2018-19
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.. 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: 05/29/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	74		68	72		68	72		98.6	97.3	
Grade 4	75	67		75	67		75	67		100	100	
Grade 5	82	67		81	67		80	67		98.8	100	
Grade 6	68	72		65	71		65	71		95.6	98.6	
All Grades	293	280		289	277		288	277		98.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.6	2414.3		21	22.22		28	18.06		16	33.33		35	26.39	
Grade 4	2445.1	2444.3		11	13.43		25	31.34		33	17.91		31	37.31	
Grade 5	2457.3	2459.3		5	8.96		24	22.39		26	23.88		45	44.78	
Grade 6	2521.4	2515.2		11	9.86		35	32.39		32	36.62		22	21.13	
All Grades	N/A	N/A	N/A	11	13.72		28	25.99		27	28.16		34	32.13	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	13.89		40	51.39		40	34.72	
Grade 4	7	16.42		51	49.25		43	34.33	
Grade 5	8	10.45		39	46.27		54	43.28	
Grade 6	9	21.43		57	45.71		34	32.86	
All Grades	11	15.58		46	48.19		43	36.23	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	23.61		41	48.61		37	27.78	
Grade 4	12	20.90		58	47.76		30	31.34	
Grade 5	18	16.42		44	43.28		39	40.30	
Grade 6	26	15.71		51	58.57		23	25.71	
All Grades	19	19.20		48	49.64		32	31.16	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.50		76	62.50		13	25.00	
Grade 4	8	8.96		72	64.18		20	26.87	
Grade 5	9	5.97		56	67.16		35	26.87	
Grade 6	12	14.29		69	71.43		18	14.29	
All Grades	10	10.51		68	66.30		22	23.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	19.44		56	52.78		32	27.78	
Grade 4	16	19.40		65	52.24		19	28.36	
Grade 5	16	14.93		61	37.31		23	47.76	
Grade 6	29	24.29		55	55.71		15	20.00	
All Grades	18	19.57		60	49.64		22	30.80	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	73		68	72		68	72		98.6	98.6	
Grade 4	75	67		75	67		75	67		100	100	
Grade 5	82	67		81	67		81	67		98.8	100	
Grade 6	68	72		65	70		65	70		95.6	97.2	
All Grades	293	279		289	276		289	276		98.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2422.4	2417.3		12	9.72		32	36.11		31	25.00		25	29.17	
Grade 4	2463.8	2460.7		7	10.45		29	22.39		44	43.28		20	23.88	
Grade 5	2469.1	2463.8		7	7.46		16	13.43		33	32.84		43	46.27	
Grade 6	2488.2	2521.3		5	15.71		25	18.57		31	40.00		40	25.71	
All Grades	N/A	N/A	N/A	8	10.87		25	22.83		35	35.14		32	31.16	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	20.83		46	45.83		29	33.33	
Grade 4	21	16.42		43	43.28		36	40.30	
Grade 5	12	11.94		35	28.36		53	59.70	
Grade 6	11	17.14		42	44.29		48	38.57	
All Grades	17	16.67		41	40.58		42	42.75	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	13.89		51	55.56		31	30.56	
Grade 4	13	11.94		59	52.24		28	35.82	
Grade 5	7	5.97		38	43.28		54	50.75	
Grade 6	8	14.29		45	51.43		48	34.29	
All Grades	11	11.59		48	50.72		40	37.68	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	16.67		56	59.72		19	23.61	
Grade 4	11	13.43		64	52.24		25	34.33	
Grade 5	6	5.97		52	53.73		42	40.30	
Grade 6	11	18.57		54	58.57		35	22.86	
All Grades	13	13.77		56	56.16		31	30.07	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					***		***			***					
1	18	10		45	50		27	30		9	10				
2				43	75		50	25		7					
3		19		71	50		29	25			6				
4	33	18		50	45		17	27			9				
5	38	27		38	47		23	27							
6	14	33		57	33		29	22			11				
Total	18	18		49	51		30	26		4	5				

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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)? CAASPP testing, ELPAC 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 primarily with ELA interventions/enrichments during WIN (What I Need) Time in grades K-6. IAs will assist teachers in instruction and in working with students at each grade level to raise their academic levels as measured by a combination of assessments to include STAR Early Literacy, STAR Reading, curriculum embedded assessments and site/grade level common formative assessments. When possible, we will also utilize IAs for assistance with math and after-school math tutoring.	August 2018 through June 2019	Salary and appropriate fringe costs	Title I 69,000 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
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 and assist with the schoolwide PBIS program .	August 2018 through June 2019	Appropriate salary and fringe costs.	Title I 20,000
1.3	Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning. This could be conferences, workshops, release time, summer institute planning for reviewing what went well, what didn't and how to continue to improve our instruction for students..	August 2018 through June 2019	Registration costs for any conferences or workshops, costs of materials, transportation, substitute fees, extra duty for extra pay ,etc. associated with said professional development.	Title I 15,000
1.4	Providing summer work/materials for students in grades K-6 for remediation (below grade level), review (on grade level), and enrichment (above grade level).	March 2018 through June 2019	Appropriate salary and fringe costs.	Title I 8,000 T1-CO

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** 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, RtI data, tutoring records, etc.
What process will you use to monitor and evaluate the data? CELDT, embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, a decrease in students needing tutoring/interventions, etc.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2018 through June 2019	Cost of items and appropriate state sales tax, and shipping.	Title I 15,000 T1-CO
2.2	Purchasing additional intervention/enrichment materials including supplementary district/state approved materials, other curricular supplementals and copies.	August 2018 through June 2019	Cost of items and appropriate shipping and sales tax.	Title I 16,069 T1-CO

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 2018 through June 2019	See action	Title I 650.00 T1-PI
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 2108 though June 2019	see action	Title I 1126.00 T1-PI

2018-19 Program Expenditure Summary

Goal 1	
Title I	112,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$112,000

Goal 2	
Title I	31,069
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$31,069

Goal 3	
Title I	1,776
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$1,776

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

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

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

Total Allocation	
Title I	143,069
Title I Carryover	
Title I Parent Involvement	1,776
Title I Parent Involvement	
Other	0
Total	$144,845

Total Expenditures	
Title I	144,845
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$144,845

Balance	
Title I	-1,776
Title I Carryover	0
Title I Parent Involvement	1,776
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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 143,069
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$ 1,776
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$144,845

Total amount of state and federal categorical funds allocated to this school	**$144,845**

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
Maya Vang				1
Christina Smith				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

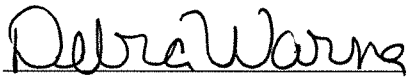
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

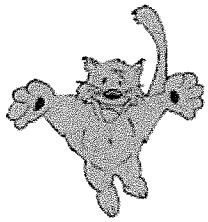
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

Typed Name	Signature	Date
Eric Preston		5/29/18
Typed Name of School Principal	Signature of School Principal	Date
Debra Warner		5/29/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

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

Approved by District Board of Education on .

