,558
Targeted Carryover	
Other	
Total	$370,379

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$225,558
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	$225,558

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	$142,094
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,727
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	$144,821

Total amount of state and federal categorical funds allocated to this school	**$370,379**

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			
Michelle Jones		1			
Aime Barlow		1			
Lynn Jacobs		1			
Gloria Castro			1		
Crecencia Castillo					1
Jeremiah Jenson					1
Jasmine Soto					1
Michael kearns					1
Nubia Octavio				1	
Jose Martinez				1	
Numbers of members of each category	**1**	**3**	**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):**

   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:

Typed Name	Signature	Date
Kari Ylst		5-26-15
Typed Name of School Principal	Signature of School Principal	Date
		5-26-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
	Alicia Astorga	5-26-15
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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: 5/23/2015			
Plan Revision Approval:			

Approved by District Board of Education on TBA.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	41			29			17			12		
10	30			38			19			12		
11	28			39			20			13		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	*			*			44			338.8		
10	*			*			29			322.8		
11	*			*			27			326.0		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	40			332.3			40			331.8		
10	29			324.5			30			322.5		
11	24			315.2			42			329.8		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	1			293.0			38			330.2		
10	5			290.1			30			324.7		
11	2			278.6			26			318.9		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	15			28			38			19		

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	*			*		
Hispanic/Latino	12			294.0		
White	20			301.0		
English Learner	3			276.7		
Socio-Economically Disadvantaged	15			293.8		

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	9			14			55			21		
10	8			24			51			17		
11	6			12			53			29		

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9	*			*		
Asian	9	0			274.2		
Hispanic/Latino	9	*			*		
	10	10			283.8		
	11	8			292.8		
White	9	18			289.1		
	10	11			299.7		
English Learner	9	0			273.1		
	10	0			271.5		
Socio-Economically Disadvantaged	9	9			282.3		
	10	11			291.8		
	11	0			274.7		

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	11			33			56			0		
10	1			15			64			20		
11	2			8			65			26		

Subgroup	Grade	Performance Data by Level Geometry					
		% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9	*			*		
Asian	9	10			311.1		
	10	0			271.2		
Hispanic/Latino	9	12			302.3		
	10	2			269.3		
	11	0			263.8		
White	9	15			310.6		
	10	0			268.5		
	11	5			261.2		
English Learner	9	0			280.6		
	10	0			260.9		
	11	0			260.5		
Socio-Economically Disadvantaged	9						
	10	12			307.1		
	11	0			269.8		

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	14			18			56			13		
11	0			19			52			28		

Subgroup	Performance Data by Level Algebra II							
	Grade	% At or Above Proficient			Mean Scale Score			
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	
African American	9							
Asian	9	*			*			
	10	31			309.2			
	11	0			260.8			
Hispanic/Latino	9							
	10	0			285.2			
	11	0			273.6			
White	9	*			*			
	11	0			289.0			
English Learner	9							
	11	0			253.6			
Socio-Economically Disadvantaged	9							
	10	11			297.1			
	11	0			271.1			

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
11	16			37			39			8		

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
	11	14			293.9		
Hispanic/Latino	9						
	11	17			298.3		
English Learner	9						
Socio-Economically Disadvantaged	9						
	11	12			296.5		

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

Title III Accountability Data (Lindhurst High School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	255	229	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	255	229	
Number Met	134	129	
Percent Met	52.5%	56.3%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	32	234	25	212		
Number Met	7	110	--	108		
Percent Met	21.9%	47.0%	--	50.9%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	--	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 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 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):

2014-15 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:

2014-15 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate (1-year)									
Graduation Rate	91.79	91.98		78.87			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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1					3%	
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1					2%	
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						

Integrated math 3						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

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)** Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on "Socioeconomically Disadvantaged" students and students identified as underperforming by failing the CAHSEE, GPA between 1.5-2.5, and/or AP students who score under the state average of AP exams.	
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 LEA LCAP goals.	**What did the analysis of the data reveal that led you to this goal?** The self-study findings indicate a need to improve student achievement in all areas with an emphasis in English/Language Arts and Mathematics. This rationale is supported by state assessments, student grade point averages, recommendations from various school committees, and review of student work.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the subgroups within the school.	**What data will be collected to measure student achievement?** Student achievement of the CAHSEE March assessment will increase by 2% each year. Increase overall student GPA by 0.5 per year.
What process will you use to monitor and evaluate the data? Multiple measures will be used to gauge student achievement, to include CAHSEE scores, local assessment data, and non-weighted overall GPA.	**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	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. To be included is to provide teachers with collaboration time as well as "summer institute" collaboration time.	July 1, 2015 Through June 30, 2016	Lindhurst High School will provide collaboration time after contract hours during the school year. This time will be structured with an emphasis on creating units of study, common assessments, students data review and appropriate modifications to instruction based on this data.	Title I 21772

