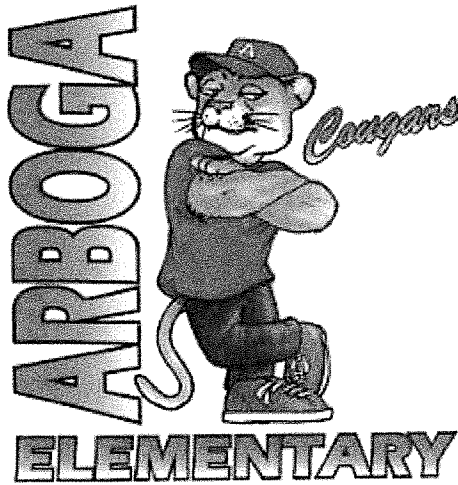




2016-17
Single Plan for Student Achievement (SPSA)

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@mjustd.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 .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Arboga Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	89	86	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	89	86	
Number Met	63	60	
Percent Met	70.8%	69.8%	
NCLB Target	59.0	60.5%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	77	22	77	24		
Number Met	28	--	38	--		
Percent Met	36.4%	--	49.4%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	2	12	9	53	4	24	1	6	1	6	17
2			8	53	6	40	1	7			15
3	2	12	8	47	6	35	1	6			17
4	8	47	4	24	5	29					17
5	2	22	4	44	2	22	1	11			9
6	2	20	5	50	1	10	2	20			10
Total	16	19	38	44	24	28	7	8	1	1	86

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	45%	32%		21%	79%	
3	37%	9%		57%	26%	
4	5%	4%		22%	1%	
5	11%	6%		5%	29%	
6	16%	4%		22%	12%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	1%	14%		11%	45%	
1	49%	51%		55%	87%	
2	65%	26%		98%	28%	
3	33%	54%		93%	62%	
4	17%	14%		85%	3%	
5	37%	6%		95%	25%	
6	45%	8%		5%	19%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	13%	25%		52%	49%	
3	12%	3%		26%	53%	
4	0%	3%		8%	3%	
5	0%	46%		0%	24%	
6	7%	0%		26%	2%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

K	20%	55%		26%	72%	
1	68%	57%		47%	60%	
2	20%	21%		4%	74%	
3	4%	60%		8%	26%	
4	9%	13%		13%	5%	
5	0%	26%		4%	32%	
6	31%	0%		25%	2%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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 SWIS referrals, etc.	What did the analysis of the data reveal that led you to this goal? 1. There is always room for growth academically with all subgroups. 2. The site needs help with creating positive behavioral choices for students.	What data will be collected to measure student achievement? Data mentioned earlier.	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.
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 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.	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost Title I 8,000
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). 1.1 Allow grade levels time 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.	Timeline (Action Start Date & Completion Date) August 16, 2016 through June 9, 2017	A combination of substitute pay and hourly rate for 21 teachers to work together--hoping for two release days and two hours of extra duty extra pay so that each trimester has one of those options for teachers.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade, and to assist with ELA interventions in K-6th.	August 16, 2016 through June 9, 2017	Salary and appropriate fringe costs	Title I 45,043
1.3 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.	August 16, 2016 through June 9, 2017	Appropriate salary and fringe costs.	Title I 15,000
1.4 Provide tutoring for students with intensive needs (as measured by STAR Early Literacy Diagnostic and/or SIPPS) and not serviced by an IEP. We will attempt to provide tutoring through college students and/or Instructional Assistants first, and if we face difficulty procuring them, we will offer it to our teachers.	October 2016 through May 2017	Salary and appropriate fringe.	Title I 5,000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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)?	Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?	What did the analysis of the data reveal that led you to this goal?
CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, etc.	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.	CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, Rtl data, tutoring records, etc.	Supplemental materials, supplies, and services can enhance the instructional process greatly.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.	August 2016 through June 2017	Cost of items and appropriate state sales tax, and shipping.	Title I 10,099

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 2016 through June 2017	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 and at school functions.	August 2106 though June 2017	see action	T1-PI 796

2016-17 Program Expenditure Summary
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Goal 1	
Title I	73,043
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$73,043

Goal 2	
Title I	10,099
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$10,099

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	1,596
Other	
Total	\$1,596

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

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

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

Total Allocation	
Title I	83,142
Title I Carryover	0
Title I Parent Involvement	1,596
Other	0
Total	\$84,738

Total Expenditures	
Title I	83,142
Title I Carryover	
Title I Parent Involvement	1,596
Other	
Total	\$84,738

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

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	\$83,142
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,596
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	\$84,738

Total amount of state and federal categorical funds allocated to this school	\$84,738
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Eric Preston	1			
Christine Bratton			1	
Shelly Stonebarger		1		
Debra Warner		1		
Amy Hansen		1		
Angela Holt		1		
Anna Mitchell				1
Jenna Shinn				1
Leah Pestana				1
Kyle Heggstrom				1
Erindira Hernandez				1
Mariah Anderson				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)

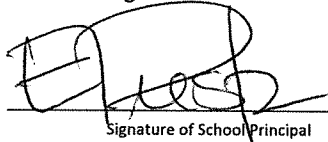
X Other committees established by the school or district (list):

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:

Eric Preston

Typed Name of School Principal



Signature of School Principal

5/23/16

Date

Debra Warner

Typed Name of SSC Chairperson



Signature of SSC Chairperson

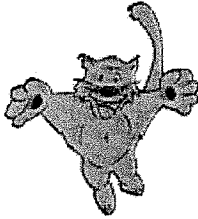
5/23/16

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjustd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056659
Initial Plan Approval:			
Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Cedar Lane Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	178	163	
Percent with Prior Year Data	98.9%	100.0%	
Number in Cohort	176	163	
Number Met	87	41	
Percent Met	49.4%	25.2%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	151	63	134	57		
Number Met	28	23	11	7		
Percent Met	18.5%	36.5%	8.2%	12.3%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Every child in this cohort did not make progress. In order to move students forward with their scores and exiting Celdt, we will use the new ELD. ELA curriculum. Concentrate on students using full and complete sentences. with details.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	20	3	60	1	20	5
1			3	11	11	39	7	25	7	25	28
2			3	11	10	36	7	25	8	29	28
3			4	13	17	55	9	29	1	3	31
4			3	15	12	60	4	20	1	5	20
5			5	16	18	56	6	19	3	9	32
6			3	16	12	63	2	11	2	11	19
Total			21	13	81	50	38	23	23	14	163

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):

We focused on writing this year and can see a downturn in our scores. We will focus on both this upcoming school year.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	41%	18%		3%	59%	
3	13%	1%		10%	0%	
4	0%	3%		0%	2%	
5	3%	0%		0%	6%	
6	3%	0%		5%	12%	

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

Our Benchmark data is very low. You will see, however, that we are continuing to grow.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	14%	45%		7%	34%	
1	52%	45%		43%	72%	
2	34%	37%		96%	24%	
3	7%	24%		34%	17%	
4	10%	7%		80%	3%	
5	30%	2%		87%	11%	
6	12%	0%		0%	12%	

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

This data is up in places and down in others. We will work to show growth across the grade levels.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	0%	32%		38%	54%	
3	2%	1%		9%	10%	
4	2%	12%		17%	12%	
5	0%	11%		3%	3%	
6	9%	1%		14%	8%	

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

We will work to show growth across the grade levels.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		

	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	44%	55%		14%	58%	
1	47%	44%		18%	41%	
2	10%	14%		4%	76%	
3	0%	17%		0%	3%	
4	0%	12%		0%	10%	
5	4%	5%		1%	17%	
6	4%	0%		1%	4%	

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

We will work to show growth across the grade levels.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

We did not do well with District Benchmarks. Our goal for the 15-16 school year is to use the embedded assessments so we teach what we test.

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 or made small growth. Analysis of the data revealed early intervention was necessary to move students forward. Additionally many students were determined to have hearing loss, no glasses or out of date prescriptions and/or very poor attendance.	
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 CCST and Wonders embedded assessments. Increase student achievement on Math CCST and GO Math embedded 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
1.1 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use 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		PBIS CUE SCOE Behavior Conference Teacher Leader presentations Grade level collaboration	Title I 37000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. 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		Discovery Learning Strength Based Training - Gallup Substitutes for Training	Title I 2000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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 increased this year. This could be for a variety of reasons such as low parental participation, student behavior 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 Caucasian students lack positive attendance. Students with behavior issues will be referred to Community Resources. Primary students will be targeted.	What data will be collected to measure student achievement? Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments	
What process will you use to monitor and evaluate the data? Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.	Actions to improve achievement to exit program improvement (if applicable). Increased student attendance increases student achievement. Decreasing student disruption will keep students in class and increase student achievement. Ongoing monitoring assessments	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement EL instruction.			Title I 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
2.2 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.			Title I 40000

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 (e.g. Parent Involvement, Teaching 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. Cost of babysitting. Will supplement with 1009 for coffee, water and snacks.	T1-PI 2350
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 kindergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.			
3.3 Parent Academy		Parent Academy will be developed by teachers to provide a bi-monthly, (September, October, November, February, March, and April) meeting in order to help parents understand how to help their child. The teachers will provide activities in a round robin fashion, translating and baby sitting will be provided. After the sessions, a modest dinner will be held for the families.	Title I 10000 Other 4000

2016-17 Program Expenditure Summary
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Goal 1	
Title I	39,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$39,000

Goal 2	
Title I	73,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$73,000

Goal 3	
Title I	10,000
Title I Carryover	
Title I Parent Involvement	2,350
Other	4,000
Total	\$16,350

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

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

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

Total Allocation	
Title I	122,423
Title I Carryover	0
Title I Parent Involvement	2,350
Other	0
Total	\$124,773

Total Expenditures	
Title I	122,000
Title I Carryover	
Title I Parent Involvement	2,350
Other	4,000
Total	\$101,350

Balance	
Title I	423
Title I Carryover	0
Title I Parent Involvement	0
Total	\$23,423

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
List and Describe Other State or Local Funds: \$	\$0

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	\$122,423
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,350
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	\$124,773

Total amount of state and federal categorical funds allocated to this school	\$124,773
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jill Segner	1			
Jennifer Bradford		1		
Katie Uebner		1		
Chris Clinkenbeard			1	
Maria Soto		1		
Maria Fernandez				1
Juana Benitez				1
Rachel Roberts				1
Maria Gomez				1
Diana Andersen		1		
Lily Gonzales				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**):

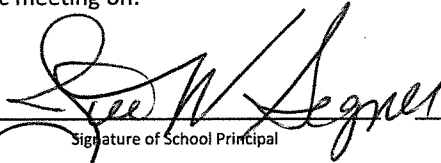
- X English Learner Advisory Committee
 - X School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- Other committees established by the school or district (list):

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:

Attested:

Jill Segner

Typed Name of School Principal

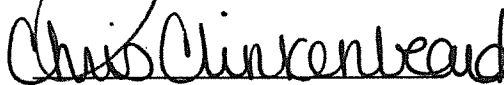
 5/23/16

Signature of School Principal

Date

Chris Clinkenbeard

Typed Name of SSC Chairperson

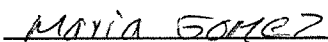
 5-23-16

Signature of SSC Chairperson

Date

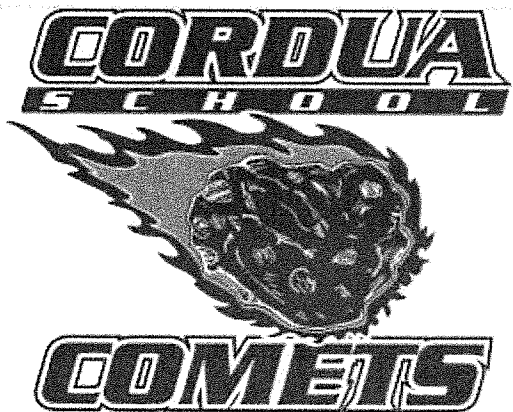
Maria Gomez

Typed Name of ELAC Chairperson

 5-23-16

Signature of ELAC Chairperson

Date



2016-17
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: Ashley Vette	Telephone: (530) 741-6115
Address: 2830 Highway 20	Email Address: avette@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056667
X Initial Plan Approval: 5/31/16	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Cordua Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	10	8	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	10	8	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	13	1	7	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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, other than students with five years or more of EL instruction performed better than students with less instruction. There were also fewer EL students in 2014-15 than in 2013-14.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	25	2	50	1	25			4
2	*****	***			*****	***					*****
4					*****	***					*****
5			*****	***							*****
Total	1	13	2	25	4	50	1	13			8

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

Cordua School's English Learners fall into the advanced, early advanced, intermediate, and early intermediate levels. There were 8 English Learners at the school site during the 2014-15 school year. 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 the students will move into the next performance level based on CELDT results.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	19%	6%		19%	33%	
3	18%	0%		29%	0%	
4	8%	0%		19%	0%	
5	0%	6%		13%	6%	

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

While information from these assessments should be used to measure student learning, inform future instruction, and create intervention plans to differentiate instruction, these assessments did not align directly with what was taught in the classroom. Informal assessments created by teachers as they checked for understanding during instruction gave more authentic assessment information. Based on this benchmark assessment, very few of our students are currently working at grade level. They are also performing below students from the previous year.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
1	65%	53%		58%	95%	
2	51%	13%		100%	10%	
3	0%	0%		47%	0%	
4	19%	8%		56%	0%	
5	29%	0%		100%	11%	

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

In both ELA and Math, our Kindergarten and first grade students are performing significantly better than our upper grade students. Since this is our second year of using the Go Math curriculum, teachers and students are much more confident with the curriculum. This is not reflected in the assessment scores, though, which is surprising.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4	0%	0%		0%	0%	
5	0%	0%		0%	0%	

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

There is not enough information to draw appropriate conclusions, other than our students are not performing well on the district benchmark assessments.