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	83	79		81	79		80	79		97.6	100	
Grade 4	68	78		67	78		63	78		98.5	100	
Grade 5	68	77		68	73		66	73		100	94.8	
Grade 6	85	77		85	77		85	77		100	100	
All Grades	304	311		301	307		294	307		99	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2346.1	2346.8		4	3.80		10	16.46		23	15.19		64	64.56	
Grade 4	2387.4	2388.4		3	3.85		6	7.69		32	20.51		59	67.95	
Grade 5	2404.8	2399.5		3	0.00		5	8.22		24	19.18		68	72.60	
Grade 6	2447.3	2448.9		1	0.00		14	19.48		29	27.27		55	53.25	
All Grades	N/A	N/A	N/A	3	1.95		9	13.03		27	20.52		61	64.50	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.59		31	30.38		61	62.03	
Grade 4	7	7.69		28	43.59		66	48.72	
Grade 5	5	2.74		30	45.21		65	52.05	
Grade 6	0	1.30		40	45.45		60	53.25	
All Grades	4	4.89		33	41.04		63	54.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	1.27		31	32.91		64	65.82	
Grade 4	3	2.56		38	30.77		59	66.67	
Grade 5	2	2.74		30	32.88		68	64.38	
Grade 6	2	5.19		32	27.27		66	67.53	
All Grades	3	2.93		33	30.94		64	66.12	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.33		46	53.16		49	40.51	
Grade 4	5	5.13		62	48.72		33	46.15	
Grade 5	3	2.74		52	38.36		45	58.90	
Grade 6	4	1.30		71	63.64		26	35.06	
All Grades	4	3.91		58	51.14		38	44.95	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.33		34	37.97		61	55.70	
Grade 4	0	6.41		57	38.46		43	55.13	
Grade 5	5	2.74		52	27.40		44	69.86	
Grade 6	6	3.90		58	49.35		36	46.75	
All Grades	4	4.89		50	38.44		46	56.68	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	83	79		81	79		81	79		97.6	100	
Grade 4	68	78		66	78		61	78		97.1	100	
Grade 5	68	76		68	72		66	72		100	94.7	
Grade 6	85	76		85	75		85	75		98.8	98.7	
All Grades	304	309		300	304		293	304		98.4	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2367.0	2359.6		1	2.53		10	7.59		27	30.38		62	59.49	
Grade 4	2433.8	2430.0		2	3.85		25	15.38		38	39.74		36	41.03	
Grade 5	2434.1	2424.7		0	0.00		9	4.17		32	36.11		59	59.72	
Grade 6	2432.1	2453.4		0	1.33		4	9.33		34	33.33		62	56.00	
All Grades	N/A	N/A	N/A	1	1.97		11	9.21		32	34.87		56	53.95	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	6.33		20	25.32		77	68.35	
Grade 4	20	11.54		25	28.21		56	60.26	
Grade 5	2	0.00		29	29.17		70	70.83	
Grade 6	0	4.00		22	28.00		78	68.00	
All Grades	5	5.59		24	27.63		71	66.78	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	1.27		38	46.84		60	51.90	
Grade 4	5	10.26		44	35.90		51	53.85	
Grade 5	0	0.00		26	36.11		74	63.89	
Grade 6	0	5.33		31	32.00		69	62.67	
All Grades	1	4.28		34	37.83		64	57.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	5.06		53	44.30		42	50.63	
Grade 4	8	5.13		54	51.28		38	43.59	
Grade 5	0	1.39		39	37.50		61	61.11	
Grade 6	0	1.33		52	38.67		48	60.00	
All Grades	3	3.29		50	43.09		47	53.62	

Conclusions based on this data:

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

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	17			17	13		17	50		33	25		17	13	
1		8		21	32		38	28		24	24		17	8	
2		3		23	17		39	43		32	27		6	10	
3	3	3		7	19		40	39		27	29		23	10	
4	6	4		20	29		37	39		23	18		14	11	
5	5	19		45	25		36	41		14	9			6	
6		9		16	41		56	36		19	5		9	9	
Total	3	7		21	26		41	39		24	19		12	9	

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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)** Professional development to provide opportunities for staff to grow and develop the ability to move ALL kids to proficiency at their grade level.	
What data did you use to form this goal (findings from data analysis)? Ongoing Grade level comon formative assessments	**What did the analysis of the data reveal that led you to this goal?** All teachers taught different things and different ways. Not all students made growth
Who are the focus students and what is the expected growth? As students complete a grade level, the focus is the Boulders the grade level teachers have identified.	**What data will be collected to measure student achievement?** The results of the ongoing Grade level common formative assessments
What process will you use to monitor and evaluate the data? Results of the ongoing Grade level common formative assessments.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use of effective high quality teaching strategies is essential in improving the academic achievement of each and every student.Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 2 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: EL Conference, CUE, Title 1	18-19 School year	PBIS CUE SCOE Behavior Conference Teacher Leader presentations Grade level collaboration Discovery Learning Solution Tree/PLC Team Building Maria Nielsen School Safety Restorative Justice	Title I 55000

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

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a 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)? PLC assessment data, Boulders Para-educator to provide early intervention	**What did the analysis of the data reveal that led you to this goal?** Through the data gathered by teachers and PLC collaboration, the data reveals some students are behind because they have not mastered the skills at the previous grade level.
Who are the focus students and what is the expected growth? All students that have not mastered the Boulders the grade levels have identified.	**What data will be collected to measure student achievement?** Student academic growth based on grade level common formative assessments
What process will you use to monitor and evaluate the data? Ongoing evaluation of grade level common formative assessments	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1	Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement EL instruction. 7 additional paras to provide grade level intervention.	18-19 school year	Service to include small group intervention under the direction of the teacher and PLC collaborative group. Each k-2 classroom is to have one hour of intervention and two paras to assist.	Title I 148000
2.2	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.			
2.3	Perfect attendance incentives which could include food, prizes, pencils, certificates	Pencils for weekly attendance		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
	Treats for monthly attendance Certificates printed at Print shop		
2.4 Tier 3 Intervention	2-4 students, 30 min per day/2 times per week		Title I 15652
2.5 Perfect attendance incentives which could include food, prizes, pencils, certificates		Pencils for weekly attendance Treats for monthly attendance Certificates printed at Print shop	

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a 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 and classes that enhance the family	**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.	T1-PI 2714
3.2 Preschool Transition Plan A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kndergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher Child Development Director, and school site principal.			
3.3 Parent Academy		Parent Academy will be developed by teachers to provide a bi-monthly, (September, October, November, February, March, and April) meeting in order to help parents understand how to help their child. The teachers will provide activities in a round robin fashion, translating and baby sitting will be provided. After the sessions, a modest dinner will be held for the families.	