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 addition to core disciplines, LHS will send other personnel to professional development opportunities this can include such trainings as A.P. conferences, Smarter Balanced trainings, including administrative conferences and trainings	TARG 20000
1.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, CAASPP and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.	July 1, 2015 Through June 30, 2016	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, peer to peer observations and state testing times to ensure student connection to proctor with subject matter increasing the personal validity of the test for the students.	TARG 16000
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, 2015 through June 30, 2016	As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner. As well as toner ink for printing off supplemental materials on classroom printers. This is a small sampling of the materials and supplies that will be purchased throughout the school year.	TARG 18000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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
		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 3000
1.4 Lindhurst High School will provide extra opportunities after school for students to prepare for state testing	July 2015 through June 2016	Lindhurst High School will purchase online licenses for SAT testing. Additionally they will fund a teacher extra pay for extra duty to teach this course.	Title I TARG 13000
1.6 LHS will purchase materials and supplies that both supplement and support all the programs and departments at LHS.		To help supplement and support all departments to try and increase student engagement, provide more educational experiences LHS purchasematerials, supplies, technology, instructional materials needed. As well as additional materials and supplies for classrooms including teacher copy machine costs.	TARG 22000
		Rental fees and cost associated with copy machines	TARG 20000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Improve the academic performance of all students, especially those identified as English Learners and Special Education students.	
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 LEA LCAP goal number 1	**What did the analysis of the data reveal that led you to this goal?** The self-study findings indicate a need to improve student achievement in all subject areas. Specific areas for emphasis are our subgroup population of English Learners and Special Education students. While high marks were given to the efforts and work that Lindhurst High School is doing with this subgroup, the data clearly shows addition need and room for growth. This rational is supported by state assessments, student GPA's, recommendations from various school committees, and a review of students work.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the English Language Learner and SPED subgroups.	**What data will be collected to measure student achievement?** Academic achievement will be measured on school wide and significant subgroup scores on CELDT, CAHSEE and local assessments.
What process will you use to monitor and evaluate the data? Student achievement of the CAHSEE March assessment will increase by 2% each year. Increase overall non-weighted student GPA by 0.5 points per year. Also to be measured by individual IEP goal. Increase the number of students scoring 4's or 5's on the CELDT by 2% each year.	**Actions to improve achievement to exit program improvement (if applicable).**

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1	In an effort to support student achievement for our EL and SPED subgroups Lindhurst will implement additional support curriculum and programs.	July 2015 through June 2016	Monies will be used to purchase an annual site license for Accelerated Reader	TARG 3300

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 maximize the accelerated reader program, Lindhurst High School will purchase a variety of books 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	TARG 2000
2.2 Monies will be used to fund two bilingual para educators		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 42000 TARG Title I
2.3			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)** All students will participate in a Common Core enriched curriculum designed to support students in pathways towards post-secondary success.	
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 goals set for by our LEA in LCAP	**What did the analysis of the data reveal that led you to this goal?** The self-study findings indicate a need to provide more opportunities for post-secondary success to create a breadth of curriculum that prepares our students for success in life.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the subgroups within the school.	**What data will be collected to measure student achievement?** Students enrolled in A-G, ROP/CTE courses and an increase in CTE courses of study. Students earning work ready certificates and standard industry certification
What process will you use to monitor and evaluate the data? Full level participation of courses. 2% increase of students who qualify for CSU/UC, increase in total 2+2 articulation.	**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			TARG TARG TARG
3.2			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 #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Lindhurst High School recognizes that with the needs and challenges of our community, addressing the social, emotional and cultural needs of the students is critical to establishing both a physical environment that is safe, as well as a stable emotional mind-set for the students in order to maximize their academic success.	
What data did you use to form this goal (findings from data analysis)?	**What did the analysis of the data reveal that led you to this goal?** Lindhurst High School recognizes the importance of responding to social, emotional and cultural needs in order to make students feel valued and safe.
Who are the focus students and what is the expected growth? All grade levels will participate, with an emphasis on the freshmen class.	**What data will be collected to measure student achievement?** Student data from number of students participating in extracurricular activities and clubs. Reduction in suspensions related to bullying or harassment education codes.
What process will you use to monitor and evaluate the data? The entire student population will show continuous growth in the area of respecting one another. This will be measured by the Healthy Kids Survey and site surveys showing at least 1% fewer student suspensions for bullying and harassment offenses.	**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 With our community and school population. Parent groups, staff, WASC committees and student associated bodies, have all firmly concluded that the need for 2 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 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	July 1, 2015 through June 30, 2016	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 and three quarters other counselors doing more general fund activities, including master scheduling total his general fund time to 55% The remaining 85% and 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	Title I 195307

