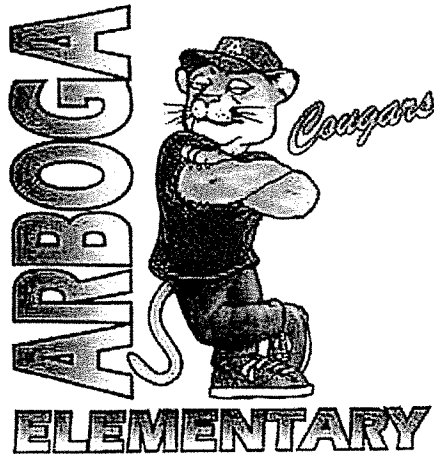




2017-18
Single Plan for Student Achievement (SPSA)

Arboga Elementary School

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

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

Principal: Eric Preston	Telephone: (530) 741-6101
Address: 1686 Broadway	Email Address: epreston@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056634
X Initial Plan Approval: 05/31/2017	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	76	68		75	68		74	68		98.7	98.6	
Grade 4	86	75		83	75		82	75		96.5	100	
Grade 5	71	82		68	81		67	80		95.8	98.8	
Grade 6	58	68		56	65		53	65		96.6	95.6	
All Grades	291	293		282	289		276	288		96.9	98.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2401.3	2409.6		8	21		25	28		39	16		27	35	
Grade 4	2442.1	2445.1		12	11		24	25		24	33		39	31	
Grade 5	2475.9	2457.3		13	5		22	24		29	26		34	45	
Grade 6	2510.9	2521.4		9	11		34	35		23	32		29	22	
All Grades	N/A	N/A	N/A	11	11		26	28		29	27		32	34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	21		54	40		36	40	
Grade 4	10	7		51	51		38	43	
Grade 5	9	8		43	39		48	54	
Grade 6	11	9		49	57		40	34	
All Grades	10	11		50	46		40	43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	22		58	41		30	37	
Grade 4	17	12		55	58		27	30	
Grade 5	18	18		51	44		31	39	
Grade 6	21	26		45	51		34	23	
All Grades	17	19		53	48		30	32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	10		69	76		18	13	
Grade 4	11	8		67	72		21	20	
Grade 5	6	9		70	56		24	35	
Grade 6	9	12		72	69		19	18	
All Grades	10	10		69	68		20	22	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	12		54	56		32	32	
Grade 4	10	16		38	65		29	19	
Grade 5	24	16		57	61		19	23	
Grade 6	19	29		68	55		13	15	
All Grades	16	18		53	60		25	22	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	76	68		75	68		75	68		98.7	98.6	
Grade 4	86	75		84	75		84	75		97.7	100	
Grade 5	71	82		68	81		68	81		95.8	98.8	
Grade 6	58	68		57	65		56	65		98.3	95.6	
All Grades	291	293		284	289		283	289		97.6	98.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2424.0	2422.4		8	12		29	32		43	31		20	25	
Grade 4	2463.2	2463.8		13	7		21	29		44	44		21	20	
Grade 5	2476.0	2469.1		9	7		15	16		37	33		40	43	
Grade 6	2514.7	2488.2		18	5		19	25		35	31		26	40	
All Grades	N/A	N/A	N/A	12	8		21	25		40	35		26	32	

Concepts & Procedures											
Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
Grade 3	27	25		47	46		27	29			
Grade 4	21	21		39	43		39	36			
Grade 5	16	12		32	35		51	53			
Grade 6	25	11		38	42		38	48			
All Grades	22	17		39	41		39	42			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	18		60	51		27	31	
Grade 4	18	13		55	59		27	28	
Grade 5	10	7		41	38		49	54	
Grade 6	11	8		59	45		30	48	
All Grades	13	11		54	48		33	40	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	25		57	56		25	19	
Grade 4	21	11		42	64		37	25	
Grade 5	3	6		54	52		43	42	
Grade 6	18	11		57	54		25	35	
All Grades	15	13		52	56		33	31	

Conclusions based on this data:

1.

Title III Accountability Data (Arboga Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	86	80	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	86	80	
Number Met	60	56	
Percent Met	69.8%	70.0%	
NCLB Target	60.5	62.0%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	24	73	24		
Number Met	38	15	32	17		
Percent Met	49.4%	62.5%	43.8%	70.8%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***		***	***				
1	12	18		53	45		24	27		6	9		6		
2				53	43		40	50		7	7				
3	12			47	71		35	29		6					
4	47	33		24	50		29	17							
5	22	38		44	38		22	23		11					
6	20	14		50	57		10	29		20					
Total	19	18		44	49		28	30		8	4		1		

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	32%			79%	34%	
3	9%	10%		26%	32%	
4	4%	0%		1%	6%	
5	6%	25%		29%	50%	
6	4%	6%		12%	29%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1	51%			87%	52%	
2	26%			28%	57%	
3	54%	22%		62%	21%	
4	14%	0%		3%	70%	
5	6%	19%		25%	42%	
6	8%	0%		19%	38%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	25%	14%		49%	51%	
3	3%	21%		53%		
4	3%	18%		3%	19%	
5	46%	12%		24%	10%	
6	0%	0%		2%	34%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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.
Who are the focus students and what is the expected growth? Although the focus groups are EL students, low SES students and Special Education students, all students will benefit, and we desire measurable growth in student academic achievement and a measurable decline in student referrals/students being sent to the office.	What data will be collected to measure student achievement? Data mentioned earlier.
What process will you use to monitor and evaluate the data? Looking to the data to see: where grade level instruction can improve; where transitions from grade to grade can improve; what categorically funded positions help students meet academic and behavioral goals; where interventions have helped; what interventions have helped, etc.	Actions to improve achievement to exit program improvement (if applicable). 1. Instructional Assistants will assist in interventions and in small group instructional settings, allowing for students with higher needs to minimize their gaps in learning. 2. The Elementary Student Support Specialist will work with students to understand how both their negative and positive behaviors impact learning. 3. Professional Development will focus on strategies of intervention and enrichment for students to increase their levels of learning.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade, and to assist with ELA interventions in K-6th.	August 14, 2017 through June 8, 2018	Salary and appropriate fringe costs	Title I 68,000

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	Providing a 3.75 hour Elementary Student Support Specialist to assist students in better understanding the link between their behavioral decisions and their learning, 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 14, 2017 through June 8, 2018	Appropriate salary and fringe costs.	Title I 16,000
1.3	Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning.	August 14, 2017 through June 8, 2018	Registration costs for any conferences or workshops, costs of materials, transportation, substitute fees, etc. associated with said professional development.	Title I 9,950

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 standards taught.	
What data did you use to form this goal (findings from data analysis)? CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, etc.	What did the analysis of the data reveal that led you to this goal? Supplemental materials, supplies, and services can enhance the instructional process greatly.
Who are the focus students and what is the expected growth? Although EL students, low SES students and Special Education students are the focus, all students will benefit from additional instructional materials, etc., and we desire measurable growth in student academic achievement and a measurable increase in demonstrated mastery of the standards taught and tested.	What data will be collected to measure student achievement? CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, Rtl data, tutoring records, etc.
What process will you use to monitor and evaluate the data? CELDT, embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, a decrease in students needing tutoring/interventions, etc.	Actions to improve achievement to exit program improvement (if applicable). Student access to instructional technology that enriches learning enhances student 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
2.1	Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the standards taught.	August 14, 2017 through June 8, 2018	Cost of items and appropriate state sales tax, and shipping.	Title I 5,383

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, field trips that enrich learning, etc.	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(s).

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2017 through June 2018	See action	Title I 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 2107 though June 2018	see action	Title I 544

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

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

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	\$99,333
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,344
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	\$100,677

Total amount of state and federal categorical funds allocated to this school	\$100,677
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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
Mike Paul				1
Rosa Steele				1
Rose Mary Avila				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)

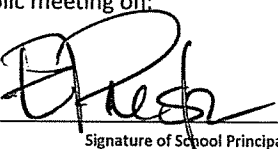
X Other committees established by the school or district (list):

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



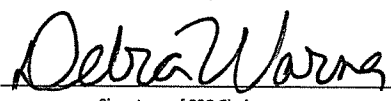
Signature of School Principal

4/1/17

Date

Debra Warner

Typed Name of SSC Chairperson



Signature of SSC Chairperson

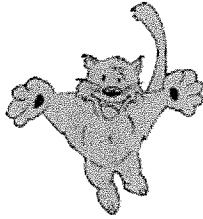
6/1/17

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
Single Plan for Student Achievement (SPSA)

Cedar Lane Elementary School

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

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

Principal: Jill Segner	Telephone: (530) 741-6112
Address: 841 Cedar Lane	Email Address: jsegner@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056659
X Initial Plan Approval: 6/8/2017	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	70	83		68	81		68	80		97.1	97.6	
Grade 4	65	68		65	67		63	63		100.0	98.5	
Grade 5	81	68		81	68		81	66		100.0	100	
Grade 6	74	85		74	85		74	85		100.0	100	
All Grades	290	304		288	301		286	294		99.3	99	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2334.8	2346.1		0	4		7	10		16	23		76	64	
Grade 4	2368.4	2387.4		0	3		3	6		20	32		74	59	
Grade 5	2404.1	2404.8		0	3		6	5		16	24		78	68	
Grade 6	2441.9	2447.3		0	1		12	14		38	29		50	55	
All Grades	N/A	N/A	N/A	0	3		7	9		23	27		69	61	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	8		24	31		74	61	
Grade 4	0	7		32	28		68	66	
Grade 5	0	5		23	30		77	65	
Grade 6	3	0		41	40		57	60	
All Grades	1	4		30	33		69	63	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5		28	31		68	64	
Grade 4	0	3		22	38		78	59	
Grade 5	0	2		20	30		80	68	
Grade 6	4	2		27	32		69	66	
All Grades	1	3		24	33		74	64	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	5		51	46		49	49	
Grade 4	3	5		54	62		43	33	
Grade 5	1	3		54	52		44	45	
Grade 6	4	4		58	71		38	26	
All Grades	2	4		55	58		43	38	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5		37	34		62	61	
Grade 4	0	0		32	57		68	43	
Grade 5	4	5		64	52		32	44	
Grade 6	3	6		69	58		28	36	
All Grades	2	4		52	50		46	46	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	70	83		70	81		69	81		100.0	97.6	
Grade 4	65	68		65	66		65	61		100.0	97.1	
Grade 5	81	68		81	68		80	66		100.0	100	
Grade 6	74	85		74	85		74	85		100.0	98.8	
All Grades	290	304		290	300		288	293		100.0	98.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2364.0	2367.0		1	1		11	10		31	27		54	62	
Grade 4	2417.8	2433.8		2	2		14	25		34	38		51	36	
Grade 5	2422.4	2434.1		0	0		4	9		21	32		74	59	
Grade 6	2444.2	2432.1		4	0		5	4		26	34		65	62	
All Grades	N/A	N/A	N/A	2	1		8	11		28	32		62	56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	4		35	20		62	77	
Grade 4	3	20		32	25		65	56	
Grade 5	0	2		16	29		84	70	
Grade 6	5	0		16	22		78	78	
All Grades	3	5		24	24		73	71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	1		38	38		59	60	
Grade 4	0	5		40	44		60	51	
Grade 5	3	0		20	26		78	74	
Grade 6	4	0		31	31		65	69	
All Grades	2	1		32	34		66	64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5		59	53		39	42	
Grade 4	2	8		43	54		55	38	
Grade 5	0	0		36	39		64	61	
Grade 6	5	0		46	52		49	48	
All Grades	2	3		46	50		52	47	

Conclusions based on this data:

1. While we are improving, we have a great deal of growing ahead of us.

Title III Accountability Data (Cedar Lane Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	163	185	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	163	185	
Number Met	41	84	
Percent Met	25.2%	45.4%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	134	57	159	62		
Number Met	11	7	22	13		
Percent Met	8.2%	12.3%	13.8%	21.0%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		17			17		20	17		60	33		20	17	
1				11	21		39	38		25	24		25	17	
2				11	23		36	39		25	32		29	6	
3		3		13	7		55	40		29	27		3	23	
4		6		15	20		60	37		20	23		5	14	
5		5		16	45		56	36		19	14		9		
6				16	16		63	56		11	19		11	9	
Total		3		13	21		50	41		23	24		14	12	

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

We are making progress towards R-FEP with all students. Academics seem to hold us back, but all indicators show that all students are making progress towards met or exceeds standards.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	18%	24%		59%		
3	1%	0%		0%	2%	
4	3%	1%		2%	8%	
5	0%			6%	23%	
6	0%			12%	20%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	45%	77%		34%		
1	45%	60%		72%		
2	37%	22%		24%		
3	24%	0%		17%	1%	
4	7%	0%		3%	24%	
5	2%			11%	25%	
6	0%			12%	20%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	32%	14%		54%		
3	1%			10%	0%	
4	12%	2%		12%	16%	
5	11%			3%	0%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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 teacher -made assessments. Other on-going assessments will be through STAR Reading and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth.	
What process will you use to monitor and evaluate the data? We will look at the results of tutoring assessments and monitor STAR Reading, and STAR Early Literacy. We will evaluate the CELDT scores..		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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		PBIS CUE SCOE Behavior Conference Teacher Leader presentations Grade level collaboration Discovery Learning	Title I 28,239

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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		Substitutes for Training	Title I 5000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 33075
2.2 6 Para educators to provide intervention to students not reading at grade level. Services will include but are not limited to SIPPS and Read Naturally.	now		Title I 99225

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.3 Computers and ipads are necessary for staff and students. Computers for teachers in order to run technology rich computers. The need to update computers is an ongoing issue.			

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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2074
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	This could be funded by 5299 or 1009	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.	

