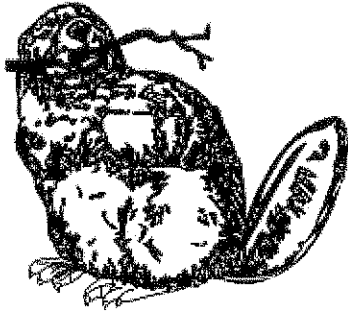




2014-15
Single Plan for Student Achievement (SPSA)

Browns Valley Elementary School

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

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

Principal:	Lisa Goodman	Telephone:	(530) 741-6107
Address:	9555 Browns Valley School Rd.	Email Address:	lgoodman@mjustd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6099014
☒ Initial Plan Approval: 5/21/14			
☐ Plan Revision Approval:			

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	924	906	922	915	
Growth Target	A	A	A	A	
API Growth Score	906	923	914	906	
Actual Growth	-18	17	-8	-9	

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

Even though Browns Valley School's API score decreased by 9 points, our API growth score continues to be the highest in the district and is still above 900. While we strive for continuous improvement, it is not known what specifically contributed to the slight decrease in our API score because many factors may have influenced this change.

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--	100		100	100	
Number At or Above Proficient	81	92		47	60		--			--		
Percent At or Above Proficient	77.9	75.4		77.0	74.1		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	10	7		--			31	29		--		
Percent At or Above Proficient	66.7	63.6		--	--		81.6	65.9		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Not all of Browns Valley School student subgroups met the AYP criteria for ELA, but since our API score is above 900, we are not considered to be a program improvement site.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--	100		100	100	
Number At or Above Proficient	92	107		54	72		--			--		
Percent At or Above Proficient	88.5	87.7		88.5	88.9		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	12	8		--			33	34		--		
Percent At or Above Proficient	80.0	72.7		--	--		86.8	77.3		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

Not all of Browns Valley School students and subgroups met the AYP criteria for Math. Due to the fact that our API score is above 900, we will not be a program improvement site.

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	72	88		24	12		4	0		0	0	
3	55	48		25	33		20	15		0	4	
4	88	88		12	8		0	4		0	0	
5	79	80		17	12		3	8		0	0	
6	93	69		7	21		0	10		0	0	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		79	83		370.4	405.8	
3	*	*		*	*		46	50		352.8	344.3	
4	*	*		*	*		88	81		405.1	390.3	
5	*	*		*	*		76	75		391.7	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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		69	*		365.9	*	
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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	80	96		12	4		8	0		0	0	
3	90	78		10	19		0	4		0	0	
4	100	100		0	0		0	0		0	0	
5	80	88		17	12		3	0		0	0	
6	93	79		7	21		0	0		0	0	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		86	100		402.4	424.8	
3	*	*		*	*		85	78		456.3	401.5	
4	*	*		*	*		100	100		458.5	446.4	
5	*	*		*	*		76	88		423.1	432.3	
6	*	*		*	*		*	78		*	409.8	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		69	*		386.8	*	
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.

Title III Accountability Data (Browns Valley Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	6	2	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	6	2	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	*	*	

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

Summarize your conclusions indicated by the Title III Accountability data:

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

Title III Accountability (District Data)

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

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

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

California English Language Development (CELDT) Data

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

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 2012-13										
	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):

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

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

2012-2013: For 2nd grade, the percent of students at or above proficient in ELA and Math has increased this year compared to last year. For 3rd grade, the percent of students at or above proficient in ELA has decreased this year by 23 % and has slightly decreased for Math compared to last year's results. For 4th grade, the percent of students at or above proficient in ELA has increased this year and decreased in Math compared to last year. For 5th grade, the percent of students at or above proficient in ELA and Math has decreased this year compared to last year. For 6th grade, the percent of students at or above proficient in ELA has decreased this year and has slightly decreased for Math compared to last year's results. It is not valid to compare data like this since the groups of students are not the same from year to year. Even if you compare the group from one grade level to the next, it is still not valid since the benchmark is not the same. Our school's math scores tend to be higher than our ELA scores, which is consistent with the data from the CST scores.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: Browns Valley School's primary grades have a greater number of students who are at or above the proficient level. Overall, our students are performing better in Math, which has consistently been the case.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: The 18 week scores are all over the place. Therefore, it is difficult to make any generalizations or see specific trends other than the 4th and 5th grade math scores have continued to be higher than the other assessments given, which was also the case the previous year.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		

	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
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Summarize and draw conclusions regarding the school's District Benchmark Data:

2012-2013: Primary grade scores continue to be higher than the other grades, with exception to 4th grade math.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013 Second grade scores are consistently higher this year compared to last year. 2nd - 4th grade math scores are higher than ELA, which has been a consistent trend.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: The 36 week benchmark scores have not been added at this point in the year.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers created ongoing alternative assessments to measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress.

District Writing Prompt

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

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

2012-2013: 3rd and 5th grade writing scores have improved compared to last year's scores. This is not necessarily valid information since these scores do not reflect the same group of students.