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

1	84%	65%		48%	90%	
3	0%	0%		0%	0%	
4	13%	8%		0%	0%	
5	0%	0%		0%	36%	

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 and Math. 2nd - 5th grade students are not performing as well, even though there was an improvement with 5th grade math scores. 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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)? • 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 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. 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.
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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 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 Provide classroom intervention in a small group setting targeting students who are working below grade level in ELA and Math to reteach essential standards, promote critical thinking skills, and reinforce academic language to ensure that all students receive quality classroom instruction in order to increase academic achievement.		Para-educator	Title I 12,000
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 5,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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 Waterford contract or a comparable program	
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 Books, resource videos, and library supplies	Title I 2,038
1.5 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.			
1.6			T1-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) 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.
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 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 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 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	
2.2 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 365

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 • 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. 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.
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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	

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

2016-17 Program Expenditure Summary
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Goal 1	
Title I	19,038
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$19,038

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	365
Other	
Total	\$365

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

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

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

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

Total Allocation	
Title I	19,038
Title I Carryover	0
Title I Parent Involvement	365
Other	0
Total	\$19,403

Total Expenditures	
Title I	19,038
Title I Carryover	
Title I Parent Involvement	365
Other	
Total	\$19,403

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

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	\$19,038
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$365
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	\$19,403

Total amount of state and federal categorical funds allocated to this school	\$19,403
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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
Ashley Vette	1			
Edna Alexander			1	
Heather Taylor		1		
Eliza Pires		1		
Shanon Bennett		1		
John Baadsgaard				1
Chalice Hall				1
Kellie Thomas				1
Myah Platt				1
Mandi Halsted				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):

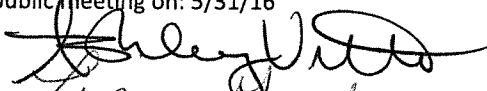
Cordua School Parent Teacher Organization

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: 5/31/16

Attested:

Lisa Goodman

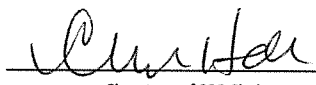
Typed Name of School Principal


Signature of School Principal

5/31/16
Date

Chalice Hall

Typed Name of SSC Chairperson


Signature of SSC Chairperson

5/31/16
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056733
X Initial Plan Approval: May 17, 2016	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Mary Covillaud Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		85	
Percent with Prior Year Data		100.0%	
Number in Cohort		85	
Number Met		47	
Percent Met		55.3%	
NCLB Target	59.0	60.5%	
Met Target		No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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			79	15		
Number Met			30	--		
Percent Met			38.0%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target			Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	1	6	6	38	7	44	1	6	1	6	16
2	1	5	6	27	14	64	1	5			22
3	3	14	11	50	6	27	2	9			22
4	2	13	4	27	7	47	1	7	1	7	15
5	3	33	4	44	2	22					9
Total	10	12	31	36	36	42	6	7	2	2	85

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	51%	35%		14%	78%	
3	51%	12%		60%	9%	
4	4%	13%		0%	93%	
5	16%	0%		4%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	11%	25%		18%	25%	
1	64%	75%		60%	85%	
2	53%	37%		86%	40%	
3	45%	56%		94%	66%	
4	26%	23%		100%	10%	
5	23%	7%		92%	12%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	2%	13%		36%	80%	
3	11%	4%		10%	44%	
4	0%	48%		27%		

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	5%	49%		8%	62%	
1	85%	82%		48%	74%	
2	15%	24%		38%	84%	

3	6%	51%		19%	37%	
4	14%	26%		15%	1%	
5	4%	43%		2%	44%	

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) The purpose is to maintain, support, and provide students with technology, supplies, equipment, and staffing support to enhance student success.			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Data was used from MJUSD Benchmark Assessments and California State Testing (CST).	The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the California Academic Performance Index (API).	The MJUSD embedded benchmarks, CELDT scores, CST scores, California State Teaching and Content standards, and teacher observations		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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, student, and teacher back to school conferences to improve relationships and commitment from parents plus having the parents and students agree and sign the Title I Parent Compact. It is also a reflective time with the parents looking and last year's assessment and setting goals for the current school year. Staff will implement Professional Learning Community through professional development using technology to teach teacher how to design assessment questions to ensure consistency in assessing student work. Staff member	7/16-6/17	wages for substitute teachers while teachers are conferencing with parents. Salary \$3250.00. Total Benefits 713 Total Salary \$3387	Title I 3963 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
will also teach teacher how to use technology to form intervention groups and well as assessing intervention groups. Student Success Team and Coordination of Suucess Team to provide intervention implementations for students who are struggling in areas of academics.			
1.2 Small group direct learning opportunities 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 intervention. Mrs. Almaraz will be involved with students that are struggling in English and providing daily intervention to these students.	7/16-6/17	Lupe Almaraz. eight hour per day salary: Total salary & benefits \$54,758.49	Title I 54,759
1.3 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.	7/16-6/17	Salary 4,397.00. Total Benefits 965.00 Total Salary & Benefits \$5,362.	Title I 5,362
1.4 Supplement and support regular school program to students by providing intervention to all core subjects before and/or after school.	7/16-6/17	Total Salary & Benefits	Title I 4,048

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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			Title I T1-CO Title I 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)			
All students will be in a learning environment that is safe, including bullying, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement through assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve discipline as well as attendance, and learning problems.			
What data did you use to form this goal (findings from data analysis)? Student attendance reports, California crime reports, suspension rates, Choices attendance, and disciplinary referral reports.	What did the analysis of the data reveal that led you to this goal? Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 102 to 22 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached		
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance by students and less than twenty days of suspensions for the school year.	What data will be collected to measure student achievement? Disciplinary reports in regards to days of suspension, number of students attending Choices, attendance percentages, referrals to SARB, and California state crime reporting percentages.		
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students sent to Choices or suspended from school.	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Auxillary services for students and parents. The school is continually updating and revising our parent-student handbook/calendar, and other student related materials that these products reflect the high quality of standards that define the educational journey of our students. The school sends out weekly communication to all parent about the events at the school which enhances parent involvement at the school site. The school sends home	7/16-6/17	printing 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 behavioral issues arise in the playground.		material and supplies	T1-PI 878

VI. Planned Improvements in Student Performance

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

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 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	7/16-6/17	Wages: Miranda Southward Total Salary & Benefits 29,710.0	Title I 29710

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

2016-17 Program Expenditure Summary

Goal 1	
Title I	68,132
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$68,132

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,878
Other	
Total	\$1,878

Goal 3	
Title I	29,710
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$29,710

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

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

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

Total Allocation	
Title I	97,842
Title I Carryover	0
Title I Parent Involvement	1,878
Other	
Total	\$99,720

Total Expenditures	
Title I	97,842
Title I Carryover	
Title I Parent Involvement	1,878
Other	
Total	\$99,720

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

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	\$97,842
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,878
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$99,720

Total amount of state and federal categorical funds allocated to this school	\$99,720
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Doug Escherman	1			
Margaret Neiber		1		
Wendy Cahill		1		
Denise Huber		1		
Dale Van Liew		1		
Laura Nicholson				1
Jason Roper				1
Jennifer Rivera				1
Sam Escherman				1
Aubrey Sasamoto				1
Marc Carroll				1
Miranda Sourthward			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**):

- 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: 5-17-2017

Attested:

Doug Escherman

Typed Name of School Principal



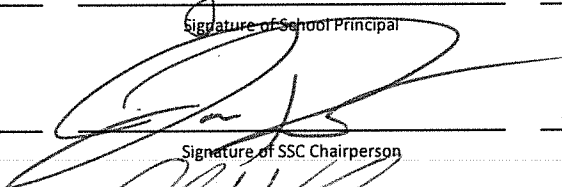
Signature of School Principal

5-17-16

Date

Jason Roper

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/17/16

Date

Dale Van Liew

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5-17-16

Date



2016-17
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@mjustd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056675
X Initial Plan Approval:			
Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Dobbins Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0		
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0				
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	44%	33%		0%	78%	
3	29%	0%		0%	0%	
4	0%	0%		0%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25%	33%		63%	0%	
1	29%	0%		27%	89%	
2	11%	0%		100%	29%	
3	0%	0%		89%	20%	
4	13%	0%		50%	0%	
5	0%	0%		100%	0%	
6	0%	0%		0%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4	0%	0%		38%	0%	
6	0%			67%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	38%	50%		13%	67%	
1	63%	86%		13%	31%	
2	0%	14%		0%	86%	
3	0%	0%		0%	17%	

4	0%	0%		9%	0%	
6	0%	0%		0%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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 2017, 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)?	2015 CAASP Scores	What did the analysis of the data reveal that led you to this goal?	Our 2015, CAASP results indicate that 21% of our students are proficient in ELA and 8% 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?	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 Renaissance STAR, Benchmark and embedded assessment data.	Actions to improve achievement to exit program improvement (if applicable). Targeted intervention and tutoring support in ELA and Math to increase student achievement.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	8/16 - 6/17	AR Books	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	8/16 - 6/17	Materials, Supplies, Books, Equipment, copy paper, and 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
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.	8/16 - 6/17	Literacy Resource Technician	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.	8/16 - 6/17	Hourly rate for teachers &/or Intervention Tutors - wages & benefits	
1.5 Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	8/16 - 6/17	Para-educator wages & benefits	Title I 12,050
1.6 Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	8/16 - 6/17	Spelling City & Flocabulary Subscription Purchase of hardware, software, and/or support	Title I Title I
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.	8/16 - 6/17	Consultant & conference fees, employee wages, substitute wages for teacher release, staff development materials & supplies	

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 SBAC, District Benchmark and Curriculum Embedded Assessments by June, 2017.		
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	What did the analysis of the data reveal that led you to this goal? Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary actions.	
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents	What data will be collected to measure student achievement? Parent involvement, attendance rates, number of disciplinary actions, achievement scores	
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.	Actions to improve achievement to exit program improvement (if applicable). 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	8/16 - 6/17	Fingerprinting Fees	T1-PI 231
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.	8/16 - 6/17	Materials, supplies, refreshments	T1-PI 30
2.3			T1-PI

2016-17 Program Expenditure Summary

Goal 1	
Title I	12,050
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$12,050

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	261
Other	
Total	\$261

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

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

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

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

Total Allocation	
Title I	12,050
Title I Carryover	0
Title I Parent Involvement	231
Other	0
Total	\$12,281

Total Expenditures	
Title I	12,050
Title I Carryover	
Title I Parent Involvement	261
Other	
Total	\$12,311

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	-30
Total	\$-30

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
List and Describe Other State or Local Funds: \$	\$0

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	\$12,050
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$231
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$12,281

Total amount of state and federal categorical funds allocated to this school	\$12,281
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lynne Cardoza	1			
Jennifer Givens			X	
Teri Soares		X		
Kerry Yates		X		
Carol Kelly		X		
Brenda Bogart				X
Chris Cross				X
Lisa Bonfiglio				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)

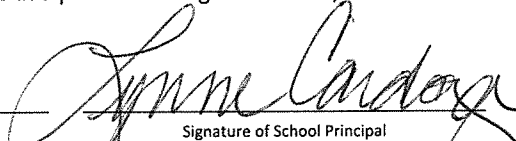
Other committees established by the school or district (list):

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 14, 2016

Attested:

Lynne Cardoza

Typed Name of School Principal


Signature of School Principal

6.14.16
Date

Jennifer Givens

Typed Name of SSC Chairperson


Signature of SSC Chairperson

6.14.16
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-0119362
X Initial Plan Approval: 4/25/2016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Edgewater Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	108	113	
Percent with Prior Year Data	99.1%	100.0%	
Number in Cohort	107	113	
Number Met	57	54	
Percent Met	53.3%	47.8%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	104	30	108	31		
Number Met	21	11	13	11		
Percent Met	20.2%	36.7%	12.0%	35.5%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

In 2015-16 we had 11 students that met reclassification criteria. Additionally based on the data provided we implemented supplemental tutoring this year, specifically targeting EL learners with an EL specialist. Additional students were provided tutoring with their classroom teacher after-school and/or targeted intervention in ELA.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	2	11	3	16	7	37	5	26	2	11	19
2	2	8	3	13	14	58	4	17	1	4	24
3			3	15	9	45	5	25	3	15	20
4	1	5	5	25	12	60	1	5	1	5	20
5	1	8	5	38	7	54					13
6			4	29	7	50	2	14	1	7	14
Total	6	5	23	20	56	50	20	18	8	7	113