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	enforcement communication and outreach as well as provide more group and behavioral interventions LHS will fund an on site probation officer (PASS).		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 79581
4.2	LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	July 1, 2015 through June 30, 2016	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. Additionally, we will purchase materials and supplies needed to school to home communication 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 1500 T1-PI 2600
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, 2015 through June 30, 2016	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 communicate with parents through maintaining the site website, school messenger, and work with our AERIES system, specifically in creating email and all	TARG 33000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		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, 2015through June 30, 2016	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, in addition to monitoring the data and intervention groups needed for our PBIS program.	TARG 43000
4.5			TARG TARG

2014-15 Program Expenditure Summary

Goal 1	
Title I	21,772
Title I Carryover	
Title I Parent Involvement	
Targeted	112,000
Targeted Carryover	
Other	
Total	$133,772

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	47,300
Targeted Carryover	
Other	
Total	$47,300

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

Goal 4	
Title I	195,307
Title I Carryover	
Title I Parent Involvement	4,100
Targeted	155,581
Targeted Carryover	
Other	
Total	$354,988

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	217,229
Title I Carryover	0
Title I Parent Involvement	4,169
Targeted	339,434
Targeted Carryover	0
Other	0
Total	$560,832

Total Expenditures	
Title I	217,079
Title I Carryover	
Title I Parent Involvement	4,100
Targeted	314,881
Targeted Carryover	
Other	
Total	$536,060

Balance	
Title I	150
Title I Carryover	0
Title I Parent Involvement	69
Targeted	24,553
Targeted Carryover	0
Total	$24,772

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$339,434
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	$339,434

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	$217,229
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$4,169
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	$221,398

Total amount of state and federal categorical funds allocated to this school	**$560,832**

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			
Troy Spangler		1			
Teja Butler					1
Yaneli Munoz					1
Yazmen Munoz					1
Kaci Navarro				1	
Andre Jones				1	
Laurie Whitmore		1			
Esmaralda Ramirez				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:

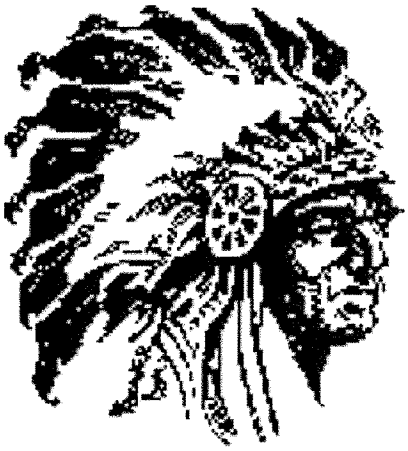
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

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, 2015

Attested:

Bob Eckardt		6-8-15
Typed Name of School Principal	Signature of School Principal	Date
Troy Spangler		6-8-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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: May 14, 2015			
X Plan Revision Approval:			

Approved by District Board of Education on June 23,2015.

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	53			32			11			4		
11	39			36			17			8		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	62			364.8			71			362.4		
10	*			*			38			342.2		
11	*			*			18			322.1		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	56			353.1			64			365.5		
10	44			346.2			61			360.6		
11	29			327.0			47			345.4		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	15			298.0			54			356.3		
10	6			301.2			48			348.1		
11	0			277.3			31			327.6		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	6			39			35			19		

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	*			*		
Hispanic/Latino	*			*		
White	13			301.2		
English Learner	*			*		
Socio-Economically Disadvantaged	5			290.1		

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	26			30			34			11		
10	27			32			27			14		
11	13			13			52			22		