2013-2014: District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers created ongoing alternative assessments to measure student learning, inform future instruction, and provide communication about student progress.

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)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math from 2012-2013 • AYP Data for ELA and Math from 2012-2013 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.	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 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. 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
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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.
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Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, 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 9,000 TARG
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 2586.00
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		Computers, tablets, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation	TARG 6,687.00

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
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.		Accelerated Reader contract Waterford contract or a comparable program Supplementary instructional materials	TARG 1700.00 TARG 900.00 TARG 2000.00
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.		Partial costs for maintenance contracts and related costs for 2 copy machines and paper	
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 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.		Books, resource videos, and library supplies	
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.		Release time for teachers, including substitute costs if needed	
1.7 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor Single Plan for Student Achievement for Browns Valley Elementary School			16 of 28

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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.			

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Shared Responsibility Through School Community Involvement:	
Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)	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.) 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.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 224.00
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.		Refreshments, paper, Leadership Team costs, and copying costs	
2.8 Provide 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)? • The California Standards Tests for ELA and Math from 2012-2013 • District benchmark assessments for ELA and Math from 2012-2013 • AYP Data for ELA and Math from 2012-2013 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. 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.
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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	TARG 2000.00

2014-15 Program Expenditure Summary
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Goal 1	
Title I	11,586
Title I Carryover	
Title I Parent Involvement	
Targeted	11,287
Targeted Carryover	
Other	
Total	\$22,873

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	224
Targeted	
Targeted Carryover	
Other	
Total	\$224

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	2,000
Targeted Carryover	
Other	
Total	\$2,000

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	11,586
Title I Carryover	0
Title I Parent Involvement	224
Targeted	13,287
Targeted Carryover	0
Other	0
Total	\$25,097

Total Expenditures	
Title I	11,586
Title I Carryover	
Title I Parent Involvement	224
Targeted	13,287
Targeted Carryover	
Other	
Total	\$25,097

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

Programs Included in this Plan

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

Local Programs	Allocation
Targeted Allocation <u>Purpose:</u> Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$13,287
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	\$13,287

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$11,586
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$224
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$11,810

Total amount of state and federal categorical funds allocated to this school	\$25,097
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Goodman	1			
Theresa Smith			1	
Tricia Norby		1		
Alicia Wright		1		
Teri Shrader		1		
Brandi Schwartz				1
Kirsten Sweeney				1
Carmie Ellyson				1
Kelly Owen				1
Penny Howsley				1
Numbers of members of each category	1	3	1	5

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

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

Recommendations and Assurances

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

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

- ☐ English Learner Advisory Committee
- ☒ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☒ Other committees established by the school or district (list):
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: 5/21/14

Attested:

Lisa Goodman

Typed Name of School Principal

Lisa Goodman 5/21/14

Signature of School Principal

Date

Carmie Ellyson

Typed Name of SSC Chairperson

Carmie Ellyson

Signature of SSC Chairperson

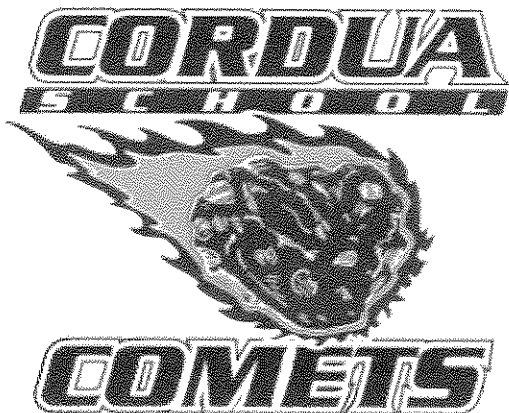
5/21/14

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2014-15
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@mjud.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056667
☒ Initial Plan Approval: 5/27/14	
☐ Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	831	824	839	841	
Growth Target	A	A	A	A	
API Growth Score	824	839	841	774	
Actual Growth	-7	15	2	-67	

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

Cordua School's API Growth Score decreased by 67 points during the 2012-13 school year. There are many factors that may have contributed to this decrease including being designated as a "School Choice" site. Parents from "Program Improvement" sites had the option to send their children to Cordua School and because of this, the number of students with special needs increased. This was not perceived as an excuse, but rather a challenge. Due to the fact that we are a small school, this increase did significantly impact the numbers in our subgroups.

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		97	100		--			100	100	
Number At or Above Proficient	27	24		17	16		--			--		
Percent At or Above Proficient	67.5	52.2		63.0	53.3		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		96	100		75	100	
Number At or Above Proficient	--			9			13	15		--		
Percent At or Above Proficient	--	--		81.8	--		68.4	53.6		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

All Cordua School students and subgroups did not meet the AYP criteria for ELA. Since this is our first year of not meeting this, we are still not considered to be a program improvement site and will continue to be a site for school choice.