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. After-school tutoring was provided to a group of EL students with an EL specialist and additional students received after school tutoring with their classroom teacher and/or targeted intervention during the school day. SSTs were held on all Long Term English Learners that were not identified as special education students. In 2015-16 we redesignated 11 students.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	42%	33%		10%	85%	
3	36%	33%		48%	47%	
4	13%	6%		22%	2%	
5	24%	25%		0%	10%	
6	5%	17%		2%	42%	

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

Significant improvement is documented in the first trimester benchmark in math for 2nd and 6th grade students. ELA scores went down in grades 2-4. Interventions were increased after the first trimester data and after-school tutoring was provided.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17%	53%		24%	45%	
1	44%	68%		37%	77%	
2	40%	31%		92%	41%	
3	27%	42%		97%	75%	
4	34%	37%		89%	13%	
5	28%	62%		0%	15%	
6	0%	19%		0%	41%	

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

Significant improvement was made in all grade levels for ELA with the exception of 2nd grade. Interventions are being provided for students not at proficiency. Math proficiency decreased in 2nd-4th grade. Interventions were implemented in classrooms.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	4%	9%		41%	65%	
3	6%	10%		28%	69%	
4	22%	53%		14%	53%	
5	63%	56%		39%	28%	
6	56%	16%		56%	40%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	28%	44%		23%	69%	
1	66%	86%		45%	72%	
2	22%	30%		0%	82%	
3	17%	79%		13%	59%	
4	8%	28%		6%	7%	
5	2%	9%		0%	32%	
6	4%	3%		0%	23%	

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

Each grade level had significant growth with the exception of 6th grade. Interventions are being provided. All grade levels continue to show growth in mathematics.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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 the number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the CAASP by 15%.			
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?		
CAASP, program assessments, Accelerated Reader statistics, teacher assessments and student classroomwork. 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.	Our ELA and Math proficiency rates are below the federal targets . 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 benchmark growth in most grade levels last year.		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
Students in grades k-6 (only 3-6 will have data from CAASP). Increase number of students proficient in ELA and math based on ongoing assessments.	STAR reading; early literacy assessments, CAASP, ELA; MIUSD curriculum/program assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classroomwork performance; , attendance rates		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
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.	Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress. Provide additional after-school tutoring. Provide staff development and provide content experts for consultation.		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.		Extra Duty	Title I 4800

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		Para Educators Intervention materials and supplies para educator extra duty	Title I 51,500 Title I 111
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 1500 Title I 350
1.3 Provide an Elementary Student Support Specialists for 3.75 hours each per day to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically. Elementary Student Support Specialist will also focus on community volunteers, coordinating parent volunteers, relationships and business partnerships.		para-educator extra duty	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
1.4 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.		fingerprints	T1-PI 1110
1.5 . 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	T1-PI 296 Other Other Title I
1.7			Other
1.8			Other T1-PI
1.10			Title I T1-CO Title I T1-CO T1-CO

2016-17 Program Expenditure Summary
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Goal 1	
Title I	73,261
Title I Carryover	
Title I Parent Involvement	1,406
Other	
Total	\$74,667

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

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

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

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

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

Total Allocation	
Title I	73,261
Title I Carryover	0
Title I Parent Involvement	1,406
Other	0
Total	\$74,667

Total Expenditures	
Title I	73,261
Title I Carryover	
Title I Parent Involvement	1,406
Other	
Total	\$74,667

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

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	\$73,261
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,406
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	\$74,667

Total amount of state and federal categorical funds allocated to this school	\$74,667
---	-----------------

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: 4/25/2016

Attested:

Lori Guy

Typed Name of School Principal


Signature of School Principal

4/25/16
Date

Rebecca Knudson

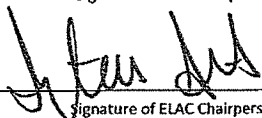
Typed Name of SSC Chairperson


Signature of SSC Chairperson

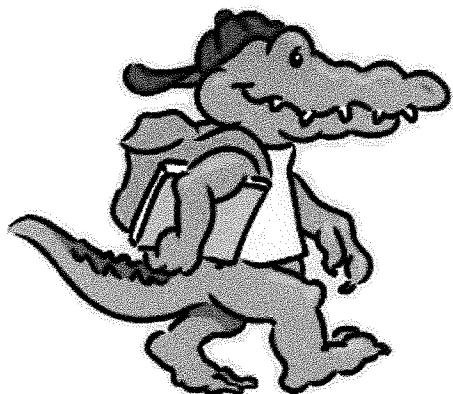
4/25/16
Date

Iztac Soto

Typed Name of ELAC Chairperson


Signature of ELAC Chairperson

4/25/16
Date



2016-17
Single Plan for Student Achievement (SPSA)

Ella Elementary School

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

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

Principal: Rob Gregor	Telephone: (530) 741-6124
Address: 4850 Olivehurst Ave	Email Address: rgregor@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056683
X Initial Plan Approval: 05/23/2016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Ella Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	184	184	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	184	184	
Number Met	100	111	
Percent Met	54.3%	60.3%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	185	40	182	39		
Number Met	41	21	43	23		
Percent Met	22.2%	52.5%	23.6%	59.0%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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

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

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1	2	5	8	21	19	50	7	18	2	5	38
2	1	3	7	19	19	53	9	25			36
3	6	13	9	20	20	44	8	18	2	4	45
4	5	16	13	41	12	38	1	3	1	3	32
5	2	18	7	64	1	9	1	9			11
6	5	24	5	24	4	19	4	19	3	14	21
Total	21	11	49	27	76	41	30	16	8	4	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 assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	33%	23%		16%	75%	
3	25%	0%		47%	7%	
4	1%	2%		16%	10%	
5	6%	6%		10%	13%	
6	2%	7%		4%	0%	

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

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	0%	42%		20%	48%	
1	30%	52%		23%	75%	
2	51%	24%		97%	26%	
3	16%	16%		88%	49%	
4	13%	22%		90%	6%	
5	56%	14%		80%	38%	
6	4%	13%		0%	46%	

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

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	0%	5%		42%	30%	
3	0%	3%		0%	37%	
4	0%	19%		13%	19%	
5		0%		0%	14%	

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

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	31%	66%		20%	74%	
1	53%	70%		42%	54%	
2	4%	15%		0%	65%	
3	0%	27%		9%	21%	
4	3%	18%		10%	14%	
5	12%	15%		4%	37%	
6	0%	4%		0%	23%	

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

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Students will make academic growth/progress on three forms of measures: 1) 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 participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require monthly articulations, intervention and tutoring to respond to the lessons -including what the students learned and student engagement. B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student. C Professional Development for all staff to help foster growth in EL, ELA, Math, Science, Social Science and behavioral management.	What data did you use to form this goal (findings from data analysis)? Results from the SBAC Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Sign-in sheets Classroom assessments and intervention tests (developed by teachers and tests within the units)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.	

What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable).
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Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study 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 usable 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 where needed.		Extra Duty Pay for Articulation and Intervention. Extra Duty Pay for Tutoring.	Title I 20000 Title I 20000 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 10000 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.	Paid through 5299/1009	CABE English Learner Conference CUE Title I Conference SCOE GLAD CLES Behavior Conference/PBIS Science or Social Science Common Core Trainings/Conferences Substitutes, mileage and food	Title I
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, student/parent involvement, parent/home communication,		Hourly pay and benefits	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
home visits and SST's.		Extra Hours, Overtime and Benefits	Title I 1597
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	Paid through 5299	Hourly pay and benefits	
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.	Paid through 5299	Hourly pay and benefits	
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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Ella will teach EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) SBAC Scores 2) CELDT Scores 3) Show a growth on the API and subgroups of AYP		
What data did you use to form this goal (findings from data analysis)? Results from the SBAC Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests iReady Classroom assessments and intervention tests (developed by teachers in Edusoft)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.	
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.	
What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable).	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		LCD Bulbs Headsets DVD/CD Players PC Upgrades/Support/Repair ELMO's Smart Boards	
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	Paid through 5299	Lease and Contracts for machines.	
2.4 Supplementary materials 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	Paid through 5299	Paper, writing paper, markers, crayons, pens, pencils, glue, scissors, CD players, headsets, rulers, ink cartridges	
2.5 Print Shop to create learning aids for EL to supplement classroom instruction.		Print Orders	Title I 3000
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 1200

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 555
3.2 Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter.		Paper, Ink,	T1-PI 200

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	Paid through 1009	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 1659
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.	Paid through 5299/5297	Pay and benefits for the trainer/teacher.	

2016-17 Program Expenditure Summary

Goal 1	
Title I	111,597
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$211,097

Goal 2	
Title I	14,200
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$73,227

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,414
Other	
Total	\$8,414

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

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

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

Total Allocation	
Title I	125,797
Title I Carryover	0
Title I Parent Involvement	2,414
Other	0
Total	\$292,738

Total Expenditures	
Title I	125,797
Title I Carryover	
Title I Parent Involvement	2,414
Other	
Total	\$292,738

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

Centralized Services Expenditures and Reservations

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

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
Central Services Expenditures	\$0
List and Describe Other State or Local Funds: \$	\$0
Total amount of state categorical funds allocated to this school	\$

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	\$125,797
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,414
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	\$128,211

Total amount of state and federal categorical funds allocated to this school	\$128,211
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Rob Gregor	1			
Tonya Smith		1		
Pete Jeffrey		1		
Megan Damman		1		
Lydia Rasmussen			1	
Debbie Wilden				1
Jennifer O'Donnell				1
Maria Pinero				1
Cherie Baker				1
Tamiya Gilman				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)

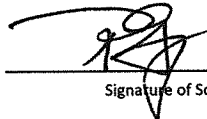
Other committees established by the school or district (list):

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: 05/23/2016

Attested:

Rob Gregor

Typed Name of School Principal



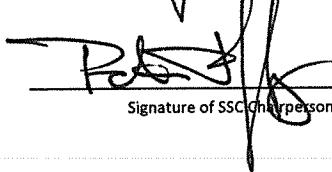
Signature of School Principal

5/23/16

Date

Pete Jeffrey

Typed Name of SSC Chairperson



Signature of SSC Chairperson

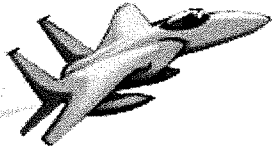
5/23/16

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
Single Plan for Student Achievement (SPSA)

Johnson Park Elementary School

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

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

Principal: Sarah O'Brien	Telephone: (530) 741-6133
Address: 4364 Lever Ave.	Email Address: sobrien@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056709
X Initial Plan Approval: May 24, 2016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Johnson Park Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	118	109	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	118	109	
Number Met	64	65	
Percent Met	54.2%	59.6%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	114	39	100	36		
Number Met	32	14	24	22		
Percent Met	28.1%	35.9%	24.0%	61.1%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	No	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***	*****	***			*****	***	*****
1	1	5	6	32	9	47	3	16			19
2			4	22	9	50	4	22	1	6	18
3	1	8	4	31	5	38			3	23	13
4	3	13	8	33	8	33	2	8	3	13	24
5	10	50	4	20	3	15	3	15			20
6	1	8	8	67	2	17	1	8			12
Total	16	15	35	32	37	34	13	12	8	7	109

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	25%	8%		8%	71%	
3	26%	0%		54%	2%	
4	7%	2%		6%	0%	
5	17%	6%		0%	6%	
6	13%	2%		0%	7%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	9%	48%		9%	43%	
1	40%	55%		55%	53%	
2	23%	11%		97%	11%	
3	11%	27%		89%	37%	
4	9%	12%		75%	0%	
5	24%	23%		93%	13%	
6	29%	2%		0%	4%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	2%	5%		35%	24%	
3	0%	8%		0%	48%	
4	4%	27%		24%	0%	
5	7%	17%		16%	8%	
6	8%	0%		26%	3%	

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		

	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26%	55%		24%	70%	
1	72%	53%		52%	51%	
2	8%	8%		14%	64%	
3	0%	29%		4%	19%	
4	0%	15%		5%	2%	
5	2%	21%		2%	19%	
6	2%	0%		2%	3%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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' state testing 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 2016- June 2017	(1) 6 hour Student Support Specialist 5 days a week	Title I \$42,000

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 2016- June 2017	Teacher extra duty after school for articulation 20 days x 16 teachers=320 hours @ \$50 hr	Title I \$16,000
1.3 Provide supplemental supplies and materials to supplement the district curriculum providing multiple methods of input to enhance learning opportunities for EL intervention and EL students.	August 2016- June 2017	Provide technology equipment and supplies to increase student comprehension and exposure to concepts. Provide supplemental materials and supplies.	Other Fund with Carryover
1.4 Increase communication with EL parents regarding their child's progress and resources available.	August 2016- June 2017	Provide materials, supplies and equipment for duplicating materials, preparing supplemental instructional materials and for home school communication. Print shop request for duplication.	Other Currently unfunded
1.5 Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level.	August 2016- June 2017	Fingerprinting for parents. 8 parents @ \$71	T1-PJ \$640
		Provide translator for conferences, parent communication, and for written notices, newsletters, etc.	Other Lottery Funded
1.6 Increase and provide consistent ELD instruction.	August 2016- June 2017	Provide support for classes during their ELA workshop time to maximize ELD instruction for EL students.	Other Fund with Carryover
		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)	Other Not currently funded
		Provide (1) 3 hour para-educators to provide assistance to the classroom teacher providing ELD instruction.	Title I \$13,000