Subgroup	Grade	Performance Data by Level Algebra I					
		% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9	*			*		
Asian	9	*			*		
Hispanic/Latino	9	16			302.8		
	10	17			303.3		
White	9	29			325.2		
	10	37			328.3		
English Learner	9	*			*		
Socio-Economically Disadvantaged	9	24			313.0		
	10	22			315.1		
	11	0			272.9		

Grade Level	All Students: Performance Data by Level Geometry

	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	21			40			35			3		
10	1			29			59			10		
11	4			33			48			15		

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9	*			*		
Asian	9	27			317.6		
Hispanic/Latino	9	24			308.7		
	10	0			258.3		
	11	0			278.2		
White	9	22			325.7		
	10	2			292.1		
English Learner	9	*			*		
Socio-Economically Disadvantaged	9						
	10	15			311.6		
	11	2			280.3		

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	74			22			4			0		
11	35			28			30			7		

Subgroup	Performance Data by Level Algebra II							
	Grade	% At or Above Proficient			Mean Scale Score			
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	
African American	9	*			*			
Hispanic/Latino	9							
	10	77			389.6			
	11	27			323.6			
White	9	*			*			
	10	74			383.7			
	11	40			331.7			
English Learner	9							
Socio-Economically Disadvantaged	9	*			*			
	10	68			375.0			
	11	30			329.8			

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
11	59			34			7			0		

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
	11	57			363.4		
English Learner	9						
Socio-Economically	9						

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

Title III Accountability Data (Marysville High School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	70	64	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	70	64	
Number Met	40	33	
Percent Met	57.1%	51.6%	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	68	4	63		
Number Met	--	31	--	28		
Percent Met	--	45.6%	--	44.4%		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	No	--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	5	6	30	8	40	2	10	3	15	20
10			6	33	7	39	2	11	3	17	18
11	5	26	9	47	3	16	2	11			19
12			1	14	4	57	1	14	1	14	7
Total	6	9	22	34	22	34	7	11	7	11	64

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):

2014-15 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:

2014-15 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate (1-year)	2.2	0.0							
Graduation Rate	93.96	98.25		78.87			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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1					11%	
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1					13%	
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						

Integrated math 3						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

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)** 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 2014-2015.	
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, 2015 to June 30, 2016	Substitutes and/or extra duty pay for teachers release and collaboration	Title I $2,600

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	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, integrating learning skills (content literacy, organizational, study skills), and ehancing 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 an increase of five percentage points for 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, 2015 to June 30, 2016	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, copies, 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 $2,858 TARG $5,000
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, 2015 to June 30, 2016	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.	TARG $32,283
1.4	MHS will continue to fund a counselor to further reduce the student to counselor ratio from 470 to 1 to 310 to 1.	July 1, 2015 to June 30, 2016	100 percent 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 $92,478
1.5	Support specifically EL students, but incorporating other Educationally Disadvantaged Students, by providing	August 13, 2015 to June 15, 2016	Credentialed tutors and peer student tutors provide after school tutoring for EDY students. One day a	T1-PI $1,218