2017-18 Program Expenditure Summary
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Goal 1	
Title I	33,239
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$33,239

Goal 2	
Title I	132,300
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$132,300

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,074
Other	
Total	\$2,074

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	153,239
Title I Carryover	
Title I Parent Involvement	2,074
Other	0
Total	\$155,313

Total Expenditures	
Title I	165,539
Title I Carryover	
Title I Parent Involvement	2,074
Other	
Total	\$167,613

Balance	
Title I	-12,300
Title I Carryover	0
Title I Parent Involvement	0
Total	\$-12,300

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	\$153,239
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,074
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	\$155,313

Total amount of state and federal categorical funds allocated to this school	\$155,313
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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: 6-8-17

Attested:

Jill Segner

Typed Name of School Principal

Jill Segner
Signature of School Principal

6/8/17
Date

Chris Clinkenbeard

Typed Name of SSC Chairperson

Chris Clinkenbeard
Signature of SSC Chairperson

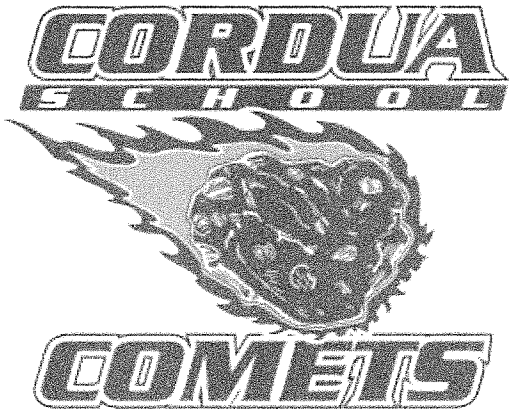
6/8/17
Date

Maria Gomez

Typed Name of ELAC Chairperson

Maria Gomez
Signature of ELAC Chairperson

6/8/17
Date



2017-18
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@mjustd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056667
X Initial Plan Approval: 6/9/2017			
X Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	15		15	15		15	15		100.0	100	
Grade 4	20	13		19	12		19	12		95.0	92.3	
Grade 5	17	16		17	15		17	15		100.0	93.8	
All Grades	52	44		51	42		51	42		98.1	95.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2363.6	2350.0		13	0		7	7		27	27		53	67	
Grade 4	2421.5	2431.5		11	17		11	25		21	8		58	50	
Grade 5	2447.2	2458.7		0	7		18	20		35	20		47	53	
All Grades	N/A	N/A	N/A	8	7		12	17		27	19		53	57	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	0		33	40		53	60	
Grade 4	16	25		37	33		47	42	
Grade 5	0	20		47	27		53	53	
All Grades	10	14		39	33		51	52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	0		53	47		47	53	
Grade 4	11	0		42	50		47	50	
Grade 5	0	13		47	47		53	40	
All Grades	4	5		47	48		49	48	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	0		67	53		33	47	
Grade 4	5	8		68	50		26	42	
Grade 5	6	7		82	60		12	33	
All Grades	4	5		73	55		24	40	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	0		27	60		53	40	
Grade 4	5	25		58	42		37	33	
Grade 5	6	13		76	60		18	27	
All Grades	10	12		55	55		35	33	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	15		15	15		15	15		100.0	100	
Grade 4	20	13		19	12		19	12		95.0	92.3	
Grade 5	17	16		17	15		17	15		100.0	93.8	
All Grades	52	44		51	42		51	42		98.1	95.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2371.0	2381.3		0	0		13	13		40	60		47	27	
Grade 4	2434.2	2457.4		0	0		26	33		32	50		42	17	
Grade 5	2444.7	2464.2		0	7		6	20		35	33		59	40	
All Grades	N/A	N/A	N/A	0	2		16	21		35	48		49	29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	0		47	40		47	60	
Grade 4	11	17		32	50		58	33	
Grade 5	6	13		24	33		71	53	
All Grades	8	10		33	40		59	50	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	0		47	60		53	40	
Grade 4	16	0		32	58		53	42	
Grade 5	0	13		41	13		59	73	
All Grades	6	5		39	43		55	52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	0		53	67		47	33	
Grade 4	5	0		42	75		53	25	
Grade 5	0	0		29	67		71	33	
All Grades	2	0		41	69		57	31	

Conclusions based on this data:

1.

Title III Accountability Data (Cordua Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	8	6	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	8	6	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	60.5	62.0%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	7	1	8	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1				25			50			25					
2	***	***			***		***	***							
3					***						***				
4							***								
5				***	***										
Total	13	17		25	50		50	17		13	17				

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	6%			33%	0%	
5	6%			6%	20%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	13%	0%		10%	0%	
3	0%	0%		0%	10%	
4	8%	10%		0%		

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
4	0%	10%		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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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 Achievement/ 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, Wonders 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 2015-2016 - District Benchmark Assessments for ELA and Math	What did the analysis of the data reveal that led you to this goal? 2015-2016 Standardized Test Scores (CAASPP) <table> <tr> <td>ELA</td><td>Math</td></tr> <tr> <td>3rd 7%</td><td>13%</td></tr> <tr> <td>4th 42%</td><td>33%</td></tr> <tr> <td>5th 27%</td><td>27%</td></tr> </table> According to the most recent test data. Students are performing below the district average. The data above reflect the percentage of students that scored proficient or above in ELA and Math at the conclusion of last school year. Data will be updated when 2016-2017 scores become available.	ELA	Math	3rd 7%	13%	4th 42%	33%	5th 27%	27%
ELA	Math								
3rd 7%	13%								
4th 42%	33%								
5th 27%	27%								

Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2015-2016 CAASPP English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. We will be using the new district benchmarks, and teacher created assessments 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 19000
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and		Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, Substitute costs are also included to make the professional development and growth possible for classroom teachers.			

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Shared Responsibility Through School Community Involvement: Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)		
What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.	What data will be collected to measure student achievement? • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CSTs, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.		

What process will you use to monitor and evaluate the data?

- Perceptual data from students and parents
- Parent attendance in school-related functions
- Student attendance data through Aeries
- Discipline records and behavioral referrals
- Review of parent communication tools (notes, School Messenger, phone logs, etc.)
- Academic performance correlations with attendance during academic conferences
- School Site Council meetings

- 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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, volunteer badges, school newsletter supplies	T1-PI 344

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.

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

2017-18 Program Expenditure Summary
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Goal 1	
Title I	25,439
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$25,439

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	344
Other	
Total	\$344

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	25,439
Title I Carryover	
Title I Parent Involvement	344
Other	0
Total	\$25,783

Total Expenditures	
Title I	25,439
Title I Carryover	
Title I Parent Involvement	344
Other	
Total	\$25,783

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	\$25,439
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$344
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	\$25,783

Total amount of state and federal categorical funds allocated to this school	\$25,783
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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):

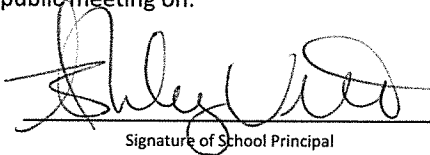
Cordua School Parent Teacher Organization

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:

Attested:

Ashley Vette

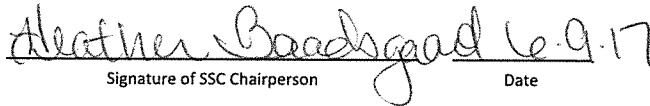
Typed Name of School Principal


Signature of School Principal

6/9/17
Date

Chalice Hall

Typed Name of SSC Chairperson


Signature of SSC Chairperson

6-9-17
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
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 Escherman	Telephone: (530) 741-6121
Address: 628 F St.	Email Address: descherman@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056733
X Initial Plan Approval: May 16, 2017	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	90	88		88	88		88	88		97.8	100	
Grade 4	67	82		67	82		67	82		100.0	100	
Grade 5	59	77		57	75		57	75		96.6	97.4	
All Grades	216	247		212	245		212	245		98.1	99.2	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2426.6	2419.2		24	17		32	26		22	36		23	20	
Grade 4	2447.5	2491.5		13	32		22	28		25	24		39	16	
Grade 5	2481.3	2498.8		11	20		30	28		26	29		33	23	
All Grades	N/A	N/A	N/A	17	23		28	27		24	30		31	20	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	15		45	59		30	26	
Grade 4	15	28		45	50		40	22	
Grade 5	18	23		42	41		40	36	
All Grades	20	22		44	51		36	28	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	17		60	57		20	26	
Grade 4	9	32		66	50		25	18	
Grade 5	14	21		49	55		37	24	
All Grades	15	23		59	54		26	23	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	14		69	76		16	10	
Grade 4	4	15		75	76		21	10	
Grade 5	12	15		72	69		16	16	
All Grades	11	14		72	74		17	12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	24		52	53		24	23	
Grade 4	16	34		55	59		28	7	
Grade 5	19	33		60	52		21	15	
All Grades	20	30		55	55		25	15	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	90	88		88	88		88	88		97.8	100	
Grade 4	67	82		67	82		67	82		100.0	100	
Grade 5	59	77		57	75		57	74		96.6	96.1	
All Grades	216	247		212	245		212	244		98.1	98.8	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2429.2	2448.8		14	28		35	32		35	20		16	19	
Grade 4	2442.0	2479.9		1	12		21	32		48	41		30	15	
Grade 5	2449.8	2469.9		5	11		11	11		25	35		60	43	
All Grades	N/A	N/A	N/A	8	18		24	25		36	32		32	25	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	40		52	38		28	23	
Grade 4	7	29		42	39		51	32	
Grade 5	7	14		25	36		68	50	
All Grades	12	28		42	38		46	34	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	40		53	35		23	25	
Grade 4	3	21		52	59		45	21	
Grade 5	4	9		44	36		53	54	
All Grades	12	24		50	43		38	32	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	35		50	50		24	15	
Grade 4	6	28		49	52		45	20	
Grade 5	4	11		35	46		61	43	
All Grades	14	25		46	50		41	25	

Conclusions based on this data:

1.

Title III Accountability Data (Mary Covillaud Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	85	80	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	85	80	
Number Met	47	56	
Percent Met	55.3%	70.0%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	78	18		
Number Met	30	9	29	13		
Percent Met	38.0%	60.0%	37.2%	72.2%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K										***				***	
1	6			38	50		44	33		6	17		6		
2	5	13		27	20		64	60		5				7	
3	14	14		50	33		27	52		9					
4	13	35		27	53		47	12		7			7		
5	33	29		44	50		22	21							
Total	12	19		36	40		42	36		7	3		2	3	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	12%	13%		9%		
4	13%	0%		93%	7%	
5	0%	11%		0%	28%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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)? Data was used from MUUSD Benchmark Assessments and California State Testing (CST).	What did the analysis of the data reveal that led you to this goal? The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.		
Who are the focus students and what is the expected growth? The focus groups are the economically 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? The MUUSD 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? MUUSD Benchmark assessments that are done every six weeks for grades two through five and every twelve weeks for Kindergarten and first grade will be used to monitor through out the school year. CST yearly assessments, teacher observation, and CELDT scores will also be examined and used to evaluate each students.	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 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	7/17-6/18	wages for substitute teachers while teachers are conferencing with parents. Salary . Total Benefits & Total Salary	Title I 8,405

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	7/17-6/18	Lupe Almaraz. eight hour per day salary: Total salary & benefits \$59,950.72	Title I 59,951
1.3 Technology leads will assist students and teachers in Waterford, Accelerated Reader, curriculum based technology programs through Go Math and Wonders, 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.	7/17-6/18	Salary 4,397.00. Total Benefits 965.00 Total Salary & Benefits \$5,362.	Title I T1-CO
1.4 Supplement and support regular school program to students by providing intervention to all core subjects before and/or after school.	7/17-6/18	Total Salary & Benefits	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Small group direct learning opportunities and teacher support for all students during intervention times in Language Arts and Mathematics. The Para-educator(s) will be working directly with teachers to provide instruction to all students.	7/17-6/18	Para-educator(s) Total Salary & Benefits \$16,422.16	Title I 16,423
1.6 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 will also teach teachers how to use technology to form intervention groups and well as assess intervention groups. This also includes teachers learning from other sources. Teachers and principal will attend Solution's Tree Professional Learning Community in San Jose to learn effective practices of a Professional Learning Community.	7/17-6/18	wages for teachers Total Salary & Benefits Conference to San Jose Convention, Solution Tree Convention: conference cost \$10,704 Transportation/ carryall, mileage, and fuel cost: 1,262 Administration and teacher hotel rooms and parking: 8,309 Food: 2,544 Total cost: 22,819	
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 Auxiliary 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.	Title I 1,000

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
student referrals to parents when behavioral issues arise in the playground.		material and supplies	Title I 684

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, council, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.			
What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged students including homeless. The percent of students on free and reduced lunch.		What did the analysis of the data reveal that led you to this goal? The high percentage of 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 38,004.49 Total Salary & Benefits	Title I 38,005

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

2017-18 Program Expenditure Summary
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Goal 1	
Title I	84,779
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$84,779

Goal 2	
Title I	1,684
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$1,684

Goal 3	
Title I	38,005
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$38,005

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	124,468
Title I Carryover	
Title I Parent Involvement	1,684
Other	
Total	\$126,152

Total Expenditures	
Title I	124,468
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$124,468

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	1,684
Other	
Total	\$1,684

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	\$124,468
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,684
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	\$126,152

Total amount of state and federal categorical funds allocated to this school	\$126,152
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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 Eschelman	1			
Margaret Neiber		1		
Wendy Cahill		1		
Denise Huber		1		
Dale Van Liew		1		
Laura Nicholson				1
Jason Roper				1
Jennifer Rivera				1
Sam Eschelman				1
Erin Schuy				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: May 16, 2017

Attested:

Doug Escherman

Typed Name of School Principal



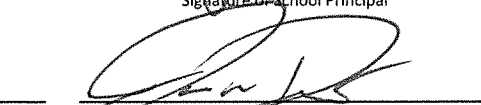
Signature of School Principal

5-16-17

Date

Jason Roper

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/16/17

Date

Dale Van Liew

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5-16-17

Date



2017-18
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: May 22, 2017	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	72		71	71		71	71		100.0	98.6	
Grade 4	67	66		65	65		65	65		97.0	98.5	
Grade 5	68	62		64	62		64	62		94.1	100	
Grade 6	65	64		64	63		64	63		98.5	98.4	
All Grades	271	264		264	261		264	261		97.4	98.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2406.6	2441.3		10	28		27	28		35	25		28	18	
Grade 4	2450.0	2442.3		18	9		14	23		32	29		35	38	
Grade 5	2485.4	2477.9		17	16		30	21		16	31		38	32	
Grade 6	2461.2	2516.7		2	8		19	35		31	33		48	24	
All Grades	N/A	N/A	N/A	12	16		22	27		29	30		37	28	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	25		44	54		41	21	
Grade 4	12	9		51	58		37	32	
Grade 5	23	13		39	52		38	35	
Grade 6	6	13		36	56		58	32	
All Grades	14	15		42	55		43	30	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	20		63	63		30	17	
Grade 4	14	8		55	57		31	35	
Grade 5	19	19		47	47		34	34	
Grade 6	6	17		31	51		63	32	
All Grades	11	16		50	55		39	29	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	14		73	76		17	10	
Grade 4	15	11		69	74		15	15	
Grade 5	14	19		63	60		23	21	
Grade 6	5	11		63	78		33	11	
All Grades	11	14		67	72		22	14	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	30		56	55		32	15	
Grade 4	15	9		55	65		29	26	
Grade 5	33	24		45	53		22	23	
Grade 6	5	25		63	56		33	19	
All Grades	16	22		55	57		29	21	