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

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 Assessment 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 2016-June 2017	Provide equipment, supplies, books and materials for library. Provide copy materials, supplies and equipment to supplement classroom instruction.	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

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 MIUSD 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 MIUSD 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 2016-June 2017	Teacher extra duty (Tutoring) 125 hrs @ \$50 Materials and supplies Technology Supplemental Program	T1-CO Other Fund with Carryover Other Fund with Carryover

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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.			
3.6 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 2016-June 2017	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
3.9			Title I Other

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 2015-2016 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?	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	Actions to improve achievement to exit program improvement (if applicable).
Who are the focus students and what is the expected growth? K-6			
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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-PJ \$896 T1-PJ 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 2016-June 2017	Teacher hourly rate Supplies, books, supplementary materials and supplies and/or field trips.	Other Lottery Funded/ District 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 2016-June 2017	Student Support Specialist 5 days	Title I Other Possibly fund with carryover

2016-17 Program Expenditure Summary
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Goal 1	
Title I	71,000
Title I Carryover	
Title I Parent Involvement	640
Other	
Total	\$71,640

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

Goal 3	
Title I	9,009
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$9,009

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	896
Other	
Total	\$896

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

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

Total Allocation	
Title I	80,009
Title I Carryover	0
Title I Parent Involvement	1,536
Other	0
Total	\$81,545

Total Expenditures	
Title I	80,009
Title I Carryover	
Title I Parent Involvement	1,536
Other	
Total	\$81,545

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
Central Services Expenditures	\$0
List and Describe Other State or Local Funds: \$	\$0
Total amount of state categorical funds allocated to this school	\$131,468

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	\$80,009
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,536
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	\$81,545

Total amount of state and federal categorical funds allocated to this school	\$213,013
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Sarah O'Brien	1			
Susan Regina		1		
Nikki Walker		1		
Meenu Pal		1		
Dan Johl			1	
Emma Valencia				1
Aaron Riley				1
Teppe Riley				1
Carmen Sandoval				1
Kerrie Vidalez				1
Numbers of members of each category	1			

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

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 24, 2016

Attested:

Sarah O'Brien

Typed Name of School Principal

Signature of School Principal

Date

Aaron Riley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

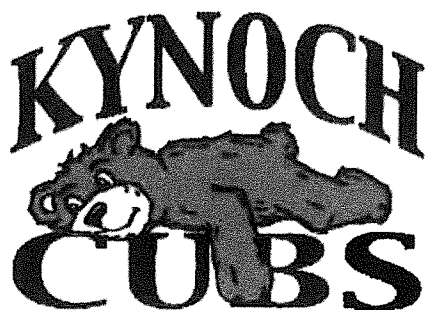
Date

Janette Romero

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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: Angela Huerta/Monica Oakes	Telephone: (530) 741-6141
Address: 1905 Ahern St.	Email Address:
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056774
X Initial Plan Approval: May 2, 2016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Kynoch Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	64	65	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	64	65	
Number Met	45	36	
Percent Met	70.3%	55.4%	
NCLB Target	59.0	60.5%	
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	61	15	67	14		
Number Met	22	--	17	--		
Percent Met	36.1%	--	25.4%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***	*****	***	*****	***			*****
1			5	56	3	33			1	11	9
2	2	11	3	17	11	61	1	6	1	6	18
3	2	15	2	15	7	54	2	15			13
4	1	9	4	36	4	36	1	9	1	9	11
5	6	55	4	36	1	9					11
Total	11	17	19	29	27	42	5	8	3	5	65

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	41%	55%		21%	81%	
3	41%	13%		46%	8%	
4	3%	4%		17%	8%	
5	14%	6%		3%	12%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	3%	49%		8%	52%	
1	60%	55%		62%	78%	
2	27%	40%		97%	0%	
3	22%	44%		93%	37%	
4	11%	20%		73%	6%	
5	57%	29%		87%	40%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	14%	20%		47%	60%	
3	13%	5%		19%	29%	
4	2%	14%		36%	14%	
5	5%	39%		28%	29%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19%	59%		0%	57%	
1	74%	59%		53%	60%	
2	17%	39%		3%	85%	

3	6%	61%		11%	23%	
4	2%	1%		4%	3%	
5	13%	39%			48%	

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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)?	What did the analysis of the data reveal that led you to this goal?		
District Benchmark Assessments, Academic Scores, Teacher Assessments	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?	What data will be collected to measure student achievement?		
All groups	District Benchmark Assessments, Academic Scores, Teacher Assessments		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Staff, Site Council, ELAC will review scores to see if goals have been reached.	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.	2016-17 School Year	Instructional Assistant A	Title I 16,778
		Instructional Assistant B	Title I 18,576
		Instructional Assistant C	Title I 13,337
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	2016-2017 School Year	Instructional Assistant	Title I 17,029

Single Plan for Student Achievement for Kynoch Elementary SchoolKynoch Elementary School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
interventions for EL students to raise their academic performance.			
1.5			T1-CO Title I
1.6			T1-CO
1.7			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)			
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.	2016-2017 School Year	Fees and Expenses, Subs, hourly wage extra duty teacher or classified	Title I T1-CO 15,000
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 encouraged through multiple avenues to be active participants in their students education, research shows that there is a correlation between parent engagement and student success.	
What data did you use to form this goal (findings from data analysis)? Parent Surveys, School Site Safety Plan, District Benchmark Assessments, 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.	School Year 2016-2017	Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.	T1-PI 300
3.2 Create parent involvement opportunities to increase academic performance.	School Year 2016-2017	Materials, supplies, food, presenters, and beverages	T1-PI 500
3.3 Create parent involvement opportunities, for parents to work in the classroom to improve the academic	School Year 2016-2017	Finger Printing	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
achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31			T1-PI 1,929
3.6			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 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 students and whole school data from Aeries.	What data will be collected to measure student achievement? Behavior 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	School Year 2016-2017	Yard Duty Supervisors	

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 disadvantaged students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents. When money becomes available.	School Year 2016-2017	Equip as many classrooms as possible with advanced technology. We will purchase Smartboards, ipads, laptops, elmos, & LCD Projector, Server, Computers, headphones, cameras. and chromebooks with carts..	Title I 5,000

2016-17 Program Expenditure Summary

Goal 1	
Title I	122,175
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$122,175

Goal 2	
Title I	15,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$15,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,729
Other	
Total	\$2,729

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

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

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

Total Allocation	
Title I	142,185
Title I Carryover	0
Title I Parent Involvement	2,729
Other	0
Total	\$144,914

Total Expenditures	
Title I	142,175
Title I Carryover	
Title I Parent Involvement	2,729
Other	
Total	\$144,904

Balance	
Title I	10
Title I Carryover	0
Title I Parent Involvement	0
Total	\$10

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
Central Services Expenditures	\$0
List and Describe Other State or Local Funds: \$	\$0
Total amount of state categorical funds allocated to this school	\$

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	\$142,185
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,729
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	\$144,914

Total amount of state and federal categorical funds allocated to this school	\$144,914
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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
Angela Huerta/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):

☒ English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 2, 2016

Attested:

Angela Huerta/Monica Oakes

Typed Name of School Principal

 5/2/2016

Signature of School Principal

Date

Esperanza Arrelano

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/18/16

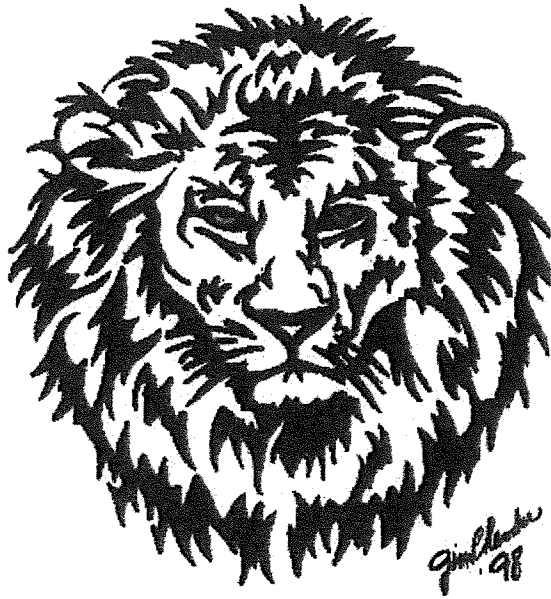
Date

New Member

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjuds.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056717
X Initial Plan Approval: 5/24/16	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Linda Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	235	234	
Percent with Prior Year Data	97.4%	100.0%	
Number in Cohort	229	234	
Number Met	113	111	
Percent Met	49.3%	47.4%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	221	64	208	64		
Number Met	27	23	42	15		
Percent Met	12.2%	35.9%	20.2%	23.4%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	10	4	40	5	50			10
1	2	5	14	36	16	41	6	15	1	3	39
2			6	14	24	57	8	19	4	10	42
3	1	2	6	13	23	50	14	30	2	4	46
4	2	5	11	30	18	49	4	11	2	5	37
5	2	5	12	32	17	45	5	13	2	5	38
6			4	18	11	50	5	23	2	9	22
Total	7	3	54	23	113	48	47	20	13	6	234

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	7%	10%		3%	49%	
3	11%	5%		47%	3%	
4	1%	1%		6%	0%	
5	5%	3%		1%	2%	
6	3%	0%		1%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	15%	32%		18%	36%	
1	33%	55%		18%	55%	
2	23%	18%		95%	44%	
3	7%	0%		83%	33%	
4	7%	1%		76%	0%	
5	9%	2%		87%	2%	
6	9%	1%		0%	7%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	0%	4%		17%	35%	
3	1%	4%		28%	27%	
4	6%	19%		12%	0%	
5		51%		0%	2%	
6	0%	3%		5%	11%	

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		

	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	0%	50%		0%	48%	
1	53%	47%		28%	47%	
2	8%	13%		9%	69%	
3	0%			20%	0%	
4	3%	5%		0%	0%	
5	1%	13%		4%	4%	
6	0%	4%		0%	11%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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)?	What did the analysis of the data reveal that led you to this goal?	
District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores	The resources that categorical dollars are funding are leading to student success.	
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?	
Those students who are designated Socioeconomically Disadvantaged and performing below proficiency in ELA and Math	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?	Actions to improve achievement to exit program improvement (if applicable).	
Monthly Grade level articulation will be centered around student data provided by STAR, district benchmarks, curriculum embedded tests, and Lexia	Daily monitoring of classroom instruction; Intervention groups organized by teachers based on student data; Teacher support and professional development through SCOE, District Sponsored 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.	8/16/16 - 6/9/17	Student Support Specialist	Title I 15,663
1.2 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.	8/16/16 - 6/9/17	Supplementary Assistance (5) (as funding allows)	Title I 118,004

Single Plan for Student Achievement for

Linda Elementary School

Linda Elementary School

Linda Elementary School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Students participating in the RTI program will be referred through the SST process.			
1.3 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.	8/16/16 - 6/9/17	Computers, IPads and covers, Chrome Books, Carts, Elmos, LCD projectors, smart boards, surge protectors, cabling, light bulbs, servers, routers, printers/scanners, mounting hardware, installation costs, wiring, headphones, flash drives, mice (As funding allows)	
1.4 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 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.	8/16/16 - 6/9/17	Substitutes for Teacher Release Conferences SCOE Consultants Write Steps	Title I 4,326
1.5 Materials that supplement the district adopted core curriculum utilized during differentiated instruction to assist students who are below proficiency in Math or ELA. The materials are intended to reinforce grade level standards. Materials for special classroom projects ie: CA relief maps, volcanoes, student project display boards, science experiments that reinforce grade level science standards.	8/16/16 - 6/9/17	Supplemental Materials (flash cards, academic games, white boards/markers), iPad app (as funding allows)	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
1.9			Title I
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) 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 reclassified 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' assessment 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.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	8/16/16 - 6/9/17	EL Support Specialist	Title I 13,590

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.			
2.3			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) Categorical dollars will be focused on school safety, culture, and environmental tone. These areas are impacted greatly by school routines and procedures, and Parental Involvement at Linda Elementary School. The implementation of PBIS, Site Council, ELAC and PTA, reflects that Linda values a positive inclusive school environment. Shared decision making by all stakeholders is a priority. Opportunities for stakeholder input is invited formally and informally.			
What data did you use to form this goal (findings from data analysis)? Number of Parent Education, Site Council meetings, ELAC, 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 monitored 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 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		Supplies, personnel, childcare;Printing costs, banners;Fingerprinting/clearance	Title I 2,909 Other

Single Plan for Student Achievement for

Linda Elementary School

Linda Elementary School

Linda Elementary School

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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.		Intervention Counselor funded by Probation Grant	Other Grant
3.3			T1-PI
3.4			T1-PI
3.5			T1-PI
3.7			Other