2018-19 Program Expenditure Summary

Goal 1	
Title I	55,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$55,000

Goal 2	
Title I	163,652
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$163,652

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,714
Title I Parent Involvement	
Other	
Total	$2,714

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

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

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

Total Allocation	
Title I	218,652
Title I Carryover	
Title I Parent Involvement	2,714
Title I Parent Involvement	
Other	0
Total	$221,366

Total Expenditures	
Title I	218,652
Title I Carryover	
Title I Parent Involvement	2,714
Title I Parent Involvement	
Other	
Total	$221,366

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$218,652
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,714
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$221,366

Total amount of state and federal categorical funds allocated to this school	**$221,366**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jill Segner	1			
Jennifer Bradford		1		
Katie Uebner		1		
Chris Clinkenbeard			1	
Maria Soto		1		
Maria Fernandez				1
Juana Benitez				1
Rachel Roberts				1
Maria Gomez				1
Diana Andersen		1		
Lily Gonzales				1
Numbers of members of each category	**1**	**3**	**1**	**5**

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

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

Recommendations and Assurances

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

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

   X English Learner Advisory Committee

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

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

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

Attested:

Typed Name	Signature	Date
Jill Segner	Jill Segner	10/6/18
Typed Name of School Principal	Signature of School Principal	Date
Chris Clinkenbeard	Chris Clinkenbeard	10-10-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Maria Gomez	Maria Gomez	10/6/18
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2018-19
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.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Principal:	Ashley Vette	**Telephone:**	(530) 741-6115
Address:	2830 Highway 20	**Email Address:**	avette@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056667
X Initial Plan Approval: 6/5/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	26		15	26		15	26		100	100	
Grade 4	13	14		12	14		12	14		92.3	100	
Grade 5	16	14		15	14		15	14		93.8	100	
All Grades	44	54		42	54		42	54		95.5	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2350.0	2392.0		0	11.54		7	7.69		27	42.31		67	38.46	
Grade 4	2431.5	2420.7		17	7.14		25	21.43		8	28.57		50	42.86	
Grade 5	2458.7	2484.1		7	21.43		20	14.29		20	35.71		53	28.57	
All Grades	N/A	N/A	N/A	7	12.96		17	12.96		19	37.04		57	37.04	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54		40	57.69		60	30.77	
Grade 4	25	14.29		33	57.14		42	28.57	
Grade 5	20	35.71		27	21.43		53	42.86	
All Grades	14	18.52		33	48.15		52	33.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54		47	42.31		53	46.15	
Grade 4	0	0.00		50	64.29		50	35.71	
Grade 5	13	14.29		47	50.00		40	35.71	
All Grades	5	9.26		48	50.00		48	40.74	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54		53	53.85		47	34.62	
Grade 4	8	7.14		50	42.86		42	50.00	
Grade 5	7	21.43		60	57.14		33	21.43	
All Grades	5	12.96		55	51.85		40	35.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54		60	57.69		40	30.77	
Grade 4	25	14.29		42	57.14		33	28.57	
Grade 5	13	28.57		60	42.86		27	28.57	
All Grades	12	16.67		55	53.70		33	29.63	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	26		15	26		15	26		100	100	
Grade 4	13	14		12	14		12	14		92.3	100	
Grade 5	16	14		15	14		15	14		93.8	100	
All Grades	44	54		42	54		42	54		95.5	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2381.3	2402.2		0	7.69		13	19.23		60	38.46		27	34.62	
Grade 4	2457.4	2429.0		0	0.00		33	7.14		50	50.00		17	42.86	
Grade 5	2464.2	2469.3		7	7.14		20	7.14		33	42.86		40	42.86	
All Grades	N/A	N/A	N/A	2	5.56		21	12.96		48	42.59		29	38.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	15.38		40	42.31		60	42.31	
Grade 4	17	7.14		50	28.57		33	64.29	
Grade 5	13	14.29		33	35.71		53	50.00	
All Grades	10	12.96		40	37.04		50	50.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	3.85		60	53.85		40	42.31	
Grade 4	0	0.00		58	57.14		42	42.86	
Grade 5	13	7.14		13	57.14		73	35.71	
All Grades	5	3.70		43	55.56		52	40.74	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	15.38		67	46.15		33	38.46	
Grade 4	0	0.00		75	50.00		25	50.00	
Grade 5	0	0.00		67	35.71		33	64.29	
All Grades	0	7.41		69	44.44		31	48.15	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K								***							
1					***										
2	***			***			***								
3		25		***	25			50		***					
4								***							
5				***											
Total	17	13		50	25		17	63		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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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 2016-2017
- District Benchmark Assessments for ELA and Math

What did the analysis of the data reveal that led you to this goal?
Standardized Test Scores (CAASPP)
2015-2016

	ELA	Math
3rd	7%	13%
4th	42%	33%
5th	27%	27%

2016-2017

	ELA	MATH
3rd	19.23%	26.92%
4th	28.57%	7.14%
5th	35.72%	14.28%

Comparing two years of data reveals our students have made growth in some areas. 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 2017-2018 scores become available.

Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2016-2017 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.	• District benchmark assessments • program assessments for Wonders 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 12700
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
	reinforce academic language.			
1.3	Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.		Computers, tablets, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation Waterford contract or a comparable program	Title I 2294 Title I 3500
1.4	To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.		Supplementary instructional materials, to also include technology	Title I 5000
1.5	Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.		Books, resource videos, and library supplies	Title I 1200
1.6	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		substitute related costs, all conference expenses, materials and supplies for teacher PD	Title I 5000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
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)?	**What did the analysis of the data reveal that led you to this goal?**
• 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.)	According to the perceptual data from parents and students, both groups are pleased with what is happening at Cordua School. We will continue to work on home school communication and student voice and choice. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to help all parents feel involved at some level. Attendance percentages were often at or above the district goal of 96%.
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 CAASPP, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	**What data will be collected to measure student achievement?** • District benchmark assessments • Program assessments for Wonders and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

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

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

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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. Message center will be installed in the parent waiting area for school/home communication and improve advertisement for school events and student activities.		Fingerprinting fees, volunteer badges, school newsletter supplies, message center	T1-PI 369

VI. Planned Improvements in Student Performance

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

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

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

What data did you use to form this goal (findings from data analysis)?	**What did the analysis of the data reveal that led you to this goal?**
• The California Standards Tests for ELA and Math from 2016-2017 • District Benchmark Assessments for ELA and Math	2016-2017: Only 35% of our 5th grade students are performing at or above the proficient level in ELA, and 14% of our students are performing at or above proficient in math. District benchmarks also reveal that not all of our students are performing at grade 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. We will use CAASPP data to determine appropriate goals and interventions.

Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2016-2017 CAASPP English Language Arts and Math assessments, district benchmarks, and program assessments.	• District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

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

- Academic conferences between teachers and the principal
- PLC collaboration time
- Spreadsheets to analyze data
- Academic and goal setting conferences between students, teachers, and the principal
- Analyzing growth over time through improved practices and student learning
- Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card

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

2018-19 Program Expenditure Summary

Goal 1	
Title I	29,694
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$29,694

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	369
Title I Parent Involvement	
Other	
Total	$369

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

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

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

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

Total Allocation	
Title I	29,694
Title I Carryover	
Title I Parent Involvement	369
Title I Parent Involvement	
Other	0
Total	$30,063

Total Expenditures	
Title I	29,694
Title I Carryover	
Title I Parent Involvement	369
Title I Parent Involvement	
Other	
Total	$30,063

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$29,694
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$369
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$30,063

Total amount of state and federal categorical funds allocated to this school	**$30,063**

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			
Natalie Karnegas			1	
Heather Taylor		1		
Eliza Pires		1		
Liz Sanchez		1		
Julie Sutton				1
Chalice Hall				1
Amy Hutton				1
Myah Platt				1
Steve Tennis				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:

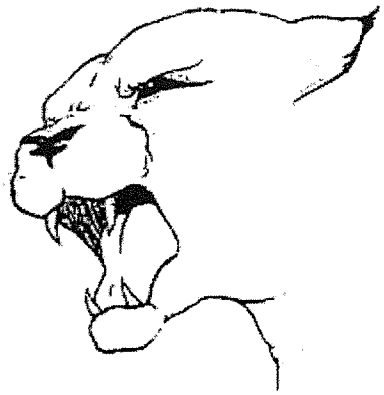
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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: 06/05/2018

Attested:

Typed Name	Signature	Date
Ashley Vette		6/5/18
Typed Name of School Principal	Signature of School Principal	Date
Natalie Karnegas		6/5/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Principal:	Doug Escheman	**Telephone:**	(530) 741-6121
Address:	628 F St.	**Email Address:**	descheman@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056733
Initial Plan Approval:			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	85		88	84		88	84		100	98.8	
Grade 4	82	82		82	78		82	78		100	95.1	
Grade 5	77	81		75	78		75	78		97.4	96.3	
All Grades	247	248		245	240		245	240		99.2	96.8	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2419.2	2476.2		17	47.62		26	23.81		36	11.90		20	16.67	
Grade 4	2491.5	2484.3		32	23.08		28	32.05		24	26.92		16	17.95	
Grade 5	2498.8	2541.4		20	37.18		28	34.62		29	14.10		23	14.10	
All Grades	N/A	N/A	N/A	23	36.25		27	30.00		30	17.50		20	16.25	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	47.62		59	32.14		26	20.24	
Grade 4	28	20.51		50	62.82		22	16.67	
Grade 5	23	34.62		41	48.72		36	16.67	
All Grades	22	34.58		51	47.50		28	17.92	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	48.81		57	35.71		26	15.48	
Grade 4	32	25.64		50	57.69		18	16.67	
Grade 5	21	43.59		55	46.15		24	10.26	
All Grades	23	39.58		54	46.25		23	14.17	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	10.71		76	77.38		10	11.90	
Grade 4	15	14.10		76	67.95		10	17.95	
Grade 5	15	17.95		69	73.08		16	8.97	
All Grades	14	14.17		74	72.92		12	12.92	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	50.00		53	34.52		23	15.48	
Grade 4	34	26.92		59	62.82		7	10.26	
Grade 5	33	39.74		52	48.72		15	11.54	
All Grades	30	39.17		55	48.33		15	12.50	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	85		88	84		88	84		100	98.8	
Grade 4	82	82		82	78		82	78		100	95.1	
Grade 5	77	81		75	78		74	78		96.1	96.3	
All Grades	247	248		245	240		244	240		98.8	96.8	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2448.8	2480.6		28	40.48		32	35.71		20	13.10		19	10.71	
Grade 4	2479.9	2475.8		12	12.82		32	24.36		41	53.85		15	8.97	
Grade 5	2469.9	2507.7		11	20.51		11	17.95		35	35.90		43	25.64	
All Grades	N/A	N/A	N/A	18	25.00		25	26.25		32	33.75		25	15.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	60.71		38	23.81		23	15.48	
Grade 4	29	16.67		39	53.85		32	29.49	
Grade 5	14	25.64		36	39.74		50	34.62	
All Grades	28	35.00		38	38.75		34	26.25	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	50.00		35	35.71		25	14.29	
Grade 4	21	12.82		59	58.97		21	28.21	
Grade 5	9	19.23		36	48.72		54	32.05	
All Grades	24	27.92		43	47.50		32	24.58	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	44.05		50	48.81		15	7.14	
Grade 4	28	17.95		52	62.82		20	19.23	
Grade 5	11	12.82		46	61.54		43	25.64	
All Grades	25	25.42		50	57.50		25	17.08	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K								***					***	***	
1		7		50	20		33	53		17	13			7	
2	13			20	36		60	55			9		7		
3	14	20		33	47		52	20			13				
4	35	18		53	76		12	6							
5	29	64		50	27		21	9							
Total	19	20		40	42		36	28		3	7		3	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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

VI. Planned Improvements in Student Performance

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

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 teachers how to design assessment questions to ensure consistency in assessing student work. Staff member will also teach teacher how to use technology to form intervention groups and well as assessing intervention	7/18-6/19	wages for substitute teachers.	Title I 9000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	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. The Para-Educator will be part of the Professional Learning Community.	7/18-6/19	Lupe Almaraz. eight hour per day salary: Total salary & benefits $57,000	Title I 57000
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.	7/18-6/19	Salary & Benefits $6500	Title I 6500 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.	7/18-6/19	Total Salary & Benefits	Title I 14,004