Conclusions based on this data:

1. ELA performance of students proficient in the standard or above increased and the number below standard decreased for all grade levels. More acceleration is needed to move those at or near standard. Only a slight increase was evident in the area of reading. More significant increases were evident in writing and listening.
2. New curriculum introduced in 2016-17 in addition to intensive tutoring was provided after-school.
3. Grade level collaboration was established weekly to monitor student progress more frequently and to analyze student performance and provide consistency among grade levels.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	72		71	71		71	71		100.0	98.6	
Grade 4	67	66		66	65		66	65		98.5	98.5	
Grade 5	68	62		64	62		64	62		94.1	100	
Grade 6	65	64		65	63		64	63		100.0	98.4	
All Grades	271	264		266	261		265	261		98.2	98.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2419.3	2450.3		10	18		24	41		45	31		21	10	
Grade 4	2439.8	2456.7		5	9		18	20		45	52		32	18	
Grade 5	2470.6	2466.2		6	5		19	13		31	45		44	37	
Grade 6	2456.5	2540.9		5	21		9	22		31	37		54	21	
All Grades	N/A	N/A	N/A	6	13		18	25		38	41		37	21	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	32		48	46		32	21	
Grade 4	11	12		30	51		59	37	
Grade 5	13	11		27	29		61	60	
Grade 6	5	30		22	35		73	35	
All Grades	12	22		32	41		56	38	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	31		52	55		31	14	
Grade 4	5	9		50	55		45	35	
Grade 5	13	6		58	45		30	48	
Grade 6	8	24		44	54		48	22	
All Grades	11	18		51	52		38	30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	38		75	48		14	14	
Grade 4	9	12		38	62		53	26	
Grade 5	8	5		44	39		48	56	
Grade 6	5	21		44	65		52	14	
All Grades	8	20		51	53		41	27	

Conclusions based on this data:

1. Percentages of students meeting math standards increased and percentage of students not meeting standard decreased. Fifth grade reviewed and adjusted their curriculum to attempt to increase students meeting standard and decrease those near standard and not meeting standards. Fifth grade added tutoring in math for the 2016-17 school year. All subcategories showed slight increases. We need to continue to accelerate student achievement in meeting the standards.
2. Collaboration teams met on a regular basis starting in 2016-17 monitoring student progress and determining areas in need of supplement. Essential standards were established and pacing schedule was made.

Title III Accountability Data (Edgewater Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	113	103	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	113	103	
Number Met	54	66	
Percent Met	47.8%	64.1%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	108	31	92	30		
Number Met	13	11	27	16		
Percent Met	12.0%	35.5%	29.3%	53.3%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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. In 2016-17 forty students met reclassification criteria. In collaboration teams that were established in addition to an EL team, specific areas were identified for students needing improvement. Wonders curriculum provides improved instructional resources and curriculum for our EL students.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***		***					
1	11	12		16	18		37	29		26	24		11	18	
2	8	7		13	20		58	40		17	33		4		
3		15		15	30		45	40		25	10		15	5	
4	5	15		25	35		60	35		5	15		5		
5	8	25		38	40		54	35							
6				29	60		50	40		14			7		
Total	5	14		20	32		50	37		18	14		7	4	

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

Students scoring Early Advanced and Advanced for 3rd grade through 6th grade will have state testing and grades reviewed to determine if they are eligible for reclassification. Students scoring early advanced and advanced increased from 2014-15.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	33%	27%		85%	52%	
3	33%	13%		47%	64%	
4	6%	45%		2%		
5	25%	17%		10%	32%	
6	17%	13%		42%	40%	

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

Due to a focus on assessing essential grade level standards, not all the questions were given which makes our benchmark data invalid. Grade levels used weekly collaboration time to review student progress and start using common formative assessments.

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1	68%	79%		77%	51%	
2	31%	27%		41%	42%	
3	42%	0%		75%	50%	
4	37%	0%		13%		
5	62%	0%		15%	44%	
6	19%	15%		41%	21%	

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

Due to a focus on assessing essential grade level standards, not all the questions were given which makes our benchmark data invalid. Grade levels used weekly collaboration time to review student progress and start using common formative assessments.

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	9%			65%	48%	
3	10%	0%		69%	15%	
4	53%	61%		53%	19%	
6	16%	50%		40%	0%	

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

Due to a focus on assessing essential grade level standards, not all the questions were given which makes our benchmark data invalid. Grade levels used weekly collaboration time to review student progress and start using common formative assessments.

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

	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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Summarize and draw conclusions regarding the school's District Benchmark Data:

Due to a focus on assessing essential grade level standards, not all the questions were given which makes our benchmark data invalid. Grade levels used weekly collaboration time to review student progress and start using common formative assessments.

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

Due to a focus on assessing essential grade level standards, not all the questions were given which makes our benchmark data invalid. Grade levels used weekly collaboration time to review student progress and start using common formative assessments.

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

Due to a focus on assessing essential grade level standards, not all the questions were given which makes our benchmark data invalid. Grade levels used weekly collaboration time to review student progress and start using common formative assessments.

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 meeting and/or above standard in ELA and math as measured by the CAAASP by 15%.		
What data did you use to form this goal (findings from data analysis)? CAAASP, 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.	What did the analysis of the data reveal that led you to this goal? 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? Students in grades k-6 (only 3-6 will have data from CAAASP). Increase number of students proficient in ELA and math based on ongoing assessments.	What data will be collected to measure student achievement? STAR reading; early literacy assessments, CAAASP, 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? Grade level collaboration meetings will establish benchmarks will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Supplemental materials to include online intervention programs (i.e., Waterford) and materials needed for workshop/intervention time.		Extra Duty/subs	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
		Para Educators Intervention materials and supplies para educator extra duty contracts	Title I 55,000 Title I 1607
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. Provide online opportunities for professional development (i.e. Global PD). Provide conference opportunities and conference related expenses.		substitutes for release time Extra duty/consultation books for staff development consultant/conferences and expenses contracts	Title I 4,500 Title I 3,000 Title I 10,000
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		para-educator	Title I 17,500

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
1.10			T1-PI Title I T1-CO Title I T1-CO T1-CO

2017-18 Program Expenditure Summary
--

Goal 1	
Title I	96,607
Title I Carryover	
Title I Parent Involvement	1,307
Other	
Total	\$97,914

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	96,607
Title I Carryover	
Title I Parent Involvement	1,307
Other	0
Total	\$97,914

Total Expenditures	
Title I	96,607
Title I Carryover	
Title I Parent Involvement	1,307
Other	
Total	\$97,914

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	\$96,607
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,307
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	\$97,914

Total amount of state and federal categorical funds allocated to this school	\$97,914
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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
Lori Guy	1			
Lindsey Choate		1		
Kristy Hares		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	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)**:

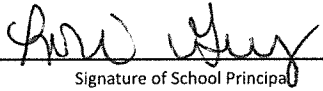
- ☒ English Learner Advisory Committee
- ☒ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☒ Other committees established by the school or district (list):

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: 5/22/2017

Attested:

Lori Guy

Typed Name of School Principal


Signature of School Principal

5/22/17
Date

Rebecca Knudson

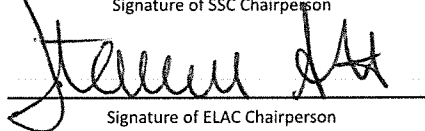
Typed Name of SSC Chairperson


Signature of SSC Chairperson

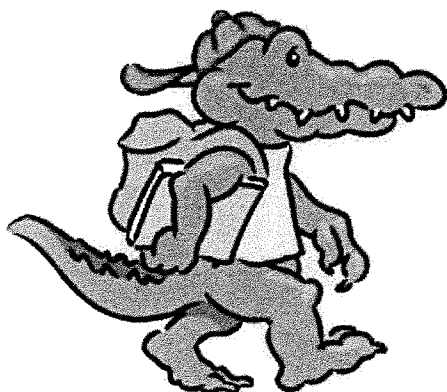
5/22/17
Date

Iztac Soto

Typed Name of ELAC Chairperson


Signature of ELAC Chairperson

5/22/17
Date



2017-18
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@mjud.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056683
X Initial Plan Approval: 05/22/2017			
X Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	81		81	79		81	79		100.0	97.5	
Grade 4	68	85		67	82		67	82		98.5	96.5	
Grade 5	67	71		66	71		65	71		98.5	100	
Grade 6	61	66		60	65		60	65		98.4	98.5	
All Grades	277	303		274	297		273	297		98.9	98	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2362.3	2364.7		6	10		12	6		31	25		51	58	
Grade 4	2419.0	2430.8		10	16		12	16		33	21		45	48	
Grade 5	2454.5	2451.5		8	11		27	18		23	21		41	49	
Grade 6	2450.6	2480.5		0	2		12	31		35	32		53	35	
All Grades	N/A	N/A	N/A	6	10		16	17		30	25		47	48	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	9		40	39		52	52	
Grade 4	7	11		48	38		45	51	
Grade 5	5	8		37	31		58	61	
Grade 6	0	8		37	45		63	48	
All Grades	5	9		40	38		54	53	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	10		43	32		51	58	
Grade 4	7	16		42	41		51	43	
Grade 5	23	21		37	34		40	45	
Grade 6	3	12		42	48		55	40	
All Grades	10	15		41	38		49	47	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	10		58	56		36	34	
Grade 4	7	20		63	60		30	21	
Grade 5	9	10		54	51		37	39	
Grade 6	2	8		70	71		28	22	
All Grades	6	12		61	59		33	29	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	10		43	35		52	54	
Grade 4	12	21		60	43		28	37	
Grade 5	29	17		38	58		32	25	
Grade 6	3	8		67	62		30	31	
All Grades	12	14		51	48		37	37	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	81		81	80		81	80		100.0	98.8	
Grade 4	68	85		67	82		67	82		98.5	96.5	
Grade 5	67	71		65	71		65	71		97.0	100	
Grade 6	61	66		61	65		61	65		100.0	98.5	
All Grades	277	303		274	298		274	298		98.9	98.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2409.3	2415.3		9	10		28	28		33	33		30	30	
Grade 4	2475.1	2471.4		13	20		33	24		39	26		15	30	
Grade 5	2475.9	2460.5		14	7		11	15		37	34		38	44	
Grade 6	2449.6	2507.4		2	17		3	22		46	35		49	26	
All Grades	N/A	N/A	N/A	9	13		20	22		38	32		32	33	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	23		47	43		32	35	
Grade 4	33	37		43	29		24	34	
Grade 5	17	11		35	38		48	51	
Grade 6	5	32		30	25		66	43	
All Grades	19	26		39	34		41	40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	11		51	51		40	38	
Grade 4	16	17		52	43		31	40	
Grade 5	9	6		49	35		42	59	
Grade 6	2	17		39	51		59	32	
All Grades	9	13		48	45		42	42	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	16		56	68		28	16	
Grade 4	21	27		61	41		18	32	
Grade 5	12	4		49	45		38	51	
Grade 6	2	17		36	40		62	43	
All Grades	13	16		51	49		36	35	

Conclusions based on this data:

1.

Title III Accountability Data (Ella Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	184	196	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	184	196	
Number Met	111	101	
Percent Met	60.3%	51.5%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	182	39	193	59		
Number Met	43	23	40	28		
Percent Met	23.6%	59.0%	20.7%	47.5%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***	50			17			33	
1	5			21	31		50	46		18	8		5	15	
2	3			19	33		53	44		25	22				
3	13	5		20	16		44	51		18	24		4	3	
4	16	6		41	44		38	33		3	11		3	6	
5	18	26		64	37		9	26		9	9			3	
6	24	9		24	55		19	18		19	18		14		
Total	11	7		27	33		41	39		16	16		4	5	

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.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	23%	20%		75%	48%	
3	0%	0%		7%	8%	
4	2%	7%		10%	9%	
5	6%	14%		13%	49%	
6	7%	6%		0%	27%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	42%	67%		48%	70%	
1	52%	70%		75%	25%	
2	24%	20%		26%	52%	
3	16%	0%		49%	23%	
4	22%	9%		6%	23%	
5	14%	16%		38%	50%	
6	13%	0%		46%	40%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K		881%			88%	
2	5%	30%		30%	29%	
3	3%	0%		37%		
4	19%	11%		19%	27%	
5	0%	3%		14%	24%	
6	5%	0%		26%	26%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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.	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.
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 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
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.	Title I 65000 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 20000 Title I 5000
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. This will include support from outside areas that promote PLC's and those coming to the site to provide PD for staff on PLC's 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, Science, Wonders, 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 PLC Support and PD Trainings Science Wonders	Title I 19900
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		Hourly pay and benefits	Title I 16000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
and 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, home visits and SST's.		Extra Hours, Overtime and Benefits	Title I 3500
1.4 Student Services Coordinator will provide students with academic counseling, illuminate 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 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		Hourly pay and benefits	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
about their progress, benchmark alignment, provide CELDT testing and training to teachers, parents and students, 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 Projectors 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, Illuminate, Wonders, 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 2000
2.6 Students that meet proficient and advanced on Interim Tests and SBAC in Math, ELA, Science and CELDT will be awarded for their achievements throughout the year.		Certificates, ribbons, pencils, plaques, notebooks, medals with lanyards	Title I 1500

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Parental Involvement is critical for Ella. From ELAC to PTO, Ella values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. 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 645
3.2 Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter.		Paper, Ink,	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost	
			T1-PI	200
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	1417
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.		