2016-17 Program Expenditure Summary

Goal 1	
Title I	137,993
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$137,993

Goal 2	
Title I	13,590
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$13,590

Goal 3	
Title I	2,909
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$2,909

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

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

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

Total Allocation	
Title I	151,583
Title I Carryover	0
Title I Parent Involvement	2,909
Other	0
Total	\$154,492

Total Expenditures	
Title I	154,492
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$154,492

Balance	
Title I	-2,909
Title I Carryover	0
Title I Parent Involvement	2,909
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
List and Describe Other State or Local Funds: \$	\$0

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	\$151,583
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,909
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	\$154,492

Total amount of state and federal categorical funds allocated to this school	\$154,492
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Judy Hart	1			
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)

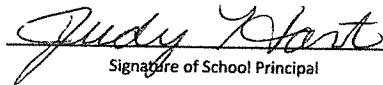
Other committees established by the school or district (list):

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:

Attested:

Judy Hart

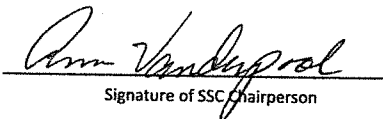
Typed Name of School Principal


Signature of School Principal

5/24/16
Date

Ann Vanderpool

Typed Name of SSC Chairperson


Signature of SSC Chairperson

5/24/16
Date

Cathy Blackshere

Typed Name of ELAC Chairperson


Signature of ELAC Chairperson

5/24/16
Date



2016-17
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@mjuds.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 .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Loma Rica Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	3	4	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	3	4	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	0	6	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
3					*****	***					*****
4			*****	***					*****	***	*****
Total			2	50	1	25			1	25	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 (LTE= EL student 5+ years):

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	0%	0%		9%	58%	
1		9%		31%	64%	
2	48%	15%		95%	8%	
3	28%			87%	11%	
4	25%	7%		82%	0%	
5	58%	0%		100%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	21%			25%	0%	
3	13%	0%		57%	100%	
4	25%	14%		35%	14%	
5	62%			77%	7%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	0%	31%		0%	69%	
1	71%	27%		29%	9%	
2	17%	25%		11%	67%	
3	0%			12%	0%	
4	14%	0%		5%	20%	

5	42%	7%		18%	23%	
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Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 ELA & math instruction will be supported through direct intervention with students including both 1:1 and small group instructional settings.		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 8617.82
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	
1.3 Provide supplemental materials which enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that		Support supplies: ink, paper (for creating individualized instructional materials), computer headsets for reading program	Title I 3501.78

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 help all students advance to levels of proficiency in each subject			T1-CO
1.4 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 involvement opportunities. Consumable materials and food items for parent meetings. Provide flyers for back to school night, open house, and other parent notifications.	T1-PI 259
1.5 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, Chrome Books	

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 professional development at the beginning of the school year, no other opportunities for teacher learning are currently available.		
Who are the focus students and what is the expected growth? Professional development for our teachers will focus on students with special needs, students who come from socio-economical disadvantaged families and students not performing at levels of proficiency in ELA and math.	What data will be collected to measure student achievement? CST, district benchmark results, teacher assessments		
What process will you use to monitor and evaluate the data? Teacher will be able to articulate connections between new learnings and student achievement results. Admin will be able to observe implementation of new learnings through frequent classroom walk-throughs.	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Technology			Title I 1375.40

2016-17 Program Expenditure Summary
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Goal 1	
Title I	12,119.60
Title I Carryover	
Title I Parent Involvement	259
Other	
Total	\$12,378.60

Goal 2	
Title I	1,375.40
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$1,375.40

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

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

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

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

Total Allocation	
Title I	13,495
Title I Carryover	0
Title I Parent Involvement	259
Other	0
Total	\$13,754

Total Expenditures	
Title I	13,495
Title I Carryover	
Title I Parent Involvement	259
Other	
Total	\$13,754

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
Central Services Expenditures	\$0
List and Describe Other State or Local Funds: \$	\$0
Total amount of state categorical funds allocated to this school	\$18,200

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	\$13,495
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$259
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$13,754

Total amount of state and federal categorical funds allocated to this school	\$31,954
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Kathleen Hansen	1			
Judy Anderson		X		
Sydney Claggett		X		
Francesca Holcomb		X		
Yvonne Spiers			X	
Jana Cooper				X
Michelle Holthouse				X
Katie Schaal				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: 5/19/2016

Attested:

Kathleen Hansen

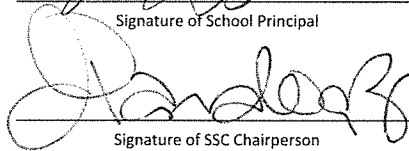
Typed Name of School Principal


Signature of School Principal

5/20/16
Date

Jana Cooper

Typed Name of SSC Chairperson


Signature of SSC Chairperson

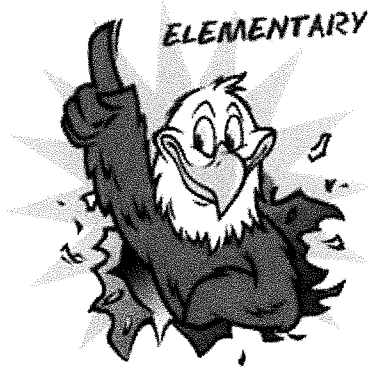
5/20/16
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

OLIVEHURST



2016-17

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@mjsd.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 .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Olivehurst Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	152	138	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	152	138	
Number Met	78	80	
Percent Met	51.3%	58.0%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	125	47	127	48		
Number Met	25	23	23	20		
Percent Met	20.0%	48.9%	18.1%	41.7%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	1	6	1	6	9	50	5	28	2	11	18
2			6	33	8	44	3	17	1	6	18
3	1	3	9	31	9	31	5	17	5	17	29
4			8	31	15	58	2	8	1	4	26
5	2	10	6	30	11	55	1	5			20
6	2	8	9	35	10	38	3	12	2	8	26
Total	6	4	39	28	62	45	20	14	11	8	138

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	26%	31%		27%	75%	
3	34%	1%		35%	4%	
4	1%	1%		8%	0%	
5	18%	0%		8%	4%	
6	37%	0%		13%	2%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	4%	12%		12%	48%	
1	31%	44%		42%	67%	
2	50%	32%		97%	38%	
3	17%	0%		73%	32%	
4	1%	5%		71%	0%	
5	23%	1%		70%	6%	
6	27%	3%		2%	10%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	0%			44%	67%	
3	0%	0%		20%	15%	
4	7%	6%		13%	2%	
5	3%	7%		20%	0%	
6	31%	2%		30%	6%	

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	

	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	29%	30%		0%		
1	0%	57%		46%	56%54%	
2	37%	17%			87%	
3	4%	0%		6%	0%	
4	1%	3%		5%	0%	
5	0%	2%		0%	0%	
6	32%	0%		18%	5%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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 40,000
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	

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

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

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	
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			
3.3	15-16 school year	Outreach Consultant	Title I 52,953
3.4	15-16 school year	School technology lead	Other
3.5	15-16 school year	Instructional assistant	Title I 13,000
3.6	15-16 school year	Provide structured teacher planning time through the use of extra duty hours	Title I 7,000
3.7	15-16 school year	Students Services Coordinator	
3.8	15-16 school year	SIPPS	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 replacements 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	
3.10 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6). . Provide Site Technology assistance to support supplemental technology that enhances the core learning program. Technology Lead will assist teachers in elementary school by enhanced learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction. Increase parent support, home school and community connections, and attendance.	15-16 school year	School Messenger System Fingerprinting advertising, back to school night, and	T1-P1 2206

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		supplies printing mailers, newsletters, materials, supplies, books and or to improve communication between school, parent, and classroom Conferences and related expenses 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	Title I 2,000

2016-17 Program Expenditure Summary
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Goal 1	
Title I	40,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$40,000

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

Goal 3	
Title I	74,953
Title I Carryover	
Title I Parent Involvement	2,206
Other	
Total	\$77,159

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

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

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

Total Allocation	
Title I	114,953
Title I Carryover	0
Title I Parent Involvement	2,206
Other	0
Total	\$117,159

Total Expenditures	
Title I	114,953
Title I Carryover	
Title I Parent Involvement	2,206
Other	
Total	\$117,131

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Total	\$28

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
List and Describe Other State or Local Funds: \$	\$0

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	\$114,953
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,206
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$117,159

Total amount of state and federal categorical funds allocated to this school	\$117,159
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jimmie Eggers <i>Jimmie Eggers</i>	1			
Melissa White <i>Melissa White</i>		X		
Kim Moody <i>Kim Moody</i>		X		
Cindy Haro		X		
Andrea Tucker <i>Andrea Tucker</i>			X	
Patricia Dorris <i>Patricia Dorris</i>				X
Janet Cook				X
Rosario Alvarado				X
Renee Avila <i>Renee Avila</i>				X
Melissa Leahy <i>Melissa Leahy</i>				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:

Attested:

Jimmie Eggers

Typed Name of School Principal



Signature of School Principal

6-1-16

Date

Melissa White

Typed Name of SSC Chairperson



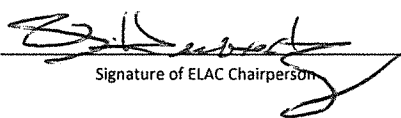
Signature of SSC Chairperson

6/1/16

Date

Rosa Hernandez

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

6/1/16

Date



2016-17
Single Plan for Student Achievement (SPSA)

Yuba Feather Elementary School

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

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

Principal:	Lynne Cardoza	Telephone:	(530) 675-2382
Address:	18008 Oregon Hill Rd.	Email Address:	lcardoza@mjusd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056782
Initial Plan Approval:			
Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Yuba Feather Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		0	
Percent with Prior Year Data		0.0%	
Number in Cohort		0	
Number Met		--	
Percent Met		--	
NCLB Target	59.0	60.5%	
Met Target		--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1	0		
Number Met			--	--		
Percent Met			--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target			--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	71%	0%		25%		
3	18%	0%		53%		
4	5%	0%		10%	7%	
5	13%	0%			0%	
6	0%	14%		0%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	4%	0%		26%	0%	
2	28%	20%			23%	
3	5%	50%		94%	60%	
4		0%		87%	0%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
3	0%	0%		11%	80%	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	0%	60%			60%	
1	67%	0%		60%	100%	
2	0%	0%			50%	
3		100%		0%	40%	
4	0%	17%		0%	7%	
5	0%	27%		0%	23%	

6	0%	0%		0%	0%	
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Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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 2017, 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)? 2015 CAASP Scores	What did the analysis of the data reveal that led you to this goal? Our 2015, CAASP results indicate that 33% of our students are proficient in ELA and 27% 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 Renaissance 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.	16-17 school year	AR Books	Other TBA
1.2 To vary instructional strategies and provide equitable educational opportunities for all students, provide	16-17 school year	Materials, Supplies, Books, & Equipment, copy paper, ink	Title I 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
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)	
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.	16-17 school year	Literacy Resource Technician Title I	
1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership clubs.	16-17 school year	Consultant Fees, Advisor Wages, Supplies, & Materials	
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.	16-17 school year	Hourly Rate for Teachers, Intervention Tutors - wages & benefits	
1.6 Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and Fifth/Sixth Grade.	16-17 school year	Para-educator Wages & Benefits - Kindergarten Para-educator Wages & Benefits - 5th/6th Grade	Title I 14,260 Title I 7188
1.7 Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.	16-17 school year	Web Based Intensive Instruction Purchase of equipment: Tablets, Chromebooks, Laptops Apps & Device covers	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
			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.	16-17 school year	Fingerprinting Fees	T1-PI 370
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.	16-17 school year	Materials, supplies, refreshments	T1-PI 42
2.3			T1-PI

2016-17 Program Expenditure Summary
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Goal 1	
Title I	21,448
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$21,448

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	412
Other	
Total	\$412

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

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

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

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

Total Allocation	
Title I	21,448
Title I Carryover	0
Title I Parent Involvement	412
Other	0
Total	\$21,860

Total Expenditures	
Title I	21,448
Title I Carryover	
Title I Parent Involvement	412
Other	
Total	\$21,860

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$21,448
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$412
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	\$21,860

Total amount of state and federal categorical funds allocated to this school	\$21,860
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lynne Cardoza	1			
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)

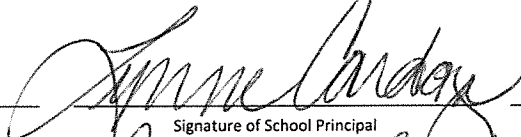
Other committees established by the school or district (list):

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 13, 2016

Attested:

Lynne Cardoza

Typed Name of School Principal

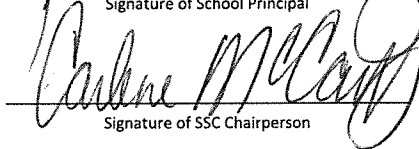
 6-13-16

Signature of School Principal

Date

Carlene McCarty

Typed Name of SSC Chairperson

 6-13-16

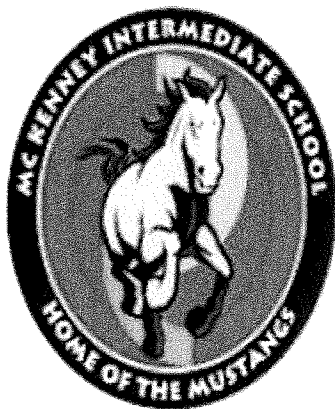
Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
Single Plan for Student Achievement (SPSA)