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.		week teachers call home sharing progress from tutoring with parents.	TARG $7,000
	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.	Title I $14,142 TARG
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, 2015 to June 30, 2016	Classroom tools to enhance learning, or provide additional learning, for students	Title I $3,000 T1-CO TARG $5,199 TARG-CO
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	July 1, 2015 to June 30, 2016	Ink, service repairs, for maintaining high quality performance of copy and Rizzo machines.	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
	data to increase academic performance of EDY.			
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, review and collaborate around benchmark assessment data, provide staff development to enhance Common Core Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration).	July 1, 2014 to June 30, 2015	Provide substitutes or extra duty pay to receive training or perform service toward utilizing tools and/or developing tools designed to increase student achievement. 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 Close Reading, Motivation, Text Dependent Questions, and Collaborative Conversations, looks and applies in each of their classrooms. Provide substitutes in order for teachers to participate in these trainings. Provide registration, substitutes, and mileage for five cross curricular teachers to participate in the five day CCSS Writing Professional Learning Series, by Carol Jago, through PCOE in order for the cross curricular teachers to train our entire staff so Marysville High School develops and implements a schoolwide writing process.	Title I $10,000 Title I TARG
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	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	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
	order to standardize school wide instructional and behavioral expectations enhancing quality of instruction for all educationally disadvantaged students.		Health Institute through the Placer County Office of Education, and staff follow-up training. This includes substitutes, and related professional development expenses for four staff members to receive training, provided by the Mental Health Institute, in bullying and suicide prevention. Purchase PBIS Tier I and 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. 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 instructional strategies utilizing 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.	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 #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 ensure they are prepared 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? 2014-2015 34% of students completing A-G Requirements 2015-2016 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 Work with our district leadership toward an appropriate Full Time Equivalent (FTE) formula in order to maintain Career Tech courses and further development of career paths.	Begin dialogue with district leadership in fall of 2014. MHS Principal serve as Chairman of Tri-County ROP Steering Committee from Fall of 2014 through Spring of 2016 to facilitate discussion related to dissolving of ROP funds and		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	proportional growth of Concentrator, Supplemental, and Grade span (Career Tech)funds. By November 2014, working with district leadership, have a funding formula in place for FTE and Career Tech Education (CTE) Funds for 2015-2016. Have working CTE and FTE funding formulas in place (by November 2015) and refine sequenced career paths by November of 2015. Implement refined sequenced career paths by Fall of 2016.		
2.2 Work toward adding additional Advanced Placement course offerings for all students (Students and Parents).	Add AP US History or AP Biology in the fall of 2015-2016. Add the second of the two courses in the fall of 2017-2018.		
2.3 Continue implementation of the Positive Behavior Interventions & Supports (PBIS) Tier I schoolwide expectations, incentives, documentation (SWISS), communication & problem solving, and launch	Organize team, establish school wide rules and expectations, develop incentives in spring of		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
implementation of PBIS Tier II and Tier III interventions and strategies beginning with implementation of "Check-in Check-out" (Ci-Co).	2013. Implement PBIS Tier I in 2013-2014 and develop Tier II interventions in the spring of 2014. Continue implementation of PBIS Tier I interventions and implement PBIS Tier II, namely CICO, strategies in 2014-2015. Develop PBIS Tier III interventions in Spring of 2015. Continue implementation of PBIS Tier I and Tier II strategies, and implement Tier III strategies in 2015 - 2016. Develop Tier IV strategies in spring of 2016. Continue implementation of PBIS Tier I, II, and III, and begin implementation of Tier IV strategies in the 2016 - 2017 school year. Plan Tier V interventions in the spring of 2017.		
2.4 Postage, paper, labeling, and printing costs for supplemental parent communications, including "Good	Hold a staff discussion around use of "Good	Printing and postage costs for sending "Good News Cards" and newsletters to parents.	T1-PI $1,182

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
News Cards", and parent newsletters.	News Cards" (hand written notes on postcards by teachers) mailed home to parents in September 2014 department chair and staff meetings. Send out 1350 Good News Cards from October 1, 2014 thru June 30 2015 (average 30 per teacher). Send out 1800 Good News Cards from August 20, 2015 thru June 30 2016 (average 40 per teacher). Send out 2250 Good News Cards from August 20, 2016 thru June 30 2017 (average 50 per teacher).		
2.5 Work toward adding an additional (third) guidance counselor (Students and Parents).	Fund 100% of second guidance counselor, out of Title I money, in 2013-2014. Fund 75% of second guidance counselor, out of Title I money, in 2014-2015. Fund 50% of second	Using site Title I allocation combined with LCAP supplemental, concentration, and Grade Span money, continue to provide a second guidance counselor and progressively build to create a third full time guidance counselor position.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
	guidance counselor, using Title I money, in 2015-2016. Fund 25% of a second guidance counselor, using Title I money, in 2016 - 2017. Fund 25% of a third guidance counselor, using Title I money, in 2017 - 2018. Fund 50% of a third guidance counselor, using Title I money, in 2018-2019. Fund 75% of a third guidance counselor, out of Title I money, in 2019-2020. Fund 100% of third guidance counselor, out of Title I money, in 2020-2021.		
2.6 Maximize student, parent, and teacher participation in, and utilization of, Aeries.	Implement a standard grading scale on Aeries, used by all teachers, to improve communication among students, parents, and staff (August 2014).		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
	Get 80% of students and 70% of parents online with Aeries (August 12, 2014 thru June 15, 2015) Get 85% of students and 75% of parents online with Aeries (August 13, 2015 thru June 16, 2016) Get 90% of students and 80% of parents online with Aeries (August 14, 2016 thru June 5, 2017) Get 70% of teachers to update grades on Aeries once a week (August 12, 2014 thru June 15, 2015) Get 75% of teachers to update grades on Aeries once a week (August 13, 2015 thru June 16, 2016) Get 80% of teachers to update grades on Aeries once a week (August 14, 2016 thru June 5, 2017)		
2.7 Provide "credit repair" opportunities for educationally		Provide online software and two teachers to teach	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
disadvantaged students to make up credits by taking independent study or online courses.		credit repair classes serving at least 50 students after school and during the summer. Provide a teacher to teach independent study after school credit repair classes serving at least 50 students.	TARG $13,500