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	7/18-6/19	Para-educator(s) Total Salary & Benefits Perez 3.0 hrs., and Schuy 8.0 hrs. 58,000	Title I 58800
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. This includes Maria Nielson training andTeachers and principal will attend Solution's Tree Professional Learning Community to learn effective practices of a Professional Learning Community.		wages for teachers Total Salary & Benefits Conference to Convention, Solution Tree Convention: conference cost Transportation/ carryall, mileage, and fuel cost: Administration and teacher hotel rooms and parking: Food: Total cost:	
1.7	This PE release time allows for small group and intervention time for classroom teachers for students below grade level. The required minutes for physical education is not part of the intervention program. Each classroom with the grade level has forty minutes of intervention during the school day one day a week. 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.	7/18-6/19	Wages to assist physical education teacher & learners. After physical education is done, Para-Educator will assist in intervention/enrichment time in the classrooms	Title I 34200
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, ibully-free, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluatiing 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 and awards for each grade level. Counsel 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, Californina crime reports, suspension rates, Choices attendance, and disciplinary referral reports.	**What did the analysis of the data reveal that led you to this goal?** Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 102 to 22 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance by students and less than twenty days of suspensions for the school year.	**What data will be collected to measure student achievement?** Disciplinary reports in regards to days of suspension, number of students attending Choices, attendance percentages, referra;s to SARB, and California state crime reporting percentages.
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students sent to Choices or suspended from school.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 invovlement at the school site. The school sends home student referrals to parents when behaviorial issues arise in		printing costs for parent-student handbook/calendars and other student parent related material.	Title I 1000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
the playground.		material and supplies	Title I 1256

2018-19 Program Expenditure Summary

Goal 1	
Title I	179,504
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$179,504

Goal 2	
Title I	2,256
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$2,256

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

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

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

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

Total Allocation	
Title I	181,760
Title I Carryover	
Title I Parent Involvement	2,256
Title I Parent Involvement	
Other	
Total	$184,016

Total Expenditures	
Title I	181,760
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$181,760

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	2,256
Title I Parent Involvement	0
Total	$2,256

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$181,760
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,256
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$184,016

Total amount of state and federal categorical funds allocated to this school	**$184,016**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Doug Escheman	1			
Margaret Neiber		1		
Wendy Cahill		1		
Denise Huber		1		
Dale Van Liew		1		
Laura Nicholson				1
Jason Roper				1
Jennifer Rivera				1
Sam Escheman				1
Erin Schuy			1	
Marc Carroll				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:

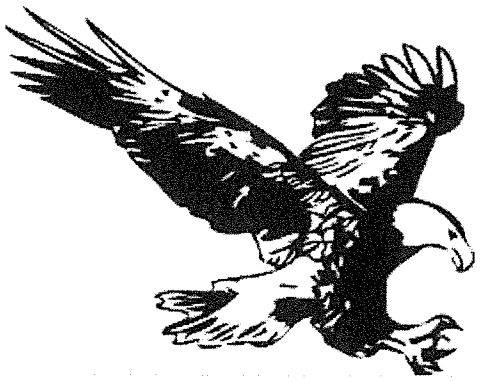
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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 15, 2018

Attested:

Doug Escheman	Doug Escheman	5-15-18
Typed Name of School Principal	Signature of School Principal	Date
Marc Carroll	Marc Carroll	5-15-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Dale Van Liew	Dale V. Liew	5-15-18
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
Single Plan for Student Achievement (SPSA)

Dobbins Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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:	Duane Triplett	**Telephone:**	(530) 692-1665
Address:	14200 Dobbins School Lane	**Email Address:**	dtriplett@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056675
Initial Plan Approval:			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	*		9	*		9	*		90		
Grade 4	8	*		7	*		7	*		87.5		
Grade 5	10	*		9	*		9	*		90		
Grade 6	3	*		2	*		2	*		66.7		
All Grades	31	26		27	24		27	24		87.1	92.3	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0	0.00		22	4.17		22	45.83		56	50.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	7	0.00		44	45.83		48	54.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	0	0.00		41	45.83		59	54.17	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	7	0.00		78	66.67		15	33.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	11	0.00		44	41.67		44	58.33	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	*		9	*		9	*		90		
Grade 4	8	*		7	*		7	*		87.5		
Grade 5	10	*		9	*		9	*		90		
Grade 6	3	*		2	*		2	*		66.7		
All Grades	31	26		27	23		27	23		87.1	88.5	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0	0.00		15	8.70		37	30.43		48	60.87	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	11	4.35		30	30.43		59	65.22	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	0	0.00		56	43.48		44	56.52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	4	0.00		48	26.09		48	73.91	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
K	100%			100%		

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
K	100%			100%		

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
K	100%			100%		

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Improve student achievement in English Language Arts and Math. 70% of our students will score 70% or higher in both Language Arts and Math, as measured by District Common Assessments and Curriculum Embedded Assessments.	
What data did you use to form this goal (findings from data analysis)? District Common Assessments and Curriculum Embedded Assessment Scores.	**What did the analysis of the data reveal that led you to this goal?** Our 2015, CAASP results indicate that 21% of our students are proficient in ELA and 8% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected growth: 70% of our students will score 70% or higher in both Language Arts and Math.	**What data will be collected to measure student achievement?** Common Assessment scores, STAR Reading scores, SBAC Assessment Results, API and AYP scores
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Rennaisance STAR, Common Assessments and embedded 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 Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA and Math. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.		AR Books	Title I
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.		Materials, Supplies, Books, Equipment, copy paper, and ink, technology to include chrome books, carts and supporting software, STEAM technology purchases	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
			Other
1.3 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.		Consultant fees, conference related expenses to include, registration, travel, substitute wages, staff development materials & supplies	Title I
1.4 Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.		Hourly rate for teachers &/or Intervention Tutors - wages & benefits	
1.5 Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.		Student Support Specialist wages & benefits	Title I 14,397.00
1.6 Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.		Spelling City & Flocabulary Subscription Purchase of hardware, software, and/or support	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)** Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal of 70% of our students will score 70% or higher in both Language Arts and Math, as measured by District Common Assessments and Curriculum Embedded Assessments..	
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	**What did the analysis of the data reveal that led you to this goal?** Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a increase in disciplinary actions 2016-2017 school year.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavorial incidents	**What data will be collected to measure student achievement?** Parent involvment, attendance rates, number of disciplinary actions, achievement scores
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers		Fingerprinting Fees, materials and supplies for parent communications	Title I 179.00
2.2 Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.		Material and supplies for parent newsletter	
2.3			T1-PI