2017-18 Program Expenditure Summary
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Goal 1	
Title I	129,400
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$129,400

Goal 2	
Title I	37,769
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$37,769

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,262
Other	
Total	\$2,262

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	167,169
Title I Carryover	
Title I Parent Involvement	2,262
Other	0
Total	\$169,431

Total Expenditures	
Title I	167,169
Title I Carryover	
Title I Parent Involvement	2,262
Other	
Total	\$169,431

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	\$167,169
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,262
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	\$169,431

Total amount of state and federal categorical funds allocated to this school	\$169,431
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Rob Gregor	1			
Mailee Lor		1		
Pete Jeffrey		1		
Youa Chue		1		
Melissa Vang			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)

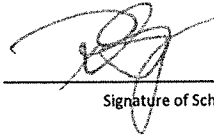
Other committees established by the school or district (list):

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: 05/22/2017

Attested:

Rob Gregor

Typed Name of School Principal



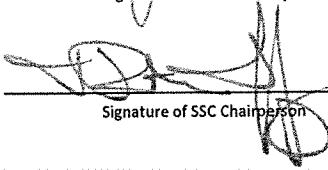
Signature of School Principal

5/22/17

Date

Pete Jeffrey

Typed Name of SSC Chairperson



Signature of SSC Chairperson

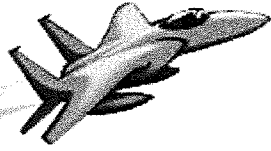
5-22-17

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
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: Nou Vang	Telephone: (530) 741-6133
Address: 4364 Lever Ave.	Email Address: nvang@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056709
X Initial Plan Approval: 5/31/17	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	51		30	49		30	48		96.8	96.1	
Grade 4	48	46		48	45		48	45		100.0	97.8	
Grade 5	53	53		51	53		51	52		96.2	100	
Grade 6	47	67		47	66		47	65		100.0	95.7	
All Grades	179	217		176	213		176	210		98.3	97.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2378.2	2387.9		7	13		23	13		23	38		47	38	
Grade 4	2419.1	2414.1		6	9		23	18		19	20		52	53	
Grade 5	2465.6	2479.9		8	6		25	37		37	31		29	27	
Grade 6	2488.5	2486.9		0	0		30	29		43	37		28	34	
All Grades	N/A	N/A	N/A	5	6		26	25		31	32		38	37	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	13		43	44		47	44	
Grade 4	10	9		46	38		44	53	
Grade 5	10	8		49	52		41	40	
Grade 6	6	6		62	42		32	52	
All Grades	9	9		51	44		40	48	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	8		50	48		40	44	
Grade 4	2	18		46	38		52	44	
Grade 5	4	31		67	44		29	25	
Grade 6	9	6		43	62		49	32	
All Grades	6	15		52	49		43	36	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	8		63	60		30	31	
Grade 4	10	7		60	69		29	24	
Grade 5	8	12		59	71		33	17	
Grade 6	11	3		68	71		21	26	
All Grades	9	7		63	68		28	25	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	19		47	46		37	35	
Grade 4	10	4		50	64		40	31	
Grade 5	18	25		59	54		24	21	
Grade 6	17	12		68	62		15	26	
All Grades	15	15		57	57		28	28	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	51		30	49		30	48		96.8	96.1	
Grade 4	48	46		47	45		47	44		97.9	97.8	
Grade 5	53	53		51	53		51	52		96.2	100	
Grade 6	47	67		47	66		47	65		100.0	95.7	
All Grades	179	217		175	213		175	209		97.8	97.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2395.7	2409.5		3	13		23	29		30	19		43	40	
Grade 4	2428.2	2425.2		4	5		15	7		40	48		40	41	
Grade 5	2451.3	2450.9		4	2		12	13		31	35		53	50	
Grade 6	2524.6	2480.2		11	5		30	14		36	35		23	46	
All Grades	N/A	N/A	N/A	6	6		19	16		35	34		40	44	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	21		33	42		57	38	
Grade 4	9	7		23	32		68	61	
Grade 5	8	8		29	29		63	63	
Grade 6	21	14		40	29		38	57	
All Grades	12	12		31	33		57	55	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	15		33	48		50	38	
Grade 4	9	7		47	36		45	57	
Grade 5	2	2		39	40		59	58	
Grade 6	2	5		62	43		36	52	
All Grades	6	7		46	42		47	51	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17		50	52		40	31	
Grade 4	4	9		45	45		51	45	
Grade 5	4	2		39	40		57	58	
Grade 6	15	5		53	48		32	48	
All Grades	8	8		46	46		46	46	

Conclusions based on this data:

1.

Title III Accountability Data (Johnson Park Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	109	115	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	109	115	
Number Met	65	62	
Percent Met	59.6%	53.9%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	100	36	107	48		
Number Met	24	22	19	20		
Percent Met	24.0%	61.1%	17.8%	41.7%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***			***	***					***		
1	5			32	16		47	53		16	26			5	
2				22	9		50	64		22	23		6	5	
3	8	6		31	35		38	47			12		23		
4	13	13		33	33		33	40		8	7		13	7	
5	50	38		20	25		15	29		15	4			4	
6	8	6		67	31		17	44		8	19				
Total	15	11		32	23		34	47		12	15		7	3	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	8%	11%		71%	31%	
3	0%	10%		2%	10%	
4	2%	0%		0%	10%	
5	6%	14%		6%	38%	
6	2%	2%		7%	29%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	48%	67%		43%	71%	
1	55%	69%		53%	33%	
2	11%	11%		11%	22%	
3	27%	0%		37%	18%	
4	12%	2%		0%	25%	
5	23%	13%		13%	28%	
6	2%	7%		4%	30%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	5%	17%		24%	11%	
3	8%	8%		48%	18%	
4	27%	12%		0%	15%	
5	17%	18%		8%	0%	
6	0%	23%		3%	24%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2017- June 2018	(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 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 2017- June 2018	Provide technology equipment and supplies to increase student comprehension and exposure to concepts. Provide supplemental materials and supplies.	Title I 5,000
1.3 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 2017- June 2018	Fingerprinting for parents. 8 parents @ \$71	T1-PJ \$639
1.4 Increase and provide consistent ELD instruction.	August 2017- June 2018	Provide support for classes during their ELA workshop time to maximize ELD instruction for EL students. Para-Educator. Provide (1) 3 hour para-educators to provide assistance to the classroom teacher providing ELD instruction.	Title I \$15,000
1.6			Other 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 #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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2017-June 2018	Provide equipment, supplies, books and materials for library. Provide copy materials, supplies and equipment to supplement classroom instruction.	Title I \$2,030

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		Increase non-fiction titles. Librarian	
2.2 The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library.	August 2017-June 2018	Provide materials to motivate student reading. Provide incentives to encourage students to read (i.e., certificates, prizes, trophies, etc.). **Prizes and trophies to be funded by PTO.	Other PTO funded Other
2.3 Provide opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America)	August 2017-June 2018	Provide refreshments. Provide decorations (banners, posters, etc) to announce event to visitors. Provide name tags for guest readers and visitors.	Other PTO Funded
2.4			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 #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) 5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic and basic levels, toward proficiency and advanced status.		
What data did you use to form this goal (findings from data analysis)? Performance gains expected for these students: 5% of the students will improve their level of proficiency at least one level in both language arts and mathematics, and students in grades K and 1 will improve their level of proficiency at least one level in standards-based report card results.	What did the analysis of the data reveal that led you to this goal? Students needed extra support and intervention in the classroom environment.	
Who are the focus students and what is the expected growth? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of MJUSD District Assessments, standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Math assessment results.	
What process will you use to monitor and evaluate the data? Use the MJUSD District Assessments, standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Math assessment results.		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2017-June 2018	Teacher extra duty (Tutoring) 55 hrs @ \$54 Materials and supplies Technology Supplemental Program	Title I \$2,970
3.2	2017-2018	Provide consultants and time as needed.	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 #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?	Who are the focus students and what is the expected growth? K-6	What data will be collected to measure student achievement? Discipline referrals Suspension Attendance Parent participation logs Meeting attendance logs Detention records SST documentation of behavior and interventions
What process will you use to monitor and evaluate the data? Reduced discipline referrals, fewer suspensions Completion of improvement and beautification projects on campus District benchmark assessments (increased number of students proficient and advanced)			
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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
		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.	
4.6 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.	2017-2018	Student Support Specialist 5 days	Other Possibly funded with carry over
4.8		Title I	

2017-18 Program Expenditure Summary

Goal 1	
Title I	62,000
Title I Carryover	
Title I Parent Involvement	639
Other	
Total	\$62,639

Goal 2	
Title I	2,030
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$2,030

Goal 3	
Title I	32,274
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$32,274

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	664
Other	
Total	\$664

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	96,304
Title I Carryover	
Title I Parent Involvement	1,303
Other	0
Total	\$97,607

Total Expenditures	
Title I	96,304
Title I Carryover	
Title I Parent Involvement	1,303
Other	
Total	\$97,607

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	\$96,304
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,303
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	\$97,607

Total amount of state and federal categorical funds allocated to this school	\$97,607
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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
Nou Vang	1			
Jesus Rivas		1		
Caroline Russett		1		
Jiawang Ghag		1		
Pheng Yang			1	
Esperanza Vega				1
Rosario Puente				1
Shoua Thao				1
Rosaura Medina				1
Jaime Xiong				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)

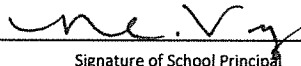
Other committees established by the school or district (list):

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:

Nou Vang

Typed Name of School Principal



Signature of School Principal

5/31/17

Date

Esperanza Vega

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-31-2017

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
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	Telephone: (530) 741-6141
Address: 1905 Ahern St.	Email Address: ahuerta@mjuds.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056774
X Initial Plan Approval: 6/5/2017	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	92	122		89	122		89	122		96.7	99.2	
Grade 4	133	90		133	88		133	88		100.0	97.8	
Grade 5	96	129		95	129		95	129		99.0	100	
All Grades	321	341		317	339		317	339		98.8	99.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2390.3	2393.8		6	12		22	22		31	27		40	39	
Grade 4	2428.4	2437.7		12	10		19	23		20	32		49	35	
Grade 5	2480.5	2466.7		9	9		38	26		23	26		29	40	
All Grades	N/A	N/A	N/A	9	10		26	24		24	28		41	38	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	11		44	47		47	42	
Grade 4	17	17		34	43		50	40	
Grade 5	14	15		53	35		34	50	
All Grades	14	14		42	41		44	45	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	17		46	39		46	44	
Grade 4	10	9		49	52		41	39	
Grade 5	15	18		54	44		32	38	
All Grades	11	15		50	44		40	40	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	13		69	62		25	25	
Grade 4	13	8		62	70		25	22	
Grade 5	11	6		74	67		16	26	
All Grades	10	9		68	66		22	24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	11		55	58		33	30	
Grade 4	15	20		48	50		37	30	
Grade 5	19	19		59	59		22	22	
All Grades	15	17		53	56		31	27	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	92	122		90	122		89	122		97.8	99.2	
Grade 4	133	91		131	89		131	89		98.5	97.8	
Grade 5	96	129		95	129		95	129		99.0	100	
All Grades	321	342		316	340		315	340		98.4	99.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.2	2418.9		4	13		36	30		39	28		20	29	
Grade 4	2452.5	2449.5		4	8		31	26		44	39		22	27	
Grade 5	2475.0	2481.2		4	12		14	22		46	29		36	37	
All Grades	N/A	N/A	N/A	4	11		27	26		43	31		26	31	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	19		60	47		28	34	
Grade 4	15	16		44	45		40	39	
Grade 5	4	22		43	34		53	43	
All Grades	11	19		48	41		41	39	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	17		52	48		30	34	
Grade 4	8	10		54	52		38	38	
Grade 5	7	8		52	49		41	43	
All Grades	10	12		53	49		37	39	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	20		70	61		22	18	
Grade 4	11	13		55	51		34	36	
Grade 5	9	13		48	45		42	42	
All Grades	10	16		57	52		33	32	

Conclusions based on this data:

1.

Title III Accountability Data (Kynoch Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	65	72	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	65	72	
Number Met	36	47	
Percent Met	55.4%	65.3%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	67	14	70	17		
Number Met	17	10	26	8		
Percent Met	25.4%	71.4%	37.1%	47.1%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	Yes	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	60		***	40		***					
1		8		56	50		33	25			8		11	8	
2	11	13		17	25		61	38		6	25		6		
3	15	15		15	20		54	50		15	15				
4	9	8		36	42		36	50		9			9		
5	55	13		36	47		9	27			13				
Total	17	11		29	38		42	39		8	11		5	1	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	55%	26%		81%	28%	
3	13%	3%		8%	11%	
4	4%	8%		8%	15%	
5	6%	17%		12%	44%	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	49%			52%	78%	
1	55%	58%		78%	32%	
2	40%	25%		0%	40%	
3	44%	11%		37%	24%	
4	20%	14%		6%		
5	29%	20%		40%	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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	20%	1%		60%	12%	
3	5%	11%		29%	7%	
4	14%	19%		14%		
5	39%	18%		29%	16%	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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: ELA and Math		
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Academic Scores, Teacher Assessments	What did the analysis of the data reveal that led you to this goal? Students are below in Math and Language Arts. Students are learning to think critically, more in depth using the Common Core Standards.	
Who are the focus students and what is the expected growth? All students will progress at least one proficiency level in both ELA and Math	What data will be collected to measure student achievement? District Benchmark Assessments, Academic Scores, Teacher Assessments	
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	2017-2018 School Year	Instructional Assistant A Instructional Assistant B Instructional Assistant C	Title I 17640 Title I 21,060 Title I 14,620
1.2 Instructional Assistant to provide direct instruction and to promote student academic learning using technology, data analysis, working with teachers to make test scores relevant	2017-2018 School Year	Instructional Assistant	Title I 18,310

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
interventions for EL students to raise their academic performance.			
1.5 Provide supplemental materials and resources for class during the day and for after hours tutoring classes to improve academic performance to increase student proficiency/mastery in English Language Arts and Mathematics	2017-2018 School Year	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. supplemental work books, learning charts, reading and math mats, and any other materials for supplemental projects	Title I 1623 T1-CO Title I
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 certified 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)?	What did the analysis of the data reveal that led you to this goal?	
District Benchmark Assessments, Academic Scores, Teacher Assessments	Groups that were below goal or did not reach goal.	
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?	
All groups will show growth or will maintain or show growth 3% towards meeting all district goals.	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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 under-performing population.	2016-2017 School Year	Conference related expenses to include travel, accommodation, registration, and sub related costs.	Title I 10,000
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) 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? A need to increase parent involvement.
Who are the focus students and what is the expected growth? Greater parent involvement measured by attendance at evening events and participation in PTO, Site Council and ELAC	What data will be collected to measure student achievement? Numbers of parents attending evening events, such as Math/Science Night, Numbers of parents participating in field trips and working in classrooms.
What process will you use to monitor and evaluate the data? Attendance at evening events; attendance in other activities on campus.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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, presenters fees, book for increased parent learning	T1-PI 300
3.3 Create parent involvement opportunities, for parents to work in the classroom to improve the academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting.	School Year 2016-2017	Finger Printing	Title I T1-PI 1756

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
School pays \$40 parent pays \$31			
3.6		Title I	

2017-18 Program Expenditure Summary

Goal 1	
Title I	158,135
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$158,135

Goal 2	
Title I	10,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$10,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,356
Other	
Total	\$2,356

Goal 4	
Title I	1,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$1,000

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	174,135
Title I Carryover	
Title I Parent Involvement	2,356
Other	0
Total	\$176,491