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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 referrals will reduce 10% in 2014-15. Suspensions will reduce 10% from 2013--2014. 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, 2015 to June 30, 2016	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 $102,000
3.2 Marysville High School will provide dropout prevention services that include intervention strategies, and outreach to counseling services for At-Risk Educationally Disadvantaged Students.		Marysville High School will provide a part-time (17.5 hour a week) Secondary Student Support Specialist.	Title I TARG $17,000

2014-15 Program Expenditure Summary

Goal 1	
Title I	125,078
Title I Carryover	
Title I Parent Involvement	1,218
Targeted	49,482
Targeted Carryover	
Other	
Total	$175,778

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,182
Targeted	13,500
Targeted Carryover	
Other	
Total	$14,682

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	119,000
Targeted Carryover	
Other	
Total	$119,000

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	125,078
Title I Carryover	0
Title I Parent Involvement	2,400
Targeted	181,982
Targeted Carryover	0
Other	0
Total	$309,460

Total Expenditures	
Title I	125,078
Title I Carryover	
Title I Parent Involvement	2,400
Targeted	181,982
Targeted Carryover	
Other	
Total	$309,460

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

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$181,982
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	$181,982

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	$125,078
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,400
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	$127,478

Total amount of state and federal categorical funds allocated to this school	**$309,460**

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			
Jose Garibay (Campus Supervisor)			1		
Dixie Cozine				1	
Kelly Williamson (vice-chair)				1	
Debbie Mallon				1	
Emiliano Gomez (11th)					1
Katrina Staples (12th)					1
Maya Rosales (10th)					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)

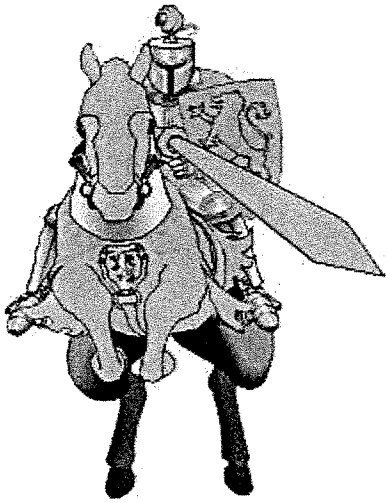
Other committees established by the school or district (list):

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: May 14, 2015.

Attested:

Gary Cena		5-14-15
Typed Name of School Principal	Signature of School Principal	Date
Dixie Cozine		5/14/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Cesar Gomez		
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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:	David Jones	**Telephone:**	(530) 749-6919
Address:	4446 Olive Dr.	**Email Address:**	djones@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5830096
X Initial Plan Approval: May 14, 2015			
Plan Revision Approval:			

Approved by District Board of Education on .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	0			31			38			31		
11	5			18			29			47		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
11	5			272.1			8			274.4		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	*			*			0			279.6		
11	0			254.1			3			261.4		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	0			7			21			71		
11	0			8			49			43		

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
	11	0			265.6		
	11	0			257.5		
English Learner	9						
	11	0			255.0		
Socio-Economically Disadvantaged	9						
	10	0			245.9		
	11	0			262.2		

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Geometry

	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

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

Title III Accountability Data (South Lindhurst Continuation High School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	22	28	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	22	28	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	24	0	29		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate		--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate		--	--
Met Percent Proficient or Above	--	--	--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	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 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10			********	***							********
11			5	50	5	50					10
12	3	18	4	24	8	47	1	6	1	6	17
Total	3	11	10	36	13	46	1	4	1	4	28

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):

2014-15 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:

2014-15 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate (1-year)									
Graduation Rate	76.90	79.72		78.87			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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						

Integrated math 3						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

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:

2015 - 2016

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 Parent Involvement & Communication	08/15 - 06/16	• Supplies for informative parent nights, parent meetings, Back to School Night, Site Council, etc. *Fingerprinting for parent volunteering within the educational program *Production, display and dissemination of student centered materials regarding academics, health and wellness services. (ink, paper, production costs associated)	T1-PI 1013