2018-19 Program Expenditure Summary

Goal 1	
Title I	14,397
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$14,397

Goal 2	
Title I	179
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$179

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

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

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

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

Total Allocation	
Title I	14,397
Title I Carryover	
Title I Parent Involvement	179
Title I Parent Involvement	
Other	0
Total	$14,576

Total Expenditures	
Title I	14,576
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$14,576

Balance	
Title I	-179
Title I Carryover	0
Title I Parent Involvement	179
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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$14,397
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$179
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$14,576

Total amount of state and federal categorical funds allocated to this school	**$14,576**

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
Duane Triplett	1			
Jennifer Givens			X	
Wendy McMartin		X		
Nicole Young		X		
Carol Kelly		X		
Brenda Bogart				X
Kimbra Cardoza				X
Wallace Buckley				X
Numbers of members of each category	**1**	**3**	**1**	**5**

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

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

Recommendations and Assurances

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

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

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

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

Attested:

Duane Triplett		6/7/18
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Givens		6/7/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Principal:	Lori Guy	**Telephone:**	(530) 741-0866
Address:	5715 Oakwood Drive	**Email Address:**	lguy@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-0119362
Initial Plan Approval: 4/30/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	57		71	55		71	55		98.6	96.5	
Grade 4	66	67		65	67		65	67		98.5	100	
Grade 5	62	66		62	66		62	66		100	100	
Grade 6	64	66		63	66		63	66		98.4	100	
All Grades	264	256		261	254		261	254		98.9	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2441.3	2451.1		28	34.55		28	23.64		25	27.27		18	14.55	
Grade 4	2442.3	2480.9		9	28.36		23	28.36		29	23.88		38	19.40	
Grade 5	2477.9	2496.1		16	12.12		21	36.36		31	25.76		32	25.76	
Grade 6	2516.7	2503.8		8	13.64		35	27.27		33	25.76		24	33.33	
All Grades	N/A	N/A	N/A	16	21.65		27	29.13		30	25.59		28	23.62	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	27.27		54	54.55		21	18.18	
Grade 4	9	31.34		58	46.27		32	22.39	
Grade 5	13	13.64		52	63.64		35	22.73	
Grade 6	13	15.15		56	48.48		32	36.36	
All Grades	15	21.65		55	53.15		30	25.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	27.27		63	49.09		17	23.64	
Grade 4	8	22.39		57	53.73		35	23.88	
Grade 5	19	21.21		47	56.06		34	22.73	
Grade 6	17	16.67		51	40.91		32	42.42	
All Grades	16	21.65		55	50.00		29	28.35	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	23.64		76	67.27		10	9.09	
Grade 4	11	25.37		74	61.19		15	13.43	
Grade 5	19	13.64		60	71.21		21	15.15	
Grade 6	11	7.58		78	63.64		11	28.79	
All Grades	14	17.32		72	65.75		14	16.93	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	47.27		55	30.91		15	21.82	
Grade 4	9	29.85		65	58.21		26	11.94	
Grade 5	24	24.24		53	53.03		23	22.73	
Grade 6	25	25.76		56	46.97		19	27.27	
All Grades	22	31.10		57	48.03		21	20.87	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	57		71	56		71	56		98.6	98.2	
Grade 4	66	67		65	67		65	67		98.5	100	
Grade 5	62	66		62	66		62	66		100	100	
Grade 6	64	66		63	66		63	66		98.4	100	
All Grades	264	256		261	255		261	255		98.9	99.6	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2450.3	2441.8		18	17.86		41	41.07		31	23.21		10	17.86	
Grade 4	2456.7	2467.9		9	10.45		20	32.84		52	31.34		18	25.37	
Grade 5	2466.2	2480.3		5	9.09		13	10.61		45	46.97		37	33.33	
Grade 6	2540.9	2520.2		21	15.15		22	24.24		37	30.30		21	30.30	
All Grades	N/A	N/A	N/A	13	12.94		25	26.67		41	33.33		21	27.06	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	32.14		46	46.43		21	21.43	
Grade 4	12	19.40		51	46.27		37	34.33	
Grade 5	11	15.15		29	31.82		60	53.03	
Grade 6	30	21.21		35	39.39		35	39.39	
All Grades	22	21.57		41	40.78		38	37.65	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	17.86		55	67.86		14	14.29	
Grade 4	9	14.93		55	59.70		35	25.37	
Grade 5	6	9.09		45	57.58		48	33.33	
Grade 6	24	25.76		54	33.33		22	40.91	
All Grades	18	16.86		52	54.12		30	29.02	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	28.57		48	57.14		14	14.29	
Grade 4	12	19.40		62	50.75		26	29.85	
Grade 5	5	9.09		39	45.45		56	45.45	
Grade 6	21	15.15		65	53.03		14	31.82	
All Grades	20	17.65		53	51.37		27	30.98	

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.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		***					***								
1	12	12		18	53		29	18		24	12		18	6	
2	7	5		20	30		40	35		33	30				
3	15	27		30	13		40	40		10	20		5		
4	15	27		35	47		35	27		15					
5	25	11		40	68		35	11			5			5	
6		6		60	25		40	69							
Total	14	15		32	40		37	32		14	12		4	2	

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.

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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 CAASP by 15%.	
What data did you use to form this goal (findings from data analysis)? CAASP, program assements, Accelerated Reader statistics, teacher assessments and student classwork. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels.	**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 CAASP). 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, CAASP, ELA; MJUSD curriculum/program assessments; Accelerated Reader participation and suceess rate; Read Naturally assessments; teacher assessments and student classwork 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	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	Title I 65500
		Intervention materials and supplies	Title I 371
		para educator extra duty	Title I 5000
		contracts	Title I 6500
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	Title I 15000
		books for staff development	Title I 1200
		consultant/conferences and expenses	Title I 13000
		contracts	
1.3 Provide an Elementary Student Support Specialists for 3.75 hours each per day to work with students, teachers, other		para-educator	Title I 17000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	school staff and parents to help ensure student success both behaviorally and academically. Elementary Student Support Specialist will also focus on community volunteers, coordinating parent volunteers, relationships and business partnerships.		extra duty	Title I 1500
1.4	Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 15 parents and with PTO and Lottery funds, another 20 parents will be fingerprinted.		fingerprints	T1-PI 900
1.5	Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.		supplies	T1-PI 764 Other Other
1.6	Provide technology support for students through IPADs K-2 and Chromebooks (3-6). This technology will increase student access to multiple learining tools and devices, as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras.		cart, chromebooks materials	Title I 3500 Title I 2500
1.7	Provide ebook access to increase options for student reading for example, contracts and supplies for ebooks.		contracts including ebooks	Title I 3000 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**
1.8			Other T1-PI
1.10			Title I T1-CO Title I T1-CO T1-CO