Total Expenditures	
Title I	174,135
Title I Carryover	
Title I Parent Involvement	2,356
Other	
Total	\$176,491

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
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	\$174,135
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,356
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	\$176,491

Total amount of state and federal categorical funds allocated to this school	\$176,491
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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	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		1		
Bobbi Jo Sanchez		1		
Ina Lujan		1		
Numbers of members of each category	1	6	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)

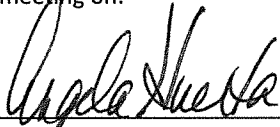
Other committees established by the school or district (list):

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:

Angela Huerta

Typed Name of School Principal



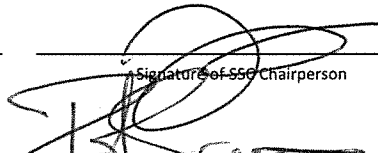
Signature of School Principal

6/9/17

Date

Jennifer Samayoa

Typed Name of SSC Chairperson



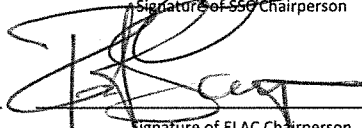
Signature of SSC Chairperson

6/8/17

Date

Ricky Samayoa

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

6/9/17

Date



2017-18
Single Plan for Student Achievement (SPSA)

Linda Elementary School

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

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

Principal:	Judy Hart	Telephone:	(530) 741-6196
Address:	6180 Dunning Ave.	Email Address:	jhart@mjusd.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056717
X Initial Plan Approval: 5-23-2017			
X Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	93	85		92	84		92	84		98.9	98.8	
Grade 4	97	100		94	95		94	95		96.9	95	
Grade 5	98	97		95	95		95	95		96.9	97.9	
Grade 6	84	97		84	94		84	94		100.0	96.9	
All Grades	372	379		365	368		365	368		98.1	97.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2364.7	2380.1		2	5		13	15		34	38		51	42	
Grade 4	2398.5	2389.3		2	3		13	13		29	18		56	66	
Grade 5	2416.0	2431.1		4	4		8	18		24	20		63	58	
Grade 6	2462.3	2479.4		0	6		19	18		35	34		46	41	
All Grades	N/A	N/A	N/A	2	5		13	16		30	27		55	52	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	12		42	54		53	35	
Grade 4	4	4		39	36		56	60	
Grade 5	5	5		33	37		62	58	
Grade 6	1	7		48	43		51	50	
All Grades	4	7		40	42		56	51	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5		39	46		59	49	
Grade 4	6	2		38	43		55	55	
Grade 5	5	4		26	36		68	60	
Grade 6	1	11		46	41		52	48	
All Grades	4	5		37	42		59	53	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	4		52	65		41	31	
Grade 4	1	6		64	60		35	34	
Grade 5	3	3		57	59		40	38	
Grade 6	5	7		67	71		29	21	
All Grades	4	5		60	64		36	31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	8		55	61		39	31	
Grade 4	3	4		40	49		35	46	
Grade 5	5	14		51	53		44	34	
Grade 6	0	11		67	65		33	24	
All Grades	4	9		53	57		38	34	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	93	85		92	85		92	85		98.9	100	
Grade 4	97	100		94	97		94	97		96.9	97	
Grade 5	98	97		95	96		95	96		96.9	99	
Grade 6	84	97		83	96		83	96		98.8	99	
All Grades	372	379		364	374		364	374		97.8	98.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2387.6	2400.5		1	2		21	27		37	33		41	38	
Grade 4	2396.6	2409.4		0	1		5	8		35	41		60	49	
Grade 5	2413.7	2408.4		3	1		3	7		20	11		74	80	
Grade 6	2462.6	2470.1		2	11		13	7		24	27		60	54	
All Grades	N/A	N/A	N/A	2	4		10	12		29	28		59	56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	11		49	49		46	40	
Grade 4	0	2		21	32		79	66	
Grade 5	4	2		15	16		81	82	
Grade 6	8	15		29	22		63	64	
All Grades	4	7		28	29		67	64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	9		49	45		48	46	
Grade 4	1	4		41	38		57	58	
Grade 5	1	3		27	17		72	80	
Grade 6	2	7		43	38		54	55	
All Grades	2	6		40	34		58	60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5		58	71		41	25	
Grade 4	1	2		23	48		76	49	
Grade 5	2	2		29	18		68	80	
Grade 6	4	8		49	49		47	43	
All Grades	2	4		40	46		59	50	

Conclusions based on this data:

1.

Title III Accountability Data (Linda Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	234	228	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	234	228	
Number Met	111	100	
Percent Met	47.4%	43.9%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	208	64	203	78		
Number Met	42	15	30	30		
Percent Met	20.2%	23.4%	14.8%	38.5%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				10			40	25		50	50			25	
1	5			36	26		41	46		15	26		3	3	
2				14	24		57	49		19	24		10	3	
3	2	3		13	11		50	54		30	26		4	6	
4	5	2		30	29		49	51		11	17		5		
5	5	16		32	39		45	24		13	21		5		
6				18	26		50	42		23	11		9	21	
Total	3	4		23	26		48	44		20	21		6	6	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	10%	4%		49%	8%	
3	5%	15%		3%	18%	
4	1%	14%		0%		
5	3%	4%		2%	12%	
6	0%	6%		0%	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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1	55%	74%		55%	74%	
2	18%	4%		44%	50%	
3	0%	35%		33%	43%	
5	2%	0%		2%	16%	
6	1%	4%		7%	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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	4%	14%		35%	29%	
3	4%	30%		27%	46%	
4	19%	31%		0%		
5	51%	0%		2%	17%	
6	3%	4%		11%	9%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Categorical dollars will be focused on increasing student academic achievement		
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores	What did the analysis of the data reveal that led you to this goal? The resources that categorical dollars are funding are leading to student success.	
Who are the focus students and what is the expected growth? Those students who are designated Socioeconomically Disadvantaged and performing below proficiency in ELA and Math	What data will be collected to measure student achievement? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores	
What process will you use to monitor and evaluate the data? Monthly Grade level articulation will be centered around student data provided by STAR, district benchmarks, curriculum embedded tests, and Lexia	Actions to improve achievement to exit program improvement (if applicable). Daily monitoring of classroom instruction; Intervention groups organized by teachers based on student data; Teacher support and professional development through SCOE, District 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.	8/14/17 - 6/30/18	Student Support Specialist	Title I 17,132
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.	8/14/17 - 6/30/18	Supplementary Assistance (5) (as funding allows)	Title I 138,379

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	8/14/17 - 6/30/18	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)	Title I 2,201
1.4 In order to maximize teacher collaboration, a Professional Learning Community Leadership team will be formed; comprised of a representative from each grade level. This team will attend a PLC conference. The leadership team will meet monthly to articulate needs to enhance grade level collaboration and needs to support our students. 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.	8/14/17 - 6/30/18	Substitutes for Teacher Release PLC Conference Teacher training to support: implementation of district adopted curriculum, use of technology in the classroom, effective teaching strategies Consultants to facilitate effective PLC processes.	Title I 20,000
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.	8/14/17 - 6/30/18	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
1.6 Academic support offered during school hours, before school, or after school; small group instruction and/or pull out interventions offered during the regular school day; high quality academic tutoring; and other services and programs that remove barriers to promote academic achievement.	8/14/17 - 6/30/18	Alternative supports for struggling students (additional paras, extended day, tutoring via teachers	Title I 3,000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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	8/14/17 - 6/30/18	EL Support Specialist	Title I 14,622

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

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	8/14/17 - 6/30/18	Supplies, personnel, childcare;Printing costs, banners;Fingerprinting/clearance	Title I \$2643 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
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.	8/14/17 - 6/30/18	Intervention Counselor funded by Probation Grant	

2017-18 Program Expenditure Summary
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Goal 1	
Title I	180,712
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$180,712

Goal 2	
Title I	14,622
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$14,622

Goal 3	
Title I	2,643
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$2,643

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	195,334
Title I Carryover	
Title I Parent Involvement	2,643
Other	0
Total	\$197,977

Total Expenditures	
Title I	197,977
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$197,977

Balance	
Title I	-2,643
Title I Carryover	0
Title I Parent Involvement	2,643
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	\$195,334
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,643
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	\$197,977

Total amount of state and federal categorical funds allocated to this school	\$197,977
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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)

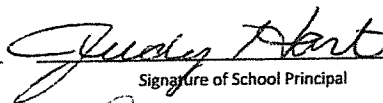
Other committees established by the school or district (list):

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



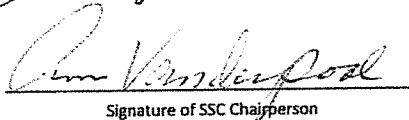
Signature of School Principal

5/23/17

Date

Ann Vanderpool

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/23/17

Date

Cathy Blackshere

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5/23/17

Date



2017-18
Single Plan for Student Achievement (SPSA)

Loma Rica Elementary School

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

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

Principal: Kathleen Hansen	Telephone: (530) 741-6144
Address: 5150 Fruitland Rd	Email Address: khansen@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056725
X Initial Plan Approval: 5/24/2017	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	22		17	22		17	22		100.0	100	
Grade 4	21	17		21	17		21	17		100.0	100	
Grade 5	12	20		12	19		12	19		100.0	95	
All Grades	50	59		50	58		50	58		100.0	98.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.1	2434.2		12	36		6	27		29	9		53	27	
Grade 4	2414.3	2415.9		10	6		14	29		24	18		52	47	
Grade 5	2543.7	2457.6		50	11		8	21		33	26		8	42	
All Grades	N/A	N/A	N/A	20	19		10	26		28	17		42	38	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	23		41	45		59	32	
Grade 4	10	18		33	24		57	59	
Grade 5	42	16		42	42		17	42	
All Grades	14	19		38	38		48	43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	45		35	32		53	23	
Grade 4	5	6		57	41		38	53	
Grade 5	50	16		17	53		33	32	
All Grades	18	24		40	41		42	34	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	14		76	73		12	14	
Grade 4	5	18		48	59		48	24	
Grade 5	25	0		67	63		8	37	
All Grades	12	10		62	66		26	24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	32		47	45		47	23	
Grade 4	10	12		62	53		29	35	
Grade 5	42	16		50	58		8	26	
All Grades	16	21		54	52		30	28	

Conclusions based on this data:

- Over all three grade levels tested, our school realized a 15% increase in students who met or exceeded proficiency of standards. In 14-15, 30% met or exceeded proficiency. In 15-16, 45% met or exceeded standards. Specifically... Reading went from 52% - 57% at or near standard. Writing went from 58% - 65%. Listening went from 74% - 76%; Research and inquiry went from 70% - 73%.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	22		17	22		17	22		100.0	100	
Grade 4	21	17		21	17		21	17		100.0	100	
Grade 5	12	20		12	19		12	19		100.0	95	
All Grades	50	59		50	58		50	58		100.0	98.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2407.4	2439.9		12	14		35	50		24	23		29	14	
Grade 4	2423.7	2446.5		10	12		14	18		29	35		48	35	
Grade 5	2515.3	2473.1		17	21		42	16		17	21		25	42	
All Grades	N/A	N/A	N/A	12	16		28	29		24	26		36	29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	36		41	41		35	23	
Grade 4	14	12		29	35		57	53	
Grade 5	25	26		42	21		33	53	
All Grades	20	26		36	33		44	41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	27		41	55		35	18	
Grade 4	10	24		38	41		52	35	
Grade 5	17	26		58	21		25	53	
All Grades	16	26		44	40		40	34	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	23		47	64		35	14	
Grade 4	10	18		33	47		57	35	
Grade 5	8	11		75	42		17	47	
All Grades	12	17		48	52		40	31	

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 17% increase in students who met or exceeded proficiency of math standards. In 14-15, 47% met or exceeded proficiency. In 15-16, 64% met or exceeded standards. Specifically, Concepts and Procedures went from 56% - 59%; Problem Solving & Modeling/Data Analysis went from 60% - 66%; Communicating Reasoning went from 62% - 69%.

Title III Accountability Data (Loma Rica Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	4	5	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	4	5	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	60.5	62.0%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6	1	3	2		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1					***			***							
3							***	***							
4				***							***		***		
5														***	
Total				50	20		25	40			20		25	20	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1	9%			64%	50%	
2	15%	0%		8%	20%	
5	0%			0%	42%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
4	14%			14%	32%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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?		
Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	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?	What data will be collected to measure student achievement?		
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%	Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.		
What process will you use to monitor and evaluate the data?			
Monthly minimum days will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aide in providing applicable data for analysis and evaluation.			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. After school tutoring 5 hours per week for 4 weeks.	Title I 9002
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, academic organizers	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Academic organizers to promote home-to-school communication.	T1-PI 246
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	Title I 1500
1.6 Provide supplemental instructional programs to enhance independent reading and support core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency. Specific areas include reading fluency & comprehension, science and math. The independent reading program also provides teachers a structure for providing small group, targeted instruction while facing the management demands of a combination classroom.		iReady Independent Reader Program, Education City, California Streaming	Title I 3000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Professional development training for certificated staff to advance their learning and professional practice. Professional development will center on our district's PLC initiatives including research-based practices for creating positive and productive learning environments for students. Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff training may occur after school or in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.		Attendance at national PLC summit/symposium for all staff. Expenditures will include necessary travel expenses, lodging and registration costs. In addition, up to three days per teacher for release time, including all related expenses, to attend subject-specific professional development. On site curriculum and instruction support to maximize teacher effectiveness with use of newly adopted curriculums. Consultant/Trainer fees and related expenses may be included.	Title I 4669

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		Teacher to teacher professional development , EL and Technology coordination. Hourly rates for teachers after-school PD up to 5 hr.s per teacher @ \$53 per hour. Substitute costs for teacher release time centered on PD and/or PLC collaboration.	