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
			T1-PI T1-PI
1.2 Technology (Teaching and Learning): Ongoing development of virtual laboratory and supplementary tools to be used for credit remediation, ELD augmentation and RSP curricular tools. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included are: Computers, ipads, subscriptions, 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	08/15 - 06/16	• Edmentum-PLATO Year 2 ($16,291.67) • Computers, ipads, subscriptions, site license for e credit remediation program (Edmentum-Plato), 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. • Add subscriptions for Rosetta Stone Spanish Language program or other data driven curriculum that will facilitate online learning. • Accelerated Reader to increase literacy and reading comprehension across the curricular areas	Title I TARG 30,000
1.3 Supplemental Materials (Teaching and Learning): Additional realia and supplemental teaching materials for extended ELA, Science, History and Math education. Support materials, site subscriptions for intense intervention and guidance to meet grade level standards within the four core subject areas. Focus on transitioning to College and Career readiness.	08/15 - 06/16	• Expenditure is primarily for student use supplemental materials, subscriptions, teaching guides/supports that help extend learning through demo's, visual learning and hand on activities.	Title I 3,312 T1-CO TARG 10,936 TARG-CO
1.4 Professional Development: Professional development related to at - risk students. Development opportunities will be directed towards methodology related to school ESLR's and liabilities of	08/15 - 06/16	• Conference or PD fees associated costs such as travel, boarding etc. When available daily development opportunities locally will be utilized.	Title I TARG 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
	teachers and administration to help meet these goals.		• Sub costs for P.D. and/or observations for professional development.	
1.5	Teaching and Learning (Extended intervention): Additional contracted staff hours to run intense intervention and off cycle course offerings in order to aid student goal achievement, standard mastery, and credit recovery.	08/15 - 06/16	• Courses offered from 3-pm at intervals to be determined by needs. Other offerings may be complete reviews of topic materials in order to gain concept mastery. • Intervention paid at teacher hourly rate $48.85/hr.	Title I TARG 6,000
1.6	Teaching and Learning (supplemental reading materials): 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. Books will compliment Accelerated Reader Program.	08/15 - 06/16	• Barnes and Noble book order to add supplemental reading materials for literacy programs.	TARG 3,000
1.7				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 #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 Staffing (Part-Time District Funded Counselor): To work with students on educational persistence, grad plans, and scheduling. Counselor will also mediate 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.	08/15 - 06/16	• District Funded Position • ½ time counselor will be shared between SLHS and Community Day. Schedule to be determined.	Title I 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
2.2 Staff (Student Support Specialist): To support academic achievement and goal actualization of at risk students. Student Support Specialist will provide direct academic support in the computer lab to achieve credit recovery and proficiency of grade level standards through the online Plato Program. This Position will contribute to the safety and culture of the site by providing supervision during non-instructional time. Serve as community liason for student intervention and outreach. (Guest Speakers, Donations for student recognition, Organize annual career faire for students at SLHS)	08/15 - 06/16	• Position will be funded either as two part-time positions of 3 hours each, 5 days per week • or- • One 6 hour position 5 days per week.	Title I 37000
2.3 Positive student recognition systems to promote and honor increased attendance, positive behavioral choices and increased academic achievement and performance (Materials, Supplies, and Support).	08/14 - 06/15	Consistent Student Recognition and Periodic Incentives For: *Academic Achievement and Mastery of Content Standards *Attendance Achievement that is directly correlated to Academic results and mastery of content standards. Students who are at school and receive explicit direct instruction and support from their teachers will have higher levels of academic success. * Social, Behavioral Supplies, Support & Recognition that fosters a safe school environment so students feel comfortable within their academic setting to take risks and reach higher academic levels within their instructional environment.	Other 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**
		**Lottery/Donation Acct. (6010) will provide funding for academically tied student recognition and incentive programs	

2014-15 Program Expenditure Summary

Goal 1	
Title I	3,312
Title I Carryover	
Title I Parent Involvement	1,013
Targeted	51,936
Targeted Carryover	
Other	
Total	$56,261

Goal 2	
Title I	37,000
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	2,000
Total	$39,000

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	41,325
Title I Carryover	0
Title I Parent Involvement	793
Targeted	51,936
Targeted Carryover	0
Other	0
Total	$94,054