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			100	100	
Number At or Above Proficient	28	26		22	19		--			--		
Percent At or Above Proficient	70.0	56.5		81.5	63.3		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	--			8			9	14		--		
Percent At or Above Proficient	--	--		72.7	--		47.4	50.0		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

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

All Cordua School students and subgroups did not meet the AYP criteria for Math. We will still be considered as a school choice site since this is the first year that the criteria was not met.

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	42	79		33	7		8	14		17	0	
3	65	27		24	36		0	18		12	18	
4	*	47		*	33		*	20		*	0	
5	*	*		*	*		*	*		*	*	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		58	*		347.8	*	
4	*	*		*	*		*	42		*	344.6	
5	*	*		*	*		*	*		*	*	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	50	79		25	14		25	7		0	0	
3	67	55		28	0		6	45		0	0	
4	*	44		*	44		*	13		*	0	
5	*	*		*	*		*	*		*	*	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		75	*		428.9	*	
4	*	*		*	*		*	42		*	348.9	
5	*	*		*	*		*	*		*	*	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	

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		
	2011-12	2012-13	2013-14
Number of Annual Testers	10	7	
Percent with Prior Year Data	100.0	100.0%	
Number in Cohort	10	7	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	*	*	

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

Summarize your conclusions indicated by the Title III Accountability data:

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

Title III Accountability (District Data)

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

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

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

California English Language Development (CELDT) Data

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

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 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1					*****	***					*****
2	*****	***			*****	***			*****	***	*****
3			*****	***			*****	***			*****
4					*****	***					*****
Total	1	14	1	14	3	43	1	14	1	14	7

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: For 2nd grade, the percent of students at or above proficient In ELA has decreased this year compared to last year, but has increased in Math. For 3rd grade, similar results were found. For 4th grade, the percent of students at or above proficient In ELA and Math has increased compared to last year. For 5th grade, the percent of students at or above proficient In ELA was the same as last year and Math decreased compared to last year. This is the first year that Cordua School has had 6th grade. Therefore, there is no comparison data. It is not valid to compare data like this since the groups of students are not the same from year to year. Even if you compare the group from one grade level to the next, it is still not valid since the benchmark is not the same. Our school's overall math scores tend to be higher than our ELA scores, which is consistent with the data from the CST scores.

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: Cordua School's primary grades have a greater number of students who are at or above the proficient level. Overall, our students are performing better in Math, which has consistently been the case.

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: The 18 week scores are all over the place. Therefore, it is difficult to make any generalizations or see specific trends.

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: Primary grade scores continue to be higher than the other grades with the 24 week benchmark.

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

2012-2013: Overall, math scores tend to be higher than ELA, with exception to 5th grade. This has been an ongoing trend.

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers 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 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

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

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

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers created ongoing alternative assessments to measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress.

District Writing Prompt

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

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

2012-2013: 4th grade writing scores have improved compared to last year's scores. This is not necessarily valid information since these scores do not reflect the same group of students.

2013-2014 District Benchmarks were not given this year as we transitioned into the Common Core State Standards. Teachers created ongoing alternative assessments to measure student learning, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress.

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)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math from 2012-2013 • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 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.

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 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.	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? • 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 6100.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.			
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:

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.)		
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.)	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.	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
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.		

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.		School Messenger contract Paper and copying costs	
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	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 750.00
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.		Fingerprinting fees and volunteer badges	T1-PJ 349.00
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.		Refreshments, paper, Leadership Team costs, and copying costs	
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, 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)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math from 2012-2013 • AYP Data for ELA and Math from 2012-2013 What did the analysis of the data reveal that led you to this goal? 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.
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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 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 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 1000.00

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

2014-15 Program Expenditure Summary
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Goal 1	
Title I	18,023
Title I Carryover	
Title I Parent Involvement	
Targeted	15,206
Targeted Carryover	
Other	
Total	\$33,229

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	349
Targeted	750
Targeted Carryover	
Other	
Total	\$1,099

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	1,000
Targeted Carryover	
Other	
Total	\$1,000

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	18,023
Title I Carryover	0
Title I Parent Involvement	349
Targeted	16,956
Targeted Carryover	0
Other	0
Total	\$35,328

Total Expenditures	
Title I	18,023
Title I Carryover	
Title I Parent Involvement	349
Targeted	16,956
Targeted Carryover	
Other	
Total	\$35,328

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

Programs Included in this Plan

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

Local Programs	Allocation
Targeted Allocation <u>Purpose:</u> Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$16,956
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	\$16,956

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$18,023
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$349
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$18,372

Total amount of state and federal categorical funds allocated to this school	\$35,328
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Goodman	1			
Edna Alexander			1	
Heather Taylor		1		
Eliza Pires		1		
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
- ☒ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☒ Other committees established by the school or district (list):
Cordua School Parent Teacher Organization

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/27/14

Attested:

Lisa Goodman
Typed Name of School Principal

Lisa Goodman 5/27/14
Signature of School Principal Date

John Baadsgaard

Signature of SSC Chairperson _____ Date 5/22/14

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson _____ Date _____