2017-18 Program Expenditure Summary
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Goal 1	
Title I	13,502
Title I Carryover	
Title I Parent Involvement	246
Other	
Total	\$13,748

Goal 2	
Title I	4,669
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$4,669

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	18,171
Title I Carryover	
Title I Parent Involvement	246
Other	0
Total	\$18,417

Total Expenditures	
Title I	18,171
Title I Carryover	
Title I Parent Involvement	246
Other	
Total	\$17,748

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Total	\$669

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	\$18,171
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$246
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$18,417

Total amount of state and federal categorical funds allocated to this school	\$18,417
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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
Annie Songer				X
Numbers of members of each category	1	3	1	5

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee

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

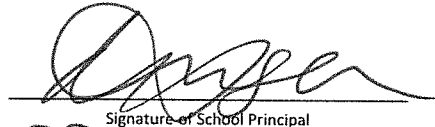
Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/24/2017

Attested:

Kathleen Hansen

Typed Name of School Principal



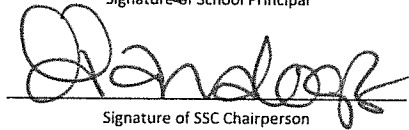
Signature of School Principal

5/24/17

Date

Jana Cooper

Typed Name of SSC Chairperson



Signature of SSC Chairperson

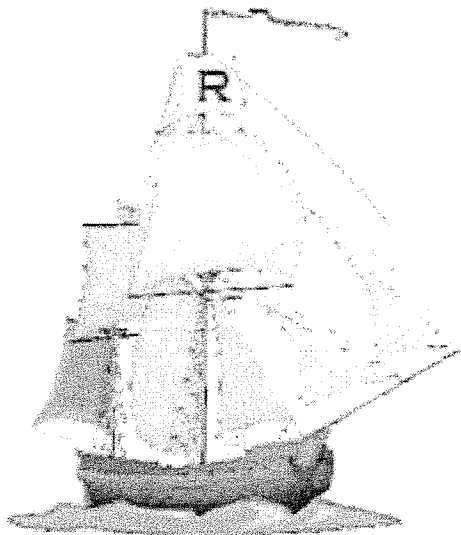
5/24/17

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
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: 05/25/2017	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	69	51		68	51		68	51		98.6	100	
Grade 7	55	78		54	78		53	78		98.2	100	
Grade 8	72	53		69	53		68	53		95.8	100	
All Grades	196	182		191	182		189	182		97.4	100	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2514.3	2517.6		16	14		26	33		31	29		26	24	
Grade 7	2550.7	2549.7		13	15		46	32		20	32		19	21	
Grade 8	2564.7	2581.8		13	21		32	42		39	19		14	19	
All Grades	N/A	N/A	N/A	14	16		34	35		31	27		20	21	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	18	20		41	47		41	33	
Grade 7	28	23		49	50		23	27	
Grade 8	35	42		46	40		19	19	
All Grades	27	27		45	46		28	26	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	18	14		46	55		37	31	
Grade 7	28	24		51	51		21	24	
Grade 8	18	23		59	60		24	17	
All Grades	21	21		52	55		28	24	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	16	22		65	67		19	12	
Grade 7	15	18		68	68		17	14	
Grade 8	13	19		68	68		19	13	
All Grades	15	19		67	68		19	13	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	24	31		63	53		13	16	
Grade 7	25	26		58	51		17	23	
Grade 8	21	28		63	51		16	21	
All Grades	23	28		62	52		15	20	

Conclusions based on this data:

- Overall, students who met or exceeded standards improved from 48% to 51% over the last two years. Specifically, when comparing 2015 results with 2016 results, we find the following results as it relates to students who are at or near standard: Reading went from 72% - 73%, writing went from 73% - 76%, Listening went from 82% - 87%, Research and Inquiry went from 85% - 80%.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	69	51		69	51		68	51		100.0	100	
Grade 7	55	78		54	78		52	77		98.2	100	
Grade 8	72	53		69	53		68	53		95.8	100	
All Grades	196	182		192	182		188	181		98.0	100	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2474.3	2504.9		12	12		9	18		35	39		43	31	
Grade 7	2531.5	2520.4		9	10		31	19		31	38		24	32	
Grade 8	2540.7	2564.2		10	13		16	34		43	30		29	23	
All Grades	N/A	N/A	N/A	10	12		18	23		37	36		33	29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	18		26	37		59	45	
Grade 7	17	16		54	48		29	36	
Grade 8	16	26		44	40		40	34	
All Grades	16	19		40	43		44	38	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	4	14		46	51		50	35	
Grade 7	8	18		63	51		29	31	
Grade 8	16	21		63	60		21	19	
All Grades	10	18		57	54		34	29	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	12	14		47	49		41	37	
Grade 7	13	16		71	55		15	30	
Grade 8	6	17		69	72		25	11	
All Grades	10	15		62	58		28	27	

Conclusions based on this data:

- Overall, students who met or exceeded standards improved from 28% to 35% over the last two years. Specifically, when comparing 2015 results with 2016 results, we find the following results as it relates to students who are at or near standard: Concepts and Procedures 56% - 62%, Problem Solving/Data Analysis 67% - 72%, Communicating Reasoning 72% - 73%

Title III Accountability Data (Foothill)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	2	1	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	2	1	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	60.5	62.0%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	2	0	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	***														
7					***										
8	***														
Total	100				100										

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	10%	16%		0%	29%	
7	3%	4%		33%	38%	
8		0%		29%	6%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	32%	29%		17%	0%	
7	53%			20%	26%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18

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		
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? Articulation days (Fridays) 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). 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.		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Supplemental instructional materials will include, instructional apps for computers, and periodicals. The	Aug. 2017 - June 2018	- Supplementary instructional materials (aligned to grade level content standards) that are not provided in the adopted curriculum will 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 Apps. for math, ELA, science and social studies provide required	Title I 3,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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.		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. - Supplementary periodicals that support the adopted curriculum	
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	Aug. 2017 - June 2018	Technology equipment 2016-17 to include: Smart Boards/projectors Elmos desk top computers laptop computers Chromebooks Chromebook cart printers/ink cartridges projectors 3D Printer / supplies	Title I 2,484

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
that every classroom has a SmartBoard, projector and laptop. Teachers will use this to provide interventions in customized, small group instruction to students performing below grade level. Elmos and iPads will provide similar opportunities. Access to a variety of technological tools will complement teaching strategies that are directed at differentiating instruction to ensure students move to proficient or advanced academic 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.		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 our district's PLC initiatives including research-based practices for creating positive and productive learning environments for students. PLC's afford teachers the opportunity to work together to analyze student achievement data for the purpose of ensuring ALL students learn.	Aug. 2017 - June 2018	Attendance at national PLC summit/symposium for all staff. Expenditures will include necessary travel expenses, lodging and registration costs. In addition, up to three days per teacher for release time, including all related expenses, to attend subject-specific professional development. On site curriculum and instruction support to maximize teacher effectiveness with use of newly adopted curriculums. Consultant/Trainer fees and related expenses may be	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).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff training may occur after school or in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.		included. Teacher to teacher professional development , EL and Technology coordination. Hourly rates for teachers after-school PD up to 5 hr.s per teacher @ \$53 per hour. Substitute costs for teacher release time centered on PD and/or PLC collaboration.	Title I 1,800
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. 2017 - June 2018	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
1.5 ELA and math teachers will receive support in the classroom through assistance from a para-educator. Ensuring that ALL students learn takes strategic support and intervention from the subject-matter expert. The para-educator will provide supervision and support to a teacher's grade-level proficient students, thereby allowing the teachers to provide targeted, small group interventions for struggling learners.	Aug. 2017 - June 2018	One 3.5 hour para-educator	Title I 13,000
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)?	What did the analysis of the data reveal that led you to this goal?		
Suspensions, expulsions, disciplinary referrals and truency notices.	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?	What data will be collected to measure student achievement?		
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.	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?	Actions to improve achievement to exit program improvement (if applicable).		
Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	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. 2017 - June 2018	Printing and mailing costs . Consumable materials for presentations and light snack items for parent meetings.	T1-PI 410
2.4			T1-PI

2017-18 Program Expenditure Summary

Goal 1	
Title I	30,284
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$30,284

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	410
Other	
Total	\$410

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	30,284
Title I Carryover	
Title I Parent Involvement	410
Other	0
Total	\$30,694

Total Expenditures	
Title I	30,284
Title I Carryover	
Title I Parent Involvement	410
Other	
Total	\$30,694

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	\$30,284
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$410
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	\$30,694

Total amount of state and federal categorical funds allocated to this school	\$30,694
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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			
Tim Moriarty		1			
Roslyn Cowan		1			
Leslie Craig			1		
Franky Contreras				1	
Jodi Mallen				1	
Carmie Ellyson				1	
Sam Ellenson					1
Grace Mallen					1
Xyhmena DeLaFuente					1
Numbers of members of each category	1	4	1	3	3

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee

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

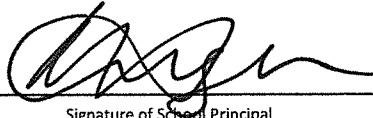
Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/25/2017

Attested:

Kathleen Hansen

Typed Name of School Principal



Signature of School Principal

Date

Carmela Ellyson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/26/17
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
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@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056626
X Initial Plan Approval: 5/10/17	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	168	160		164	160		164	160		97.6	100	
Grade 7	187	179		183	177		181	177		97.9	98.9	
Grade 8	154	176		148	173		146	172		96.1	98.3	
All Grades	509	515		495	510		491	509		97.2	99	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2477.0	2487.5		4	4		22	29		35	31		38	37	
Grade 7	2489.1	2483.2		2	3		20	20		34	24		43	53	
Grade 8	2528.2	2518.6		3	5		26	25		43	32		27	38	
All Grades	N/A	N/A	N/A	3	4		22	24		37	29		37	43	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	7		46	51		45	42	
Grade 7	8	10		44	40		48	50	
Grade 8	13	18		55	42		32	40	
All Grades	10	12		48	44		42	44	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	9		46	39		46	51	
Grade 7	6	5		50	45		45	50	
Grade 8	9	8		51	47		40	45	
All Grades	7	7		49	44		44	49	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	10	11		68	68		22	21	
Grade 7	8	6		57	60		35	34	
Grade 8	6	5		69	68		25	27	
All Grades	8	7		65	65		27	28	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	10	20		60	58		30	23	
Grade 7	8	7		64	49		29	44	
Grade 8	12	13		61	58		27	28	
All Grades	10	13		62	55		29	32	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	168	160		164	160		164	160		97.6	100	
Grade 7	187	179		183	177		183	177		97.9	98.9	
Grade 8	154	175		150	172		150	172		97.4	98.3	
All Grades	509	514		497	509		497	509		97.6	99	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2471.6	2484.5		4	4		13	18		36	41		47	37	
Grade 7	2484.7	2462.2		3	1		15	10		33	33		49	55	
Grade 8	2500.2	2497.0		4	7		12	15		34	22		50	56	
All Grades	N/A	N/A	N/A	4	4		13	14		34	32		48	50	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	8		33	42		59	50	
Grade 7	9	4		33	31		58	66	
Grade 8	8	13		35	26		57	62	
All Grades	8	8		34	32		58	59	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	3	4		43	52		54	44	
Grade 7	6	5		44	31		50	65	
Grade 8	8	7		54	48		38	45	
All Grades	6	5		47	43		48	52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	5	4		52	56		42	40	
Grade 7	4	3		71	51		25	45	
Grade 8	3	7		57	60		41	33	
All Grades	4	5		61	56		35	39	

Conclusions based on this data:

1.

Title III Accountability Data (Anna McKenney Intermediate)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	60	75	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	60	75	
Number Met	33	46	
Percent Met	55.0%	61.3%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	7	56	6	70		
Number Met	--	28	--	42		
Percent Met	--	50.0%	--	60.0%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	No	--	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6		19		45	58		45	19		5			5	4	
7	5			62	40		24	44			12		10	4	
8	11	8		37	50		42	21		5	4		5	17	
Total	5	9		48	49		37	28		3	5		7	8	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	0%	2%		0%	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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	5%	17%		6%	6%	
7		40%		6%	14%	
8	22%			20%	15%	

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	1%	26%		8%	0%	

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		
	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

6th grade - 36 week benchmark

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2015-16	2016-17	2017-18

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.	
Who are the focus students and what is the expected growth? ELA Math Schoolwide each grade level a 5% growth in ELA and Math English Learners 7% growth 5% growth Students with Disabilities not a significant subgroup, but focus on a 3% growth 5% growth Socioeconomic 5% growth	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	
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	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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, 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.	Title I 34874
			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 * Classroom guidance * Data analysis to support increased student achievement. * Implements	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		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 * Hourly rate to support integration of technology in the classroom using Cc Common Core lessons and	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
		equipment and supplies and repair of equipment to promote an expanded physical activity program. (4) Materials and Supplies to support other outlined expenditures; ie. copier paper, toner, cartridges, LCD bulbs, etc... Supplies needed to support allowable expenditures; i.e., technology, copiers, (5) Materials and Supplies to augment standard lessons *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 2017-18	
1.5 English Language Learning program will be enhanced through the use of: 1. Technology: Computers and EL learner software/apps, 2. Supplemental curriculum and supplies to enhance access to current curriculum in the general academic setting.		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 800
1.6 Provide Supplemental Technology Tools for EDY		Provide technology support for EDY to enhance and extend learning of CA Common Core Standards and prepare students to be Career and College ready. Technology to support student achievement include: Chromebooks, carts, headphones, laptops, technology accessories, iPads, desktop computers, printers, projectors, document cameras, Smart Boards. Academic software that augment lesson and	Title I 25000

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.		
What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	What did the analysis of the data reveal that led you to this goal? Student Suspensions at 199 days in 2016-17 Student Expulsions at 1 students in 2016-17 Student Referrals at 638 incidences Student Attendance at 96.6 %	
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		* 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 development curriculum. * Teacher substitute pay of \$133 a day for 30 days. Yard Supervisors	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		updating and maintaining school site social media such as McKenney Twitter, Facebook notifications to parents. Subscription to Parent Magazine information for middle school parents	
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.	