Anna McKenney Intermediate

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

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

Principal: Shevaun Mathews	Telephone: (530) 741-6187
Address: 1904 Huston St.	Email Address: smathews@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056626
X Initial Plan Approval: 5-18-16	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Anna McKenney Intermediate)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	65	60	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	65	60	
Number Met	32	33	
Percent Met	49.2%	55.0%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	63	7	56		
Number Met	--	26	--	28		
Percent Met	--	41.3%	--	50.0%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	No	--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			9	45	9	45	1	5	1	5	20
7	1	5	13	62	5	24			2	10	21
8	2	11	7	37	8	42	1	5	1	5	19
Total	3	5	29	48	22	37	2	3	4	7	60

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	16%	0%		3%	0%	
7	39%	1%		22%	6%	
8	25%			1%	12%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	13%	5%		2%	6%	
7	11%			20%	6%	
8	20%	22%		0%	20%	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	3%	1%		2%	8%	

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		
	2014-15	2015-16	2016-17
8 th 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2014-15	2015-16	2016-17

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:

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.		
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)	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.	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
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 Students with Disabilities not a significant subgroup, but focus on a 3% growth Socioeconomic 5% growth 5% growth		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
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 schoolwide growth indicator will be used as progress indicator towards goal CASPP Achievement Level data will be used as final indicator of success of goal		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Elementary Student Support Specialist: Works directly with students to provide support, academic achievement goal development, and intervention support to increase 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 34874

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Technology Support Personnel	Title I 41865

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	
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	Title I 6995

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		promote an expanded physical activity program. (4) Materials and Supplies to support other outlined expenditures; ie. copier paper, toner, cartridges, LCD bulbs, etc... Supplies needed to support allowable expenditures; i.e., technology, copiers, (5) Materials and Supplies to augment standard lessons *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.	
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 400

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.		
What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	What did the analysis of the data reveal that led you to this goal? Student Suspensions at 301 days in 2014 Student Expulsions at 10 students in 2014 Student Referrals at 944 incidences Student Attendance at 96 %	
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 2% Expulsions-- decrease to 0% Referrals-- decrease 3% All Students: Attendance-- increase 1.0%	What data will be collected to measure student achievement? Student Suspensions Student Expulsions Student Referrals Student Attendance	
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	Actions to improve achievement to exit program improvement (if applicable). Implement increased intervention programs to support students in a preventative manner: anger management. In-house, bullying prevention, social skills development class, counseling, alternatives to suspensions, etc... Develop positive programs to encourage students success: School wide Positive Behavioral Intervention & Support plan to positively teach and reinforce behavioral expectations, provide reinforcement and track data related to these supports. Also develop leadership, electives that enhance student performance and skills, reward programs, activities, etc...	

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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. Subscription to Parent Magazine information for middle school parents	T1-PI 471 T1-PI 525
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. 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.	

2016-17 Program Expenditure Summary

Goal 1	
Title I	100,734
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$100,734

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,933
Other	
Total	\$1,933

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

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

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

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

Total Allocation	
Title I	100,734
Title I Carryover	0
Title I Parent Involvement	1,933
Other	
Total	\$102,667

Total Expenditures	
Title I	100,734
Title I Carryover	
Title I Parent Involvement	1,933
Other	
Total	\$102,667

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Other	
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
List and Describe Other State or Local Funds: \$	\$0

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	\$100,734
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,933
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	\$102,667

Total amount of state and federal categorical funds allocated to this school	\$102,667
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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	Secondary Students
Shevaun Mathews	1				
Teacher Lynn Robinson		2			
Teacher Ashley Martinez		3			
Teacher Troy Hane		4			
Teacher Susan Roger		5			
Parent Diane Washburn				7	
Parent Jason Roper				8	
Parent Sharon Criddle				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)

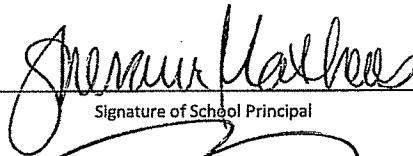
Other committees established by the school or district (list):

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:

Shevaun Mathews

Typed Name of School Principal



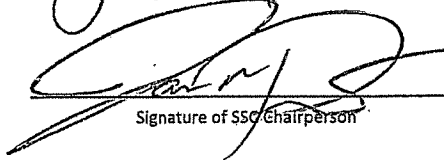
Signature of School Principal

5-18-16

Date

Jason Roper

Typed Name of SSC Chairperson



Signature of SSC Chairperson

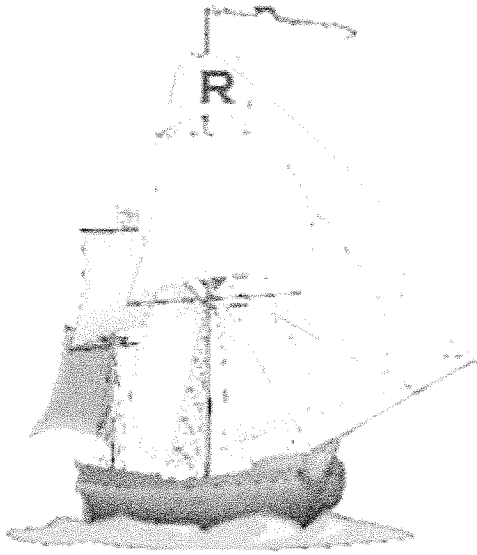
5/18/16

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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: 5/19/2016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Foothill)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	4	2	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	4	2	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	4	0	2		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	*****	***									*****
8	*****	***									*****
Total	2	100									2

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	46%	10%		11%	0%	
7	70%	3%		35%	33%	
8	40%			0%	29%	

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 student who were pushed into algebra.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	57%	32%		9%	17%	
7	33%	53%		39%	20%	
8	22%	84%		2%	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17
8 th 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17

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 resources, 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? 51% of students in ELA and 72% of students in Math did not yet achieve 'standard met' as measured by the 2015 CASSPP	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	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. CASSPP results will be shared with staff and each teacher will provide instructional goals and strategies for addressing this population's needs.
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%	What process will you use to monitor and evaluate the data? Arliculation 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 their 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	Aug. 2016 - June 2017	Supplemental instructional materials will include vocabulary books, workbooks, instructional apps for computers, and periodicals. 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 \$707

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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, such as Ecoquest, which are aligned to the core curriculum provide students extra practice on the basic skills needed to access the core program. (quantity will be based on student need) - Instructional supplies such as hands-on manipulative 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 assessment data.			
1.2 Integration of technology supports and strengthens our school's current core academic program. This is critical for students for whom traditional 'paper/pencil' tasks have proven unsuccessful in maximizing their learning. Our school's reluctant 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	Aug. 2016 - June 2017	Technology equipment 2016-17 to include: Smart Boards/projectors Elmos desk top computers laptop computers chromebooks chromebook cart printers projectors iPads iPad Cart iPad Keyboards	Title I \$5,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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 performance. 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 technology 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 research 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.		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	
1.3 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 for EL learners. Teachers will share new learning with other teachers upon completion. Effective implementation of our school's technology requires ongoing professional development, support and	Aug. 2016 - June 2017	Up to two days per teacher for release time (20 x \$124.), including all related expenses, to attend professional development. On site curriculum and instruction support to maximize teacher effectiveness with use of newly adopted curriculums. Speaker fees and related expenses may be included.	Title I \$13,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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.			
1.4 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.	Aug. 2016 - June 2017	Teacher to teacher professional development , EL and Technology coordination Technology for student use during research projects. Supplemental books, novels, periodicals, supplies and materials. Updates to the web-based Destiny software system.	Title I \$2,000 Title I \$500
1.7			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) 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, unhealthy 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 disciplinary 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 3% 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 Parent partnerships and communication will be increased for the purpose of enhancing and supporting student achievement and positive discipline. Parent outreach efforts which promote higher levels of parent involvement on campus implemented. Efforts will include: newsletters, parent postcards, handbooks, automated School Messenger, site council presentations, student achievement updates, and parent surveys.	Aug. 2016 - June 2017	Printing and mailing costs . Consumable materials for presentations and light snack items for parent meetings.	Title I \$407
2.4			T1-PI

2016-17 Program Expenditure Summary

Goal 1	
Title I	21,207
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$21,207

Goal 2	
Title I	407
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$407

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

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

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

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

Total Allocation	
Title I	21,207
Title I Carryover	0
Title I Parent Involvement	407
Other	0
Total	\$21,614

Total Expenditures	
Title I	21,614
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$21,614

Balance	
Title I	-407
Title I Carryover	0
Title I Parent Involvement	407
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
Central Services Expenditures	\$0
List and Describe Other State or Local Funds: \$	\$0
Total amount of state categorical funds allocated to this school	\$46,419

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$21,207
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$407
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	\$21,614

Total amount of state and federal categorical funds allocated to this school	\$68,033
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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	Secondary Students
Kathleen Hansen	1				
Ferenc Bertalan		1			
Rocio Bertalan		1			
Mari Reeves		1			
Linda Streng		1			
Leslie Craig			1		
Debbie Mallen				1	
Jodi Mallen				1	
Carmie Ellyson				1	
Shinichiro Nakajima					1
Amelia Adamson					1
Calvin Coffman					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)

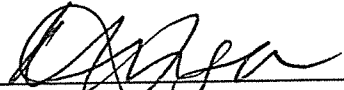
Other committees established by the school or district (list):

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: May 19, 2016

Attested:

Kathleen Hansen

Typed Name of School Principal


Signature of School Principal

5/19/17
Date

Carmela Ellyson

Typed Name of SSC Chairperson


Signature of SSC Chairperson

5/19/17
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056790
X Initial Plan Approval: 05102016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Yuba Gardens Intermediate School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		191	
Percent with Prior Year Data		100.0%	
Number in Cohort		191	
Number Met		116	
Percent Met		60.7%	
NCLB Target	59.0	60.5%	
Met Target		Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	189		
Number Met			--	93		
Percent Met			--	49.2%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target			--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			--

Summarize your conclusions indicated by the Title III Accountability data:

Target was met for annual growth. Target was not met for students attaining English proficiency. Data is outdated.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	14	13	46	44	29	28	10	10	6	6	105
8	8	9	33	38	31	36	11	13	3	3	86
Total	22	12	79	41	60	31	21	11	9	5	191

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

10 students were reclassified as English proficient during the 2015-2016 school year. The reclassification number has decreased due to new qualifications for reclassification, including problematic benchmarks.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7	33%	1%		21%	32%	
8	10%	22%		1%	6%	

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

Proficiency levels were set at 50%. ELA teachers report that there was no correlation between what was being taught and the benchmark. Illuminate did not work properly in regards to reporting results. Math did see increases overall.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7	13%	20%		23%	15%	
8	10%	20%		0%	8%	

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

Proficiency levels were set at 50%. ELA teachers report that there was no correlation between what was being taught and the benchmark. Illuminate did not work properly in regards to reporting results. Math saw an increase in 8th grade and a decrease in the 7th grade.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

No comparison data.