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)**	
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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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			Title I Title I
2.2			Title I T1-CO

2018-19 Program Expenditure Summary

Goal 1	
Title I	134,071
Title I Carryover	
Title I Parent Involvement	1,664
Title I Parent Involvement	
Other	
Total	$135,735

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

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

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

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

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

Total Allocation	
Title I	134,071
Title I Carryover	
Title I Parent Involvement	1,664
Title I Parent Involvement	
Other	0
Total	$135,735

Total Expenditures	
Title I	134,071
Title I Carryover	
Title I Parent Involvement	1,664
Title I Parent Involvement	
Other	
Total	$135,735

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$134,071
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,664
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$135,735

Total amount of state and federal categorical funds allocated to this school	**$135,735**

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 Haresh		1		
Bonnie Marshall		1		
Rebecca Knudson			1	
Kevin Collosi				1
Brenda Franks				1
Sarah Hudson				1
Michael Smith				1
Jennifer Watson				1
Numbers of members of each category	**1**			

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

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

Recommendations and Assurances

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

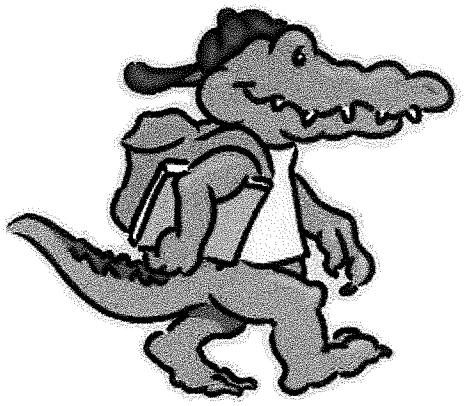
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 4/30/2018

Attested:

Lori Guy Typed Name of School Principal	Lori Guy Signature of School Principal	4/30/18 Date
Rebecca Knudson Typed Name of SSC Chairperson	Rebecca K. Knudson Signature of SSC Chairperson	4/30/18 Date
Iztac Soto Typed Name of ELAC Chairperson	Iztac Soto Signature of ELAC Chairperson	4/30/18 Date



2018-19
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.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Principal:	Rob Gregor	**Telephone:**	(530) 741-6124
Address:	4850 Olivehurst Ave	**Email Address:**	rgregor@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056683
X Initial Plan Approval: 05/21/18			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	80		79	80		79	80		97.5	100	
Grade 4	85	98		82	97		82	97		96.5	99	
Grade 5	71	89		71	89		71	89		100	100	
Grade 6	66	67		65	67		65	67		98.5	100	
All Grades	303	334		297	333		297	333		98	99.7	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2364.7	2365.6		10	3.75		6	16.25		25	32.50		58	47.50	
Grade 4	2430.8	2400.4		16	9.28		16	11.34		21	17.53		48	61.86	
Grade 5	2451.5	2463.0		11	14.61		18	23.60		21	14.61		49	47.19	
Grade 6	2480.5	2479.6		2	2.99		31	32.84		32	23.88		35	40.30	
All Grades	N/A	N/A	N/A	10	8.11		17	20.12		25	21.62		48	50.15	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	7.50		39	38.75		52	53.75	
Grade 4	11	12.37		38	34.02		51	53.61	
Grade 5	8	17.98		31	39.33		61	42.70	
Grade 6	8	10.45		45	52.24		48	37.31	
All Grades	9	12.31		38	40.24		53	47.45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	6.25		32	50.00		58	43.75	
Grade 4	16	12.37		41	26.80		43	60.82	
Grade 5	21	23.60		34	44.94		45	31.46	
Grade 6	12	4.48		48	53.73		40	41.79	
All Grades	15	12.31		38	42.64		47	45.05	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	3.75		56	70.00		34	26.25	
Grade 4	20	6.19		60	46.39		21	47.42	
Grade 5	10	16.85		51	43.82		39	39.33	
Grade 6	8	10.45		71	65.67		22	23.88	
All Grades	12	9.31		59	55.26		29	35.44	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	6.25		35	46.25		54	47.50	
Grade 4	21	8.25		43	45.36		37	46.39	
Grade 5	17	17.98		58	40.45		25	41.57	
Grade 6	8	10.45		62	50.75		31	38.81	
All Grades	14	10.81		48	45.35		37	43.84	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	80		80	80		80	80		98.8	100	
Grade 4	85	98		82	97		82	97		96.5	99	
Grade 5	71	89		71	89		71	89		100	100	
Grade 6	66	67		65	67		65	67		98.5	100	
All Grades	303	334		298	333		298	333		98.3	99.7	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415.3	2397.8		10	6.25		28	21.25		33	33.75		30	38.75	
Grade 4	2471.4	2433.8		20	9.28		24	12.37		26	42.27		30	36.08	
Grade 5	2460.5	2507.2		7	21.35		15	19.10		34	38.20		44	21.35	
Grade 6	2507.4	2486.8		17	4.48		22	20.90		35	34.33		26	40.30	
All Grades	N/A	N/A	N/A	13	10.81		22	18.02		32	37.54		33	33.63	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	20.00		43	41.25		35	38.75	
Grade 4	37	12.37		29	27.84		34	59.79	
Grade 5	11	30.34		38	41.57		51	28.09	
Grade 6	32	10.45		25	41.79		43	47.76	
All Grades	26	18.62		34	37.54		40	43.84	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	8.75		51	56.25		38	35.00	
Grade 4	17	9.28		43	38.14		40	52.58	
Grade 5	6	17.98		35	44.94		59	37.08	
Grade 6	17	8.96		51	40.30		32	50.75	
All Grades	13	11.41		45	44.74		42	43.84	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	6.25		68	60.00		16	33.75	
Grade 4	27	10.31		41	39.18		32	50.52	
Grade 5	4	14.61		45	50.56		51	34.83	
Grade 6	17	4.48		40	55.22		43	40.30	
All Grades	16	9.31		49	50.45		35	40.24	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		14			14		50	29		17	29		33	14	
1		7		31	38		46	31		8	12		15	12	
2		7		33	38		44	41		22	14				
3	5	3		16	21		51	33		24	26		3	18	
4	6	6		44	23		33	43		11	23		6	6	
5	26	16		37	43		26	30		9	8		3	3	
6	9	10		55	43		18	33		18	10			3	
Total	7	8		33	33		39	35		16	16		5	8	

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

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

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
K	881%			88%		

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

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

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

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

VI. Planned Improvements in Student Performance

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

<table>
<tr><td colspan="2">SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Students will make academic growth/progress on three forms of measures: 1) SBAC Scores 2) ELPAC Scores 3) Show a growth on the API and the subgroups of AYP
A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will particpate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require monthly articulations, intervention and tutoring to respond to the lessons -including what the students learned and student engagement.