2017-18 Program Expenditure Summary

Goal 1	
Title I	140,514
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$140,514

Goal 2	
Title I	1,898
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$1,898

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	140,216
Title I Carryover	
Title I Parent Involvement	1,898
Other	
Total	\$142,114

Total Expenditures	
Title I	142,412
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$142,412

Balance	
Title I	-2,196
Title I Carryover	0
Title I Parent Involvement	1,898
Total	\$-298

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	\$140,216
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$1,898
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	\$142,114

Total amount of state and federal categorical funds allocated to this school	\$142,114
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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		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 Heather Terpelle				10	
Parent Rebecca Minter-alternate				11	
Parent Penny Rogers				12	
Other Classified Sheri Carpenter			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

Shevaun Mathews

Signature of School Principal

5.10.17

Date

Jason Roper

Typed Name of SSC Chairperson

Jason Roper

Signature of SSC Chairperson

5/10/17

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
Single Plan for Student Achievement (SPSA)

Yuba Gardens Intermediate School

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

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

Principal: Kari Ylst	Telephone: (530) 741-6194
Address: 1964 E. 11th Ave.	Email Address: kylst@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056790
X Initial Plan Approval: 05302017	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	355	378		345	371		342	371		97.2	97.9	
Grade 8	329	360		326	355		326	352		99.1	98.6	
All Grades	684	738		671	726		668	723		98.1	98.2	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2471.4	2470.0		2	1		18	18		22	28		57	54	
Grade 8	2490.2	2490.5		1	3		18	20		31	28		50	49	
All Grades	N/A	N/A	N/A	2	2		18	19		26	28		54	52	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	8	6		34	36		57	58	
Grade 8	7	10		39	41		54	48	
All Grades	8	8		37	39		56	53	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	6	4		37	39		57	57	
Grade 8	5	7		39	34		55	59	
All Grades	5	6		38	36		56	58	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	5		51	57		44	37	
Grade 8	3	7		58	57		39	36	
All Grades	4	6		55	57		41	37	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	7	6		46	48		46	46	
Grade 8	6	9		47	42		47	48	
All Grades	7	7		47	45		47	47	

Conclusions based on this data:

1. Reading - 7th Grade 14/15 Above/At/Near - 42% - 15/16 42% Above/At/Near 8th Grade 14/15 46% Above/At/Near - 15/16 51% Above At/Near - 7th Grade stayed the same 8th Grade saw an increase of 5%
2. Writing - 7th Grade 14/15 43% Above/At/Near - 15/16 43% Above/At/ Near 8th Grade 14/15 44% Above/At/Near - 15/16 41% Above/At/Near 7th Grade stayed the same 8th Grade decreased by 3 %
3. Listening - 7th Grade 14/15 56% Above/At/Near - 15/16 62% Above/At/ Near 8th Grade 14/15 61% Above/At/Near - 15/16 64% Above/At/Near 7th Grade and 8th Grade both increased.
Research/Inquiry - 7th Grade 14/15 53% Above/At/Near - 15/16 54% Above/At/ Near 8th Grade 14/15 53% Above/At/Near - 15/16 51% Above/At/Near 7th grade saw a slight increase, 8th grade saw a slight decrease.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	355	377		345	370		340	370		97.2	98.1	
Grade 8	329	360		324	356		321	356		98.5	98.9	
All Grades	684	737		669	726		661	726		97.8	98.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2458.5	2474.6		1	5		9	11		32	33		56	51	
Grade 8	2444.0	2466.3		0	1		4	8		26	28		69	63	
All Grades	N/A	N/A	N/A	1	3		7	9		29	31		62	57	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	7		31	29		64	63	
Grade 8	1	3		23	26		76	71	
All Grades	3	5		27	28		70	67	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2	7		35	45		64	48	
Grade 8	2	3		46	47		52	51	
All Grades	2	5		40	46		58	49	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	3	8		68	49		29	43	
Grade 8	1	1		37	51		62	48	
All Grades	2	5		53	50		45	46	

Conclusions based on this data:

1. Concepts Procedures - 7th Grade 14/15 36% Above/At/Near - 15/16 36% Above/At/ Near 8th Grade 14/15 24% Above/At/Near - 15/16 29% Above/At/Near 7th Grade stayed the same 8th Grade increased by 5%.
2. Problem Solving & Modeling/Data Analysis - 7th Grade 14/15 37% Above/At/Near - 15/16 52% Above/At/ Near 8th Grade 14/15 48% Above/At/Near - 15/16 50 % Above/At/Near Both grade levels increased.
3. Communicating Reasoning - 7th Grade 14/15 71% Above/At/Near - 15/16 57% Above/At/ Near 8th Grade 14/15 38% Above/At/Near - 15/16 52% Above/At/Near 7th Grade decreased and 8th grade increased.

Title III Accountability Data (Yuba Gardens Intermediate School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	191	196	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	191	196	
Number Met	116	138	
Percent Met	60.7%	70.4%	
NCLB Target	60.5	62.0%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	16	197		
Number Met	--	93	2	114		
Percent Met	--	49.2%	12.5%	57.9%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	No	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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 met for students in 5 or more years of EL instruction and was not met for students in less than 5 years of EL instruction.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	13	10		44	50		28	23		10	12		6	6	
8	9	11		38	52		36	23		13	10		3	5	
Total	12	10		41	51		31	23		11	11		5	6	

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

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):

Slight decrease from 14/15 to 15/16 of students reaching the Advanced proficiency level. Increase of 10% of students from the 14/15 to the 15/16 reaching the Early Advanced proficiency level. A decrease of 8% is seen in the intermediate level from 14/15 to 15/16 school year.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
7	1%	0%		32%	20%	
8	22%	0%		6%	5%	

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

ELA benchmarks not given consistently due to new adoption.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
7	20%	31%		15%	22%	
8	20%	45%		8%	27%	

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

ELA benchmarks not given consistently due to new adoption.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

ELA benchmarks not given consistently due to new adoption.

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2015-16	2016-17	2017-18

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 5%		
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 5% 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Mandatory After School Help/Tutoring (MASH) transportation costs to get students home. This is part of the full implementation for PBIS.	17/18 school year	Transportation	Title I 18500
1.2 Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	17/18 school year	Salary/Benefits	Title I 10000
1.3 Technology technician and support for teachers to help support student use of technology	17/18 school year	Salary/Benefits	Title I 4000
1.4 Content Facilitators - plan and facilitate collaboration and assist with implementation of initiatives, lesson development and professional development.	17/18 school year	salary/benefits	Title I 4000
1.5 Continued integration of technology (Smart Boards, IPADS, Chrome books, Elmo's, student use computers, printers, installation of equipment and technology materials that support the core curriculum/state standards	17/18 school year	supplemental materials	Title I 40000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.7			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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	17/18 school year	Contract/Subscriptions	Title I 2884

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	17/18 school year	Contract/Materials	Title I T1-CO 7000
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. Training to also include Professional Learning Communities Conference in San Antonio Texas for teachers.	17/18 school year	Salary/Benefits/Training Costs/Materials	Title I 5000
2.4 PBIS Expenses - could include posters, training, meeting time etc.	17/18 school year	Salary/Benefits/Training Costs/Materials	Title I 5000
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 2017/2018 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? YG had 591 major referrals to date for the 16/17 school year and had 405 major referrals for the 15/16 school year. YG had 578 minor referrals for the 16/17 school year and 543 for the 15/16 school year. Attendance was up by approximately 110.	
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 5th year implementation of the PRIDE (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 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, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist		8/14/17-6/8/18	2 FTE = 1) 45,460 2) 51,970 Total Salary/Benefits	Title I 115000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
classroom teachers with supplemental programs adopted to enhance the culture of achievement.			
3.2		Title I	Title I
3.3			Title I T1-CO
3.5			Title I T1-CO
3.6			Title I

2017-18 Program Expenditure Summary

Goal 1	
Title I	76,500
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$76,500

Goal 2	
Title I	19,884
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$19,884

Goal 3	
Title I	115,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$115,000

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	2,861
Other	
Total	\$2,861

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	211,384
Title I Carryover	
Title I Parent Involvement	2,861
Other	0
Total	\$214,245

Total Expenditures	
Title I	211,384
Title I Carryover	
Title I Parent Involvement	2,861
Other	
Total	\$214,245

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	\$211,384
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,861
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	\$214,245

Total amount of state and federal categorical funds allocated to this school	\$214,245
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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				
Rebecca Stewart		1			
Phillip Waters		1			
Lynn Jacobs		1			
Amie Barlow		1			
Jennifer Bramer			1		
Lupita Lopez				1	
Nora Valle				1	
Hilde Andrade				1	
Miranda Maciel					1
Skye Berry					1
Jessica Villa					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**):

X English Learner Advisory Committee

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

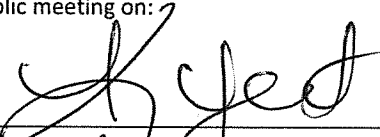
Other committees established by the school or district (list):

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

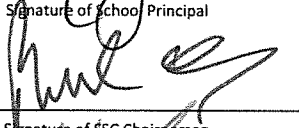
Typed Name of School Principal


Signature of School Principal

5/31/17
Date

Phillip Waters

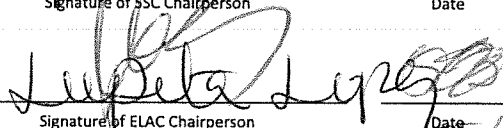
Typed Name of SSC Chairperson


Signature of SSC Chairperson

5-31-17
Date

Lupita Lopez

Typed Name of ELAC Chairperson


Signature of ELAC Chairperson

5/31/17
Date



2017-18
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 30, 2017	
X Plan Revision Approval:	

Approved by District Board of Education on June 21, 2017.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	200	216		194	210		192	210		97.0	97.2	
All Grades	200	216		194	210		192	210		97.0	97.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2588.0	2593.1		20	18		33	40		27	28		19	14	
All Grades	N/A	N/A	N/A	20	18		33	40		27	28		19	14	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	27	27		55	56		19	18	
All Grades	27	27		55	56		19	18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	27	24		48	56		24	20	
All Grades	27	24		48	56		24	20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	17		67	69		20	14	
All Grades	14	17		67	69		20	14	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	29	31		56	57		15	12	
All Grades	29	31		56	57		15	12	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	200	216		196	214		194	214		98.0	99.1	
All Grades	200	216		196	214		194	214		98.0	99.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2559.5	2565.9		8	7		22	25		24	27		45	42	
All Grades	N/A	N/A	N/A	8	7		22	25		24	27		45	42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	15	15		42	36		43	49	
All Grades	15	15		42	36		43	49	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	16	14		48	55		36	31	
All Grades	16	14		48	55		36	31	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	7		61	61		29	31	
All Grades	10	7		61	61		29	31	

Conclusions based on this data:

1.

Title III Accountability Data (Marysville High School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	76	64	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	76	64	
Number Met	36	39	
Percent Met	47.4%	60.9%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	72	6	59		
Number Met	--	28	--	30		
Percent Met	--	38.9%	--	50.8%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	No	--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		5		16	50		63	40		16			5	5	
10	10			19	53		43	29		14	12		14	6	
11	19	7		19	33		38	33		6	7		19	20	
12	25	8		50	33		20	33			17		5	8	
Total	13	5		26	44		41	34		9	8		11	9	

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

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		
	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17
Dropout Rate (1-year)	0.0	3.40	3.60	12.3	11.60	8.30	11.4	11.50	10.70
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Integrated math 1				13%		
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18

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

ASAM

(insert CDE Chart here)

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Implement to a greater degree, a variety of instructional strategies to provide differentiated common core content standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2018-2019.		
What data did you use to form this goal (findings from data analysis)? CAASPP Testing: Common Core Content Standards Tests, Formative 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 ELA and math CAASPP and on the Integrated I and ELA benchmarks, and the most recent 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? CAASPP Testing: Common Core Content Standards Tests, along with site assessment data		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1	Collaboration for Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, 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	July 1, 2017 to June 30, 2018	Substitutes and/or extra duty pay for teachers release and collaboration	Title I \$2,100

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
strategies so all EDY students will attain a minimum of 5% gain in the number of students achieving proficiency on the ELA/math CAASPP.			
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, 2017 to June 30, 2018	ALEKS subscriptions, KUDOSOFT materials, novels, LanSchool programs, Materials and supplies for "Boy's Council", Keystone Materials, News publications, resource materials, reference materials, instructional videos/DVD's, instructional software, instructional maps/globes, Newsbank, Turn-it-in, graphing calculators, scientific calculators, 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 \$36,057
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, 2017 to June 30, 2018	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, 2017 to June 30, 2018	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 organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.	July 1, 2017 to June 30, 2018	Credentialed tutors and peer student tutors provide after school tutoring for EDY students. One day a week teachers call home sharing progress from tutoring with parents.	T1-PI \$1,273

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Provide 37.5% of EL Instructional Assistant (Part time) Salary		EL instructional assistant will provide in-class tutoring for students, make parent contact on language acquisition and academic performance levels, assist with district benchmark assessments and provide direct services under EL teacher's guidance.	Title I \$17,143
1.6 Supplemental technological classroom tools, including installation costs, to enhance learning for all students including "Clickers", Elmos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, lap top hard drives, and necessary tools for application.	July 1, 2017 to June 30, 2018	Classroom tools to enhance learning, or provide additional learning, for students	Title I \$58,831
1.7 Purchase new RISO machine, new copy machine, and provide supplies, and maintenance/service costs, of office and staff room copy machines and RISO machines for large volume production of student learning sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY. Provide supplies for postage and printing of "Good News Cards" sent home by teachers to parents of EDY students, along with supplies for parent newsletters.	July 1, 2017 to June 30, 2018	Ink, service repairs, for maintaining high quality performance of copy and Rizzo machines.	T1-PI \$1,194

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 In all common core content areas, (math, ELA, science, social science and Career Tech Education) all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments, review and collaborate around benchmark assessment data, provide staff development to enhance Common Core Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration).	July 1, 2017 to June 30, 2018	Provide substitutes or extra duty pay to receive training or perform service toward utilizing tools and/or developing tools designed to increase student achievement. Provide related professional development expenses for staff to receive training in implementation of common core instruction and smarter balanced assessment. PLC training, ERWC training, training through PCOE and Susan Gendron, training with Carol Jago, training via Sacramento County Office of Education, PBIS training, Link Crew Training, and WASC visits are examples of this training. Professional development training were required will include registration and travel related expenses. Provide an ELA curriculum and instruction specialist from SCOE to provide training to ELA, science, social science, career tech, teachers, and teachers in all disciplines, on how Close Reading, Motivation, Text Dependent Questions, and Collaborative Conversations, looks and applies in each of their classrooms. Provide substitutes in order for teachers to participate in these trainings. Provide registration, substitutes, and mileage for five cross curricular teachers to participate in the five day CCSS Writing Professional Learning Series, by Carol	Title I \$7,000 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 Implement Positive Behavior Intervention & Support (PBIS), a research based program from the University of Oregon, paid for by the California Mental Health Institute to integrate school wide academic and behavioral interventions to enhance student performance. Train staff in Response to Intervention (RtI) intervention methods in order to standardize school wide instructional and behavioral expectations enhancing quality of instruction for all educationally disadvantaged students.	July 1, 2017 to June 30, 2018	Jago, through PCOE in order for the cross curricular teachers to train our entire staff so Marysville High School develops and implements a schoolwide writing process. Provide substitutes and related professional development expenses for twelve team members to participate in ongoing Positive Behavior Interventions & Supports (PBIS) research based, ongoing, and sustainable training created by the University of Oregon, sponsored by the Mental Health Institute through the Placer County Office of Education, and staff follow-up training. This includes substitutes, and related professional development 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. This includes training for staff involving programs aligned with Yuba-Sutter Mental Health partnership such as "Boys' Council" , "Girls' Circle", anger management interventions, self-injury/suicide interventions, and grief support groups. 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 \$21,181
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-	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		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 MIUSD technology team, the CUE conference to learn how to use instructional technology to implement common core standards in all subject areas.	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to 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? 2017-2018 34% of students completing A-G Requirements 2018-2019 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.			
2.2 Work toward adding additional Advanced Placement course offerings for all students (Students and Parents).	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 implementation of PBIS Tier II and Tier III interventions and strategies beginning with implementation of "Check-in Check-out" (Ci-Co).			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.4 Postage, paper, labeling, and printing costs for supplemental parent communications, including "Good News Cards", and parent newsletters.		Printing and postage costs for sending "Good News Cards" and newsletters to parents.	
2.5 Work toward adding an additional (third) guidance counselor (Students and Parents).	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.	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.	
2.6 Maximize student, parent, and teacher participation in, and utilization of, Aeries.			
2.7 Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online courses.		Provide online software and two teachers to teach 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)? Student behavior data spanning nine years provided the measure for this goal.	What did the analysis of the data reveal that led you to this goal? Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates.	What data will be collected to measure student achievement? AERIES attendance and student discipline printouts
Who are the focus students and what is the expected growth? Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referrals will reduce 10% in 2017-18. Suspensions will reduce 10% from 2016--2017. Attendance will meet or exceed 95%.	What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Marysville High School will provide dropout prevention services that include intervention strategies, and outreach to counseling services for At-Risk Educationally Disadvantaged Students.		Marysville High School will provide a full time Secondary Student Support Specialist who will provide supplemental support services to EL students.	Title I \$40,000