Total Expenditures	
Title I	40,312
Title I Carryover	
Title I Parent Involvement	1,013
Targeted	51,936
Targeted Carryover	
Other	2,000
Total	$95,261

Balance	
Title I	1,013
Title I Carryover	0
Title I Parent Involvement	-220
Targeted	0
Targeted Carryover	0
Total	$-1,207

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$51,936
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	$51,936

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	$41,325
Title I, Part A Carryover	$0
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$793
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	$42,118

Total amount of state and federal categorical funds allocated to this school	**$94,054**

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
David Jones	1				
Sarah Huber					1
Jose Gallardo					1
Juanito Enriquez					1
Jennifer Clayton				1	
Becca Weger				1	
Steve Westcamp		1			
Karen Engelhardt		1			
Kevin Sweetwood		1			
Eugene Duggan		1			
Karissa Zinda				1	
Merri May			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:

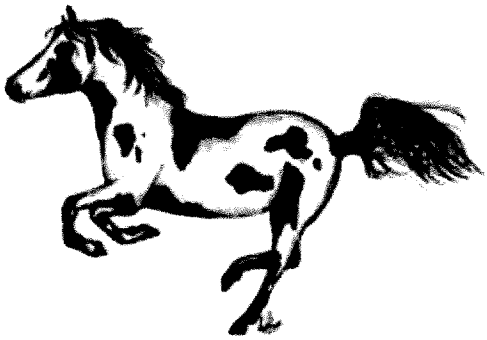
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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
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: 05/14/2015

Attested:

David Jones		5/14/15
Typed Name of School Principal	Signature of School Principal	Date
Stephen Westcamp		5/14/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Geu Thao		5/14/15
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2015-16
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) 740-6489
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 .

California Standards Test (CST)
English-Language Arts

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	29			29			32			11		
10	22			34			13			31		
11	5			21			29			45		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	*			*			28			319.1		
11	5			271.9			8			274.1		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	*			*			28			313.8		
10	*			*			25			310.4		
11	*			*			4			265.2		

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

California Standards Test (CST)
Mathematics

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	22			22			44			11		

Subgroup	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	8	*			*		
Hispanic/Latino	8	*			*		
White	8	*			*		
English Learner	8						
Socio-Economically Disadvantaged	8	*			*		
	9	25			324.4		

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	8			0			46			46		
11	12			6			29			53		

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically Disadvantaged	7						
	11	7			261.7		

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	8						
Hispanic/Latino	8						
English Learner	8						
Socio-Economically	8						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

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

Title III Accountability Data (Abraham Lincoln School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	6	1	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	6	1	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	2014-15 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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
5					*******	***					********
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):

2014-15 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:

2014-15 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate (1-year)									
Graduation Rate	34.52			78.87			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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16
8th grade			

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

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 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, CAHSEE 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 District benchmarks, CAHSEE tests results 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.	8/15 - 6/16	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.	8/15 - 6/16	Hourly fee $59.53/hr (benefits included) x 15 hours = $893	TARG 893.00
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.	8/15 - 6/16	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. budgeted $12,800 per para funding.	TARG 12,800.00
1.4	Supplement core curriculum by bridging skills for students to reach grade level (intervention).	8/15-6/16	Supplemental reading, study aids, textbooks, and augmented materials.	TARG 2481.00

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)** SCHOOL GOAL # 2 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, 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, SBAC 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.	8/15-6/16	MJUSD Consultant wages	TARG 12,093.00 Other 2907.00

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2014-15 Program Expenditure Summary

Goal 1	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	16,174
Targeted Carryover	
Other	
Total	$16,174

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	12,093
Targeted Carryover	
Other	2,907
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	28,267
Targeted Carryover	0
Other	0
Total	$28,267

Total Expenditures	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	28,267
Targeted Carryover	
Other	2,907
Total	$31,174

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	0
Targeted Carryover	0
Total	$-2,907

Centralized Services Expenditures and Reservations

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

Program Support Goal: Track and Monitor Student Performance

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

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.	$28,267
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	$28,267

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	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$0

Total amount of state and federal categorical funds allocated to this school	**$28,267**

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
Timothy Kelly	1			
Numbers of members of each category	**1**			

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

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

Recommendations and Assurances

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

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

   English Learner Advisory Committee

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

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

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

Attested:

Typed Name	Signature	Date
Timothy Kelly	Timothy D. Kelly	6-1-15
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date