Grade Level	Quarter 4A Benchmark (Algebra Only)				
	% At or Above Proficient: Mathematics				
	2014-15	2015-16	2016-17	2014-15	2015-16
8 th grade					

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

N/A

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

Not yet available

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2014-15	2015-16	2016-17

Summarize and draw conclusions regarding the school’s District Benchmark Data:
N/A

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 proficient students on the SBAC test by 10%		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? ELA benchmark data not reliable, will use SBAC.
Who are the focus students and what is the expected growth? With the implementation of the Smarter Balanced test and the benchmarks we are expecting a 10% increase in performance for the entire student population.		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 Facilitators. 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 Full time intermediate school counselor to support students social emotional needs to help increase academic success.	8/13/14-6/5/15	Salary/Benefits	Title I 41000
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 8803 T1-CO
1.3			Title I
1.4			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
1.5			T1-CO
1.7			Title I T1-CO
1.8			Title I T1-CO Title I
1.9			Title I
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.		Contract/Subscriptions	Title I 1600

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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.	8/13/14-6/5/15	Contract	Title I T1-CO 1000
2.3 Training for teachers/administrators/classified staff to support needs of educationally disadvantaged students. Including the PLUS program and 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/Materials	Title I T1-CO 2000
2.4 PBIS Third Year Implementation Expenses - could include posters, training, meeting time etc.	8/13/14-6/5/15	Salary/Benefits/Training Costs/Materials	Title I 2000
2.5			Title I T1-CO
2.6			Title I
2.7			Title I
2.9			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)			
Reduce student referrals and suspension days by an additional 20% for the 20162017 school year, through the continued 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? During the 1415 school year (to date) we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals. The PBIS program is facilitating less behavioral issues.		
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			Title I
3.2			Title I
3.3 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic,	8/13/14-6/5/15	2 FTE = 1) 45,460 2) 51,970 Total Salary/Benefits	Title I 100000 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
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.			
3.5			Title I T1-CO
3.6			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 #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? We are anticipating <60 non promotes for the 1516 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.	08/15/16-06/09/17	Materials/ Parenting Classes	T1-PI 3002
4.2			T1-PI

2016-17 Program Expenditure Summary

Goal 1	
Title I	49,803
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$49,803

Goal 2	
Title I	6,600
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$6,600

Goal 3	
Title I	100,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$100,000

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	3,002
Other	
Total	\$3,002

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

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

Total Allocation	
Title I	156,403
Title I Carryover	0
Title I Parent Involvement	3,002
Other	0
Total	\$159,405

Total Expenditures	
Title I	156,403
Title I Carryover	
Title I Parent Involvement	3,002
Other	
Total	\$159,405

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Other	
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
List and Describe Other State or Local Funds: \$	\$0

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	\$156,403
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$3,002
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	\$159,405

Total amount of state and federal categorical funds allocated to this school	\$159,405
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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	Secondary Students
Kari Ylst	1				
Nancy Davis		1			
Phillip Waters		1			
Michelle Jones		1			
Aime Barlow		1			
Lynn Jacobs		1			
Gloria Castro			1		
Nikki Snyder				1	
Susana Martinez				1	
Maria Serrano-Flores				1	
Kiara Booth					1
Kane Snyder					1
Tajene Smith					1
Numbers of members of each category	1	5	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)

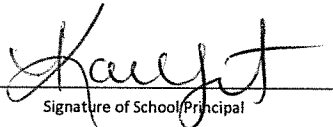
Other committees established by the school or district (list):

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:

Attested:

Kari Ylst

Typed Name of School Principal



Signature of School Principal

5-11-16

Date

Phillip Waters

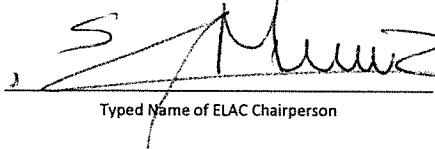
Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-11-16

Date



Typed Name of ELAC Chairperson

Susana Martinez

Signature of ELAC Chairperson

5-11-16

Date



2016-17
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: 65/31/2016	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Lindhurst High School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	229	231	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	229	231	
Number Met	129	155	
Percent Met	56.3%	67.1%	
NCLB Target	59.0	60.5%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	25	212	18	221		
Number Met	--	108	--	129		
Percent Met	--	50.9%	--	58.4%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	Yes	--	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	--
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	1	34	49	23	33	8	11	4	6	70
10	8	13	29	48	16	26	7	11	1	2	61
11	11	19	31	53	9	15	7	12	1	2	59
12	7	17	18	44	9	22	7	17			41
Total	27	12	112	48	57	25	29	13	6	3	231

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):

2015-16 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:

2015-16 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate (1-year)									
Graduation Rate	91.98	90.69			79.56			80.95	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Integrated math 1				3%	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Integrated math 1				2%	3%	
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Integrated math 1						
Integrated math 2						

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2014-15	2015-16	2016-17

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 CASSP, 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 CASSP 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 CASSP 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, 2016 Through June 30, 2017	Lindhurst High School will provide collaboration time after contract hours during the school year as well as send teachers to professional development conferences 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 22556

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		To create collaborative time for teachers to meet plan and develop enrichment activities as well on hone and work on instructional strategies, LHS will have "summer Institutes" for teachers. Consisting of 2 6 hour days during the summer after their contract days.	Title I 7,000
1.2 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.		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.	Title I 10,000
1.4 In an effort to enhance our supplemental and diversified instructional strategies, LHS will be investing in technology to directly serve the students in classroom and learning environments	July 2016 through June 30, 2017	LHS will purchase technology for student and classroom use	Title I 10,000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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 CASSP 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 Monies will be used to fund two bilingual para educators	July 2016 through June 2017	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.	Title I 67496

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

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

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.	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. Actions to improve achievement to exit program improvement (if applicable).
Who are the focus students and what is the expected growth? All grade levels will participate, with an emphasis on the freshmen class.		
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	July 1, 2016 through June 30, 2017	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	T1-PI 1500
4.2 LHS will fund for a Secondary Student Support Specialist	July 1, 2016 through June 30, 2017	This position will continue to provide service to students and families who are struggling with various	Title I 46554

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

2016-17 Program Expenditure Summary

Goal 1	
Title I	49,556
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$49,556

Goal 2	
Title I	67,496
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$67,496

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

Goal 4	
Title I	46,554
Title I Carryover	
Title I Parent Involvement	1,500
Other	
Total	\$48,054

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

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

Total Allocation	
Title I	225,567
Title I Carryover	0
Title I Parent Involvement	4,329
Other	0
Total	\$229,896

Total Expenditures	
Title I	163,606
Title I Carryover	
Title I Parent Involvement	1,500
Other	
Total	\$165,106

Balance	
Title I	61,961
Title I Carryover	0
Title I Parent Involvement	2,829
Total	\$64,790

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
List and Describe Other State or Local Funds: \$	\$0

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	\$225,567
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$4,329
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	\$229,896

Total amount of state and federal categorical funds allocated to this school	\$229,896
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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	Secondary Students
Bob Eckardt	1				
Rachel Hutchinson		1			
Anna Oliver		1			
Troy Spangler		1			
Stephanie Peterson		1			
Yaneli Munoz					1
Yazmen Munoz					1
Mireya Raya					1
Keli Villalobos				1	
Tasha Hensley				1	
Liz Fox			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

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:

Bob Eckardt

Typed Name of School Principal

Signature of School Principal

Date

Troy Spangler

Typed Name of SSC Chairperson

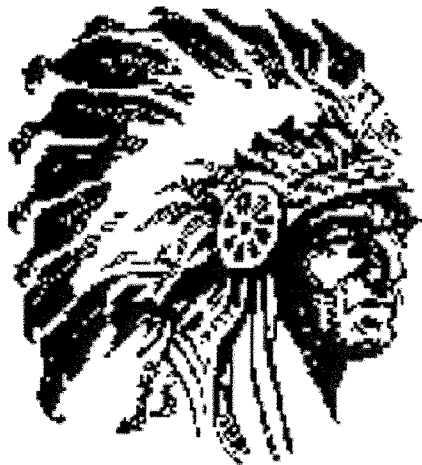
Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5835202
X Initial Plan Approval: May 31, 2016	
Plan Revision Approval:	

Approved by District Board of Education on June 28, 2016.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Marysville High School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	64	76	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	64	76	
Number Met	33	36	
Percent Met	51.6%	47.4%	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	4	63	4	72		
Number Met	--	28	--	28		
Percent Met	--	44.4%	--	38.9%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	No	--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			3	16	12	63	3	16	1	5	19
10	2	10	4	19	9	43	3	14	3	14	21
11	3	19	3	19	6	38	1	6	3	19	16
12	5	25	10	50	4	20			1	5	20
Total	10	13	20	26	31	41	7	9	8	11	76

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):

2015-16 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:

2015-16 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate (1-year)	0.0								
Graduation Rate	98.25	93.10			79.56			80.95	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Integrated math 1				13%	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17

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.
1.1 Collaboration for Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA,	July 1, 2016 to June 30, 2017	Substitutes and/or extra duty pay for teachers release and collaboration Title I \$1,100

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
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 enhancing 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, 2016 to June 30, 2017	ALEKS subscriptions, novels, Keystone Materials, News publications, resource materials, reference materials, instructional videos/DVD's, instructional software, instructional maps/globes, Newsbank, Turn-it-in, 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 \$22,440
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, 2016 to June 30, 2017	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.	
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, 2016 to June 30, 2017	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.	
1.5 Support specifically EL students, but incorporating other Educationally Disadvantaged Students, by providing	July 1, 2016 to June 30, 2017	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
behavioral expectations enhancing quality of instruction for all educationally disadvantaged students.		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. This includes expenses for the state conference in Seattle, Washington, and the national conference in San Francisco, California. Purchase PBIS Tier I SWIS student data information system 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 for after school training to train staff on Tier II PBIS interventions and processes.	Title I \$1,050
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, 2016 to June 30, 2017	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.	Title I \$1,084

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 led 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.	Provide all related expenses to train teachers in the AP institute and to provide materials for new AP courses.	
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 \$1,330

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

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, expulsions, 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)?	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 process will you use to monitor and evaluate the data?
Student behavior data spanning nine years provided the measure for 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.	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%.	AERIES attendance and student discipline printouts
	What data will be collected to measure student achievement?		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		MHS will provide dropout prevention services that provide intervention strategies, guidance, and counseling to at risk students. Pay 100% of PASS Officer's Salary	
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.	August 12, 2016 to June 10, 2017	Marysville High School will provide a full time Secondary Student Support Specialist who will provide supplemental support services to EL students.	Title I \$35,000

2016-17 Program Expenditure Summary

Goal 1	
Title I	97,786
Title I Carryover	
Title I Parent Involvement	1,218
Other	
Total	\$99,004

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	1,330
Other	
Total	\$1,330

Goal 3	
Title I	35,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$35,000

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

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

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

Total Allocation	
Title I	132,786
Title I Carryover	0
Title I Parent Involvement	2,548
Other	0
Total	\$135,334

Total Expenditures	
Title I	132,786
Title I Carryover	
Title I Parent Involvement	2,548
Other	
Total	\$135,334

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

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	\$132,786
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,548
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	\$135,334

Total amount of state and federal categorical funds allocated to this school	\$135,334
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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	Secondary Students
Gary Cena	1				
Dean Allen (Math)		1			
Yvonne Thornton (Intervention)		1			
Eli Henderson (Special Ed./Literacy)		1			
Amanda Escherman (English Language Arts)		1			
Jose Garibay (Campus Supervisor)			1		
Dixie Cozine (Chairperson)				1	
Kelly Williamson (vice-chair)				1	
Debbie Mallen				1	
Eugene Barajas (10th)					1
Shannon Folk (11th)					1
Melissa Lemke (12th)					1
Numbers of members of each category	1	4	1	3	3

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee

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

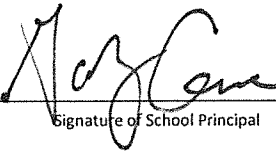
- X Other committees established by the school or district (list):
special education, math, English Language Arts, EL,

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

Attested:

Gary Cena

Typed Name of School Principal

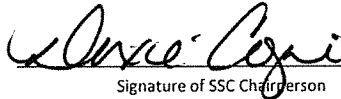

Signature of School Principal

5-31-16

Date

Dixie Cozine

Typed Name of SSC Chairperson


Signature of SSC Chairperson

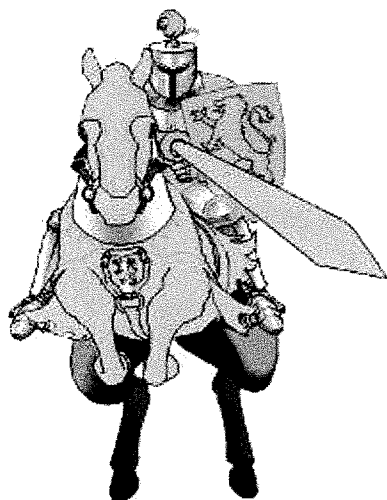
5/31/16

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2016-17
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@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5830096
X Initial Plan Approval: May 14, 2015	
X Plan Revision Approval: May 11, 2016	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (South Lindhurst Continuation High School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	28	26	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	28	26	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	29	1	26		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1,797	
Percent with Prior Year Data	99.4	100.0	
Number in Cohort	1538	1,797	
Number Met	838	987	
Percent Met	54.5	54.9	
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1,134	918		
Number Met	234	331	250	439		
Percent Met	21.5	46.8	22.0	47.8		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11	1	10	3	30	5	50	1	10			10
12	3	19	10	63	3	19					16
Total	4	15	13	50	8	31	1	4			26

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):

2015-16 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:

2015-16 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate (1-year)									
Graduation Rate	79.72	79.56			79.56			80.95	

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17

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

ASAM

(insert CDE Chart here)

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) SOUTH LINDHURST All students will reach high standards, at a minimum, attaining proficiency or better in Language Arts 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, CAHSEE data, and online PLATO data.	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 (when available), 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. Illuminate data from feeder schools 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 (e.g. Parent Involvement, Teaching 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 Increase Parent Involvement & Communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal participants in the education and development of our students.	16-17 school year	- Supplies for informative parent nights, parent meetings, Back to School Orientation Night, Site Council,ELAC, etc. *Fingerprinting for parent volunteering within the educational program - chaperone fieldtrips, volunteer within the	T1-PI 500