2017-18 Program Expenditure Summary

Goal 1	
Title I	142,312
Title I Carryover	
Title I Parent Involvement	2,467
Other	
Total	\$144,779

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

Goal 3	
Title I	40,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$40,000

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	182,312
Title I Carryover	
Title I Parent Involvement	2,467
Other	0
Total	\$184,779

Total Expenditures	
Title I	182,312
Title I Carryover	
Title I Parent Involvement	2,467
Other	
Total	\$184,779

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	\$182,312
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,467
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	\$184,779

Total amount of state and federal categorical funds allocated to this school	\$184,779
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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			
Pam Kenney (ASB Bookkeeper)			1		
Dixie Cozine (Chairperson)				1	
Kelly Williamson (vice-chair)				1	
Debbie Mallen				1	
Shannon Folk (12th)					1
Giselle Farias (11th)					1
Mathew Chiono (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

Date

Dixie Cozine

Typed Name of SSC Chairperson

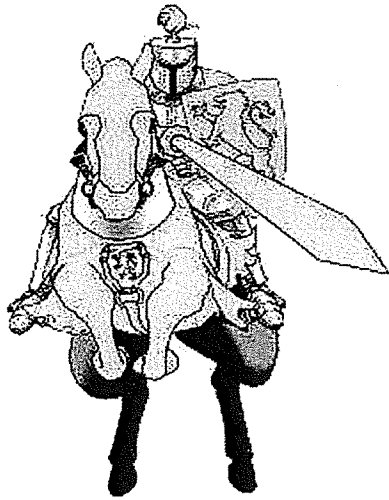
Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
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: 5/17/2017	
X Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	77		48	71		45	71		87.3	92.2	
All Grades	55	77		48	71		45	71		87.3	92.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2491.0	2520.9		0	1		8	18		27	41		58	39	
All Grades	N/A	N/A	N/A	0	1		8	18		27	41		58	39	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	13		53	61		40	27	
All Grades	7	13		53	61		40	27	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	4		29	32		69	63	
All Grades	2	4		29	32		69	63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	7		53	72		44	21	
All Grades	2	7		53	72		44	21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	8		60	59		38	32	
All Grades	2	8		60	59		38	32	

Conclusions based on this data:

1. Data indicates that the majority of our population struggle with writing. An ongoing area of focus will be on writing strategies across the content areas.
2. Growth occurred in the areas of Reading, Writing, Listening from 2014/15 to 2015/16
3. There was a drop of 1 percentage point in the area of "At or Near Standard" from 2014/15 to 2015/16

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	77		45	71		37	71		81.8	92.2	
All Grades	55	77		45	71		37	71		81.8	92.2	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2437.0	2451.7		0	0		0	0		7	10		76	90	
All Grades	N/A	N/A	N/A	0	0		0	0		7	10		76	90	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0		14	10		86	90	
All Grades	0	0		14	10		86	90	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0		46	32		54	68	
All Grades	0	0		46	32		54	68	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0		19	44		81	56	
All Grades	0	0		19	44		81	56	

Conclusions based on this data:

- 0% of students scored "At" or "Above" standard in Math (overall)
- One year growth occurred in the area of "Communicating Reasoning" for students scoring "At" Standard

3. One year drop occurred in the areas of "problem solving" and "concepts and procedures"

Title III Accountability Data (South Lindhurst Continuation High School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	26	30	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	26	30	
Number Met	16	16	
Percent Met	61.5%	53.3%	
NCLB Target	60.5	62.0%	
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	26	1	30		
Number Met	--	13	--	15		
Percent Met	--	50.0%	--	50.0%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	No	--	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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:

The number of E.L learners increased in 2015-16 and we did not meet the NCLB growth target of 52.8%. 50% of all E.L. learners met standard.

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11	10	11		30	56		50	33		10					
12	19	10		63	38		19	33			19				
Total	15	10		50	43		31	33		4	13				

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

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		
	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17
Dropout Rate (1-year)	12.3	11.60	8.30	12.3	11.60	8.30	11.4	11.50	10.70
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18

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, and increase the number of graduates who are college or career ready.		
What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM 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.	What data will be collected to measure student achievement? State testing for 10th & 11th, Grade reporting, ASAM data, PLATO Data
Who are the focus students and what is the expected growth? All students' 10th - 12th grades.		
What process will you use to monitor and evaluate the data? Re-integration students into comprehensive sites, Pre and Post survey's and exit interviews. 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 online PLATO data.		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 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 classroom or during school events *Production, display and dissemination of student	Title I 402

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		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 within all content areas. Technology literacy skills will be an ongoing area of focus to prepare all students to be college/career ready. 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 & General Education population below grade level. 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 1 Supplemental to district contract. * Ascend Math Intervention Program (Online) * Supplemental materials and resources for robots and supplies to blend robotics, coding and math together. Maximize student engagement and build math and technology literacy. • Computers, laptops, chromebooks (mouse for each device), ipads and ipad cart for Math & ELA presentations and performance tasks. Classroom speakers and head phones for listening and speaking component of Common Core and online Math program. * Ipad tri-pod stands for video production presentation to communicate learning results for all core content areas. Video presentations will demonstrate mastery of content standards. * 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.	Title I 8,500

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		* Purchase of digital books and materials to be used in English, History, Science * 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. * 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. *Headphones and other equipment for online ELA and Math intervention/extension programs within the classroom. * 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	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	Title I 10,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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.		activities. *Reading Intervention & supports * Math Intervention & support programs (ASCEND MATH INTERVENTION PROGRAM) seat licenses and resources. * Math robotics materials for math labs *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 *Strengths based education for all students & content areas *Barnes and Noble book order to add supplemental reading materials for literacy programs. * Articles, primary sources, newspapers for current event topics and informational text for ELA	
1.4 Professional Development: Professional development related to at - risk students. Development opportunities will be directed towards	16-17 school year	Conference or PD fees associated costs such as travel, boarding etc. When available daily development opportunities locally will be utilized.	Title I 9,679

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
methodology related to school ESLR's and liabilities of teachers and administration to help meet these goals.		Examples: Ed Tech Google Training *Professional Development aimed at training teachers and staff to fully utilize google classroom and google app's for instructional purposes. The use of google classroom and google app's will support lesson planning and unit development that will be more engaging and rigorous for students. The end result will be higher levels of rigor and achievement across all content areas. Strengths Based Professional Development w/ YDN *Staff will be trained on how to develop talents into strengths to improve their instructional craft with students within a targeted population. Students will take online assessments that identify 5 strength areas that staff will use to develop their academic levels. Building on student strengths and focusing on the positive will build confidence within at risk students. CCEA Continuation Education Conference * This Continuation Education Conference is a state conference aimed at developing the professional educator within an alternative continuation setting. It is the only P.D. directly for continuation educators within the state of California. Teachers will also have an opportunity	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 collaborate with other educators to discuss successful strategies and program interventions for At-Risk-Students. PLC Conference * Professional Learning Communities enable all stakeholders to successfully collaborate to make sound shared decisions that positively impact ALL students within the building. This conference provides development for SLHS staff in 2 areas: * Research based practices and strategies that benefit At-Risk students as well as your highest achieving students. The practices and strategies need to be systemic and shared by all staff. * How to successfully create a collaborative team that is student centered and focused on educating the whole child and every child. PLC Onsite P.D. * Maria Nielsen will work with staff to build thematic units built upon the Boulder standards. Guidance and support to create formative assessments and common assessments to catch students early through identification. • Sub costs for P.D. and/or observations for professional 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
		* 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.	
1.5 Teaching and Learning (Extended intervention/credit): 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. The online PLATO program will serve as the platform.	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. - Intersession credit repair during Winter Break, Spring Break through the online PLATO program - Intervention paid at teacher hourly rate	Title I 1,500

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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 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
2.1 To work with students on educational persistence, grad plans, and scheduling. Counselor will also mediate student conflict to increase student time in academic setting and increase school to home communication of student needs. Counselor also serves to facilitate FAFSA, college application and program determination. Community resources will be accessed and brought to South Lindhurst to open college and career pathways for our students. The school counselor	16-17 school year	• 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)	

Single Plan for Student Achievement for South Lindhurst Continuation High 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
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 to identified classrooms that have students in need of intervention. All students will be served but special focus will be given to E. L. learners and those who need intervention. 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 to achieve mastery. 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.	16-17 school year	One 3.5 hour position 5 days per week.	

2017-18 Program Expenditure Summary

Goal 1	
Title I	30,081
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$30,081

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	29,679
Title I Carryover	
Title I Parent Involvement	402
Other	0
Total	\$30,081

Total Expenditures	
Title I	30,081
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$30,081

Balance	
Title I	-402
Title I Carryover	0
Title I Parent Involvement	402
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	\$29,679
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$402
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	\$30,081

Total amount of state and federal categorical funds allocated to this school	\$30,081
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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				
Dalia Dolores					1
Savannah Masterson					1
Briana Galvez					1
Patricia Sullivan		1			
Kevin Sweetwood		1			
Eugene Duggan		1			
Jessie Brown		1			
Merri May			1		
Gabriel Hernandez				1	
Cynthia Ansley				1	
Barbara Reinhofer				1	
Numbers of members of each category	1	4	1	3	3

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

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

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

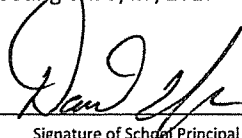
Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/17/2017

Attested:

David Jones

Typed Name of School Principal



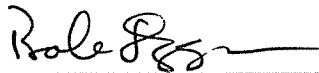
Signature of School Principal

5/17/17

Date

Bob Duggan

Typed Name of SSC Chairperson



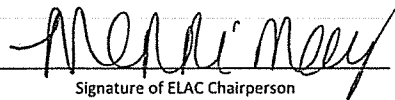
Signature of SSC Chairperson

5/17/17

Date

Merri May

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

5/17/17

Date



2017-18
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: David Gray	Telephone: 530-749-6918
Address: 1919 B Street	Email Address: dgray@mjUSD.k12.ca.us
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-0131599
X Initial Plan Approval: 6/6/2017	
Plan Revision Approval:	

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		3			2			2			66.7	
Grade 8		8			7			7			100	
Grade 11		2			2			2			100	
All Grades		13			11			11			91.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0			0			9			91	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			18			82	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			9			91	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			45			55	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			27			73	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		3			2			2			66.7	
Grade 8		9			7			7			87.5	
Grade 11		2			2			2			100	
All Grades		14			11			11			84.6	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0			0			9			91	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			0			100	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			18			82	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		0			18			82	

Conclusions based on this data:

1.

Title III Accountability Data (Marysville Community Day)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers		8	
Percent with Prior Year Data		100.0%	
Number in Cohort		8	
Number Met		--	
Percent Met		--	
NCLB Target		62.0%	
Met Target		--	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	8		
Number Met			--	--		
Percent Met			--	--		
NCLB Target			25.4%	52.8%		
Met Target			--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target		62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target			25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9					17			50			17			17	
10								***			***				
Total					13			50			25			13	

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

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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. Provide extended interventions to enhance student success.		
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	7/16-6/17	Supplemental technology, 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, chrome books and any technology necessary for classroom use.	
1.2 Purchase supplemental materials and supplies to enhance learning through measures	7/16-6/17	To help supplement and support all departments to try and increase student engagement, provide more	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.3 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 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 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.	7/16/-6/17	educational experiences the purchase of materials and supplies, technology, instructional materials for the classroom. supplemental materials to include PD books for teacher development, substitute costs are also included to make the professional development and growth possible for classroom teachers, all conference related expenses, presenter fees and costs.	

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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 curriculum is research-based and aligned with the ELA Common Core Standards. Staff will be trained in program		7/16 - 6/17	Purchase Character Development and Leadership student workbooks.	

Single Plan for Student Achievement for Marysville Community Day

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 to ensure fidelity and student success.			

2017-18 Program Expenditure Summary
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Goal 1	
Title I	
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$

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	18,473
Title I Carryover	
Title I Parent Involvement	250
Other	
Total	\$18,723

Total Expenditures	
Title I	
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$

Balance	
Title I	18,473
Title I Carryover	0
Title I Parent Involvement	250
Total	\$18,723

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	\$18,473
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$250
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	\$18,723

Total amount of state and federal categorical funds allocated to this school	\$18,723
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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
David Gray	1			
Karen Engelhardt		X		
Steve Westcamp		X		
Erica Cuevas		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)

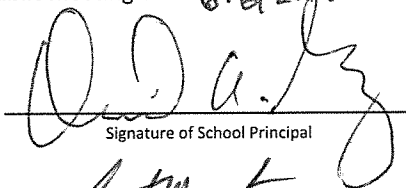
Other committees established by the school or district (list):

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: 6/6/2017

Attested:

David Gray

Typed Name of School Principal



Signature of School Principal

6/6/2017

Date

Steve Westcamp

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/6/2017

Date

Kari Ylst

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date