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		classroom or during school events *Production, display and dissemination of student centered materials regarding academics, health and wellness services. (ink, paper, production costs associated) * Parent Involvement handbooks	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 utilize the PLATO Online program and computer laboratory after hours and during the school day if additional remediation is needed. In addition, the online PLATO program and lab will assess and provide adaptive intervention to our RSP students. Materials included are: Computers, chromebooks, ipads, subscriptions, site licenses for credit remediation program, Language programs, hook up and installation materials, Realia specifically for science and math online learning, Supplemental technology materials/software for all content areas, as well as hours to hire tech to work in laboratory.	16-17 school year	• Edmentum-PLATO Year 2 (\$16,291.67) • Computers, laptops, chromebooks (mouse for each device), ipads for Math & ELA presentations and performance tasks. Classroom speakers for listening and speaking component of Common Core * Specifically, laptops to maximize Carnegie Math curriculum and use the online student curriculum for practice and mastery. The online portion is only compatible with laptops. * subscriptions, site license for e credit remediation program (Edmentum-Plato), * ELD augmented reading materials, Language programs, Rosetta Stone Spanish Language program, hook up and installation materials, for students to achieve grade level proficiency in ELA & Math.	Title I 0 T1-CO 0

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		* Realia and supplemental text materials specifically for CORE subject areas of MATH, ELA, Science, History to increase student engagement and student mastery of content standards. • Other data driven curriculum that will facilitate online learning and use of technology to achieve mastery. * Math graphing calculators to for Integrated Math instruction & projects *Hire Part-Time Technology Lead to provide technical support and training to staff and students. Help supervise and maintain online PLATO program.	
1.3 Supplemental Materials and Supplies (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.	16-17 school year	• 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. *Interactive Units *Discovery Learning subscription for interactive learning and visual supports to the core curriculum to increase engagement and mastery * Visual aids, dvd's to supplement concepts, content & novels *Novel sets, supplemental books & reading materials for all content areas	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		*Strengths based education for all students & content areas * Articles, newspapers for current event topics for ELA (Discuss/Debate classes)	
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 teachers and administration to help meet these goals.	16-17 school year	- Conference or PD fees associated costs such as travel, boarding etc. When available daily development opportunities locally will be utilized. - Sub costs for P.D. and/or observations for professional development. - Scheduled Professional Development trainings for school staff to refine instructional strategies - or- effectively use technology within the classroom to increase engagement and student comprehension. - P.D. materials for staff development during articulation days that aim to improve CSTP's for classroom instruction, student improvement, and staff leadership. Training will focus on staff strengths and building capacity.	Title I 3,800
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.	16-17 school year	- Courses offered during non-contracted school hours at intervals to be determined by needs. Other offerings may be complete reviews of topic materials in order to gain concept mastery. - Summer School for credit repair - Intercession credit repair during Winter Break, Spring Break through the online PLATO program	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
		Intervention paid at teacher hourly rate \$48.85/hr.	
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. Class sets of novels and other types of reading materials to enhance the academic discussions within the classroom and increase critical thinking.	16-17 school year	- Barnes and Noble book order to add supplemental reading materials for literacy programs. * Online book orders for class sets of novels and supplemental reading materials for students.	Title I 0
1.7 Hands on learning across the content areas through the utilization of the Green House: The utilization of the green house year around will provide our students with the opportunity to utilize Math, English and Science within a kinesthetic learning environment. The Thematic Project based learning units, will use the green house as the avenue to incorporate Common Core standards for Math, Science and English year-around. The units will command students to use skills learned in each discipline to complete tasks related to each content area for a final culmination project. Examples: *ELA 9-12 Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information. *ELA 9-12 Writing Standard 7: Conduct short as well as more sustained research projects to answer a question or	16-17 school year	*Exhaust fan, heater, watering system for year around educational use in all disciplines. * Cabling costs for electrical to be supplied to the green house. *Tools, planter shelving & racks, planter boxes, seeds, planting soil, etc.	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
solve a problem. *Math 9-12 and Next Generation Science 9-12 Standards that overlap: • Number and Operations • Measurement • Statistics and Probability • Analyzing & Interpreting Data • Using Mathematics and Computational Thinking The green house will be used to grow plants, flowers, vegetables, etc. for donation and resale (mathematical and writing component). It will also be used for specific labs that will also have a mathematical and writing components.			

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) PART 1: A school culture that is focused on rewarding positive behavior and utilizing positive behavior intervention strategies to correct negative behavioral/social choices. The implementation of PBIS, a defined awards/recognition system, and intervention resources for rehabilitation will support the achievement of this goal. PART 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) college & 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 have an academic grad plan that identifies short term and long term goals, and 6) students will be recognized for their accomplishments, and 7) Opportunities for career actualization through ROP courses, site based activities, and off site career experience.	
What data did you use to form this goal (findings from data analysis)? Attendance data, suspension rates, Contract/Expulsion data, State testing data, college & career student surveys, student and parent input and surveys	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 grades 10th -12th	What data will be collected to measure student achievement? Attendance data, suspension rates, Graduate exit interviews & transition plans
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic/grad 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.	16-17 school year	- District Funded Position ½ time counselor will be shared between SLHS and Community Day. Schedule 3 days x week (Sept, Nov, Jan, March, May), 2 days x week (Aug, Oct, Dec, Feb, April, June)	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
Counselor also serves to facilitate FAFSA, college application and program determination. Community resources will be accessed and brought to South Lindhurst to open college and career pathways for our students. The school counselor and student support specialist will work closely with the site principal to organize college and career days for our South Lindhurst students.			
2.2 Staff (Student Support Specialist): Title 1: 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 for 3.5 hours daily. Students who need academic intervention will be identified and provided direct support by the Secondary Student Support Specialist (push in / pull out model) in CORE academic content areas. This Position will contribute to the safety and culture of the site by providing supervision during non-instructional time (lunch). Student Support Specialist will meet with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Targeted: Serve as community liaison for student intervention and outreach. (Guest Speakers, Donations for student recognition, Organize annual college & career days with G.C.	16-17 school year	One 7 hour position 5 days per week. This position will be split funded 55% Title 1 and 45% Targeted.	Title I 22,227

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 students at SLHS). Connect students to services and programs that will support their development and future college and career pathways. Ensure student safety and well being inside and outside of the school to ensure the education of the whole child.			

2016-17 Program Expenditure Summary

Goal 1	
Title I	3,800
Title I Carryover	0
Title I Parent Involvement	500
Other	
Total	\$4,300

Goal 2	
Title I	22,227
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$22,227

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

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

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

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

Total Allocation	
Title I	26,027
Title I Carryover	0
Title I Parent Involvement	500
Other	0
Total	\$26,527

Total Expenditures	
Title I	26,027
Title I Carryover	0
Title I Parent Involvement	500
Other	
Total	\$26,527

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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
List and Describe Other State or Local Funds: \$	\$0

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	\$26,027
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$500
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	\$26,527

Total amount of state and federal categorical funds allocated to this school	\$26,527
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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	Secondary Students
David Jones	1				
Jennylee Comstock					1
Summer Viviano					1
Abigail Gallardo					1
Jackie Cooper					1
Makayla Giusto					1
Moniqua Tapia					1
Patricia Sullivan		1			
Kevin Sweetwood		1			
Eugene Duggan		1			
Jessie Brown		1			
Merri May			1		
Elizabeth Huerta			1		
Clint Tarrant			1		
Anna Villa				1	
Barbara Reinhofer				1	
Rosario Alvarado				1	
Michelle Cooper				1	
Numbers of members of each category	1	4	3	4	5

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)

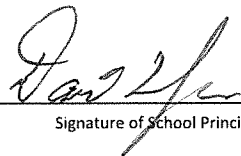
Other committees established by the school or district (list):

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:

Attested:

David Jones

Typed Name of School Principal



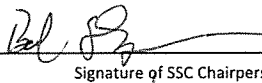
Signature of School Principal

5/11/16

Date

Bob Duggan

Typed Name of SSC Chairperson



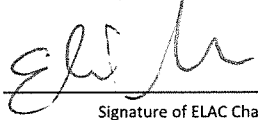
Signature of SSC Chairperson

5/11/2016

Date

Elizabeth Huerta

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5/11/2016

Date

{SchoolLogo}

2016-17
Single Plan for Student Achievement (SPSA)

Marysville Community Day

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 Rogers	Telephone: 530-749-6918
Address: 1919 B Street, Marysville, CA 95991	Email Address: grogers@mjusd.k12.ca.us
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-0131599
X Initial Plan Approval: 4/13/2016	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Title III Accountability Data (Marysville Community Day)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers		1,797	
Percent with Prior Year Data		100.0	
Number in Cohort		1,797	
Number Met		987	
Percent Met		54.9	
NCLB Target	59.0		
Met Target		No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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			1,134	918		
Number Met			250	439		
Percent Met			22.0	47.8		
NCLB Target	22.8	49.0				
Met Target			No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	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 2014-15										
	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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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 and staff with technology, supplies, equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment.	
What data did you use to form this goal (findings from data analysis)? SBAC data from students' prior schools	What did the analysis of the data reveal that led you to this goal? The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.
Who are the focus students and what is the expected growth? The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the California Academic Performance Index (API).	What data will be collected to measure student achievement? Accelerated Reading and Math assessment results
What process will you use to monitor and evaluate the data? SBAC yearly assessments, teacher observation, and Accelerated Reading and Math assessments upon entry and exit.	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 access to technology for all students, grades 7-12, during the school day to enhance learning. Electronic devices will help facilitate individual remediation and pacing as well as collaborative group learning. Students will be able to access daily resources to support foundation skills as well as critical thinking. Technology will also increase student engagement and provide hands-on learning aides to support instruction and research.	8/15 - 6/16	Supplemental technological classroom tools, including installation costs, to enhance learning for all students including, elmos, LCD projectors, I-pads, Smart Boards, lap tops, net books, lap top carts, printers, and necessary tools for application.	Title I 7000
1.2 Purchase supplemental materials and supplies to enhance learning through measures	8/15 - 6/16	To help supplement and support all departments to try and increase student engagement, provide more	Title I 1599

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

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, evaluationg and reviewing our school safety plan and our PBIS expectations at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement through assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve discipline as well as attendance, and learning problems			
What data did you use to form this goal (findings from data analysis)? Student attendance reports, California crime reports, suspension rates, disciplinary reports from previous schools , and disciplinary referral reports. As well as weekly CICO data.	What did the analysis of the data reveal that led you to this goal? Students were expelled and suspended for various reason from prior schools. Even students that are not expelled still had numerous incidents of discipline and referrals.		
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance rates and reduction of out of class referrals and suspensions.	What data will be collected to measure student achievement? Disciplinary reports in regards to days of suspension, number of students receiving referrals, attendance percentages, referrals to SARB, and California state crime reporting percentages.		
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students given referrals or suspended from school. Weekly behavior levels including check in/check out 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 Character and leadership development is critical to creating students who are equipped for success. The supplemental curriculum, Character Development and Leadership, will help student develop skills to become effective members of society. With 15 years of product development, the	4/16 - 6/16	Purchase Character Development and Leadership student workbooks.	Title I 800

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
curriculum is research-based and aligned with the ELA Common Core Standards. Staff will be trained in program implementation to ensure fidelity and student success.			

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 Marysville Community Day School increases the educational opportunities for all students. In order to communicate with parents, and get parents involved in their child's education monthly meetings will be held as well as monthly newsletter sent home.			
What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged students including homeless students. The percent of students on free and reduced lunch.	What did the analysis of the data reveal that led you to this goal? The high percentage of economically disadvantaged students and students below grade level at the school.		
Who are the focus students and what is the expected growth? All students that are below grade level and/or economically disadvantaged. The expected growth is a five percent increase in attendance and an increase of ten percent of those parent involved at the school site.	What data will be collected to measure student achievement? Monthly parent meeting attendance, and parent conference attendance		
What process will you use to monitor and evaluate the data? Attendance reports or students and monthly attendance sheets from parent meetings.	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 To increase parent and community involvement monthly parent meetings will be held and communications sent home monthly in an effort to enhance student learning.	8/16 - 6/17	CDS will purchase materials and supplies to host parent meetings and send out regular communications with parents to encourage parents to attend and enhance their students education.	Title I 180

2016-17 Program Expenditure Summary
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Goal 1	
Title I	8,599
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$8,599

Goal 2	
Title I	800
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$800

Goal 3	
Title I	180
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$180

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

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

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

Total Allocation	
Title I	9,399
Title I Carryover	0
Title I Parent Involvement	180
Other	
Total	\$9,579

Total Expenditures	
Title I	9,579
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$9,579

Balance	
Title I	-180
Title I Carryover	0
Title I Parent Involvement	180
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
List and Describe Other State or Local Funds: \$	\$

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	\$9,399
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$180
Title I, Part A: Parent Involvement - Carryover	\$
Central Services Expenditures	\$
List and Describe Other Federal Funds: \$	\$
Total amount of federal categorical funds allocated to this school	\$9,579

Total amount of state and federal categorical funds allocated to this school	\$9,579
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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
Gary Rogers	1			
Karen Engelhardt		X		
Steve Westcamp		X		
Melanie Entner		X		
Marguerite Jackson		X		
Geu Thao			X	
Donna Cummings				X
Julie Coulson				X
Jolie Carreon				X
Kari Ylst				X
Grace Inman				X
Robert Brown				X
Numbers of members of each category	1	4	1	6

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee

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

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

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

Attested:

Gary Rogers

Typed Name of School Principal

Signature of School Principal

5/24/16
Date

Gary Rogers

Typed Name of SSC Chairperson

Signature of SSC Chairperson

5/24/16
Date

Kari Ylst

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

5/24/16
Date