B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student.

C Professional Development for all staff to help foster growth in EL, ELA, Math, Science, Social Science and behavioral management.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
Results from the SBAC
Results of the district benchmark exams
Results of the ELPAC assessments
Intervention recording sheets
Articulation and PLC meeting with grade levels
CAB tests
Sign-in sheets
Classroom assessments and intervention tests (developed by teachers and tests within the units)</td><td>What did the analysis of the data reveal that led you to this goal?
Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.</td><td>What data will be collected to measure student achievement?
Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.</td></tr>
</table>

What process will you use to monitor and evaluate the data?
Analyze data provided to indicate if there was growth by students.
How many had growth?
How much growth?
Was the growth worth the expenditure?

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study and tutoring will allow for teachers to meet and improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Ella. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usuable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication whrere needed. Pay for subs so that teachers can get into other classrooms to provide instruction and peer coaching to help our students and teachers grow.		Extra Duty Pay for Articulation and Intervention (Tier 1 and Tier 2).	Title I 55000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Tutoring.	Title I 10000 T1-CO
		Extra Duty Pay for Professional Development and Sub Costs.	Title I 10000
		Classified Extra Duty Pay and Overtime for Parent Meetings and Parent to Home Intervention and Communication.	Title I 2500
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: Solution Tree, Growth Mindset Conferences and Trainings, PLC Conferences and Trainings, 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.		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 Solution Tree Conferences PLC Conferences and Trainings Growth Mindset Conferences and Trainings	Title I 28148
1.3 Elementary Student Support Specialist will help motivate EL students and parents to improve academic skills,		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
	attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, Monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC 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 2500
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 ELPAC Scores. Provide students with counseling on their ELPACS. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull out EL Students as needed and		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
	provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication.			
1.7	EL Para Educators that provide support to classrooms to help students that are EL. The Para Educators will work with students in grades 1-6th to support the students in ELA and Math with the direction of the classroom teachers. The Para Educators will work 3.5hrs a day 5 days a week in the classrooms with students that are struggling with ELA or Math during the workshop/small group times. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull small groups within the classroom with EL Students as needed and provide instruction that will guide their learning.		Hourly pay and benefits for three 3.5hr Para Educators	Title I 41000
1.8	Small group intervention with EL students in ELA with a Long-Term Sub to help students with deficits in ELA. Intervention will allow for one to five ratio with students that struggle in ELA. Intervention will take place daily in grades 1st - 5th as needed and determined by the teacher.		Long-term Sub/Supplemental Contract to work with Teachers to help pull out EL students for intervention. 45% Equal to 2 days a week for the school year.	Title I 25000

VI. Planned Improvements in Student Performance

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

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

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Science, Curiculum Associates, Discovery Education, TpT, Moby Max, Scoot Pad, IXL Illuminate, Wonders workbooks that are not part of the core, Write Steps and BrainPop, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning.		Resource Library Paper, ink cartridges library and classroom books Wonders Supplementals Math Supplementals EL/ELA Supplementals Science Supplementals TpT Moby Max	Title I 5000
		CAB BrainPop Starfall GLAD Curriculum Associates Scoot Pad IXL	Title I 5000
		Discovery Education Read Naturally Illuminate Spell City Scholastic	Title I 10000
2.2 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Computers that may need to be replaced due to age.		iPad Apps iPads and Protective Cases iPad Accessories Apple TV Headphones Laptops Chrome Books Smart Devices Printers	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
		Towers and Monitors Cleaning Supplies LCD Projectors LCD Bulbs Headsets DVD/CD Players PC Upgrades/Support/Repair ELMO's Smart Boards	
2.3 Supplementary materals to enhance the classroom environment and to create complete usage of programs such as AR, AM, Curriculum Associates, BrainPop, Write Steps, GLAD, CAB, Illuminate, Wonders, Math Facts in a Flash. Materials for supplemental projects			Title I 2500
2.4 Print Shop to create learning aids for EL to supplement classroom instruction.		Print Orders	Title I 2000
2.5 Students that meet proficient and advanced on Interim Tests and SBAC in Math, ELA, Science and ELPAC 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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 650
3.2	Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter.		Paper, Ink,	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.3 Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.			T1-PI 2344
3.4 EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.		Pay and benefits for the trainer/teacher.	

2018-19 Program Expenditure Summary

Goal 1	
Title I	190,148
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$190,148

Goal 2	
Title I	51,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$51,000

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	2,994
Title I Parent Involvement	
Other	
Total	$2,994

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

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

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

Total Allocation	
Title I	241,148
Title I Carryover	
Title I Parent Involvement	2,994
Title I Parent Involvement	
Other	0
Total	$244,142

Total Expenditures	
Title I	241,148
Title I Carryover	
Title I Parent Involvement	2,994
Title I Parent Involvement	
Other	
Total	$244,142

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$241,148
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,994
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$244,142

Total amount of state and federal categorical funds allocated to this school	**$244,142**

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		
Shawna Craft		1		
Meng Xiong			1	
Debbie Wilden				1
Jennifer O'Donnell				1
Maria Pinedo				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

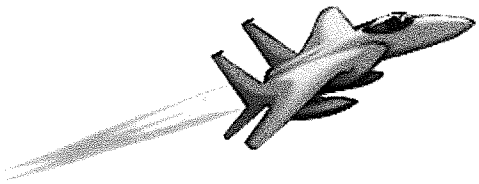
   X School Advisory Committee (Economic Impact Aid – State Compensatory Education)

   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: 05/21/18

Attested:

Rob Gregor		5/21/18
Typed Name of School Principal	Signature of School Principal	Date
Pete Jeffrey		5-21-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. 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:	John Kovach	**Telephone:**	(530) 741-6133
Address:	4364 Lever Ave.	**Email Address:**	jkovach@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056709
X Initial Plan Approval: 5/9/18			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	42		49	41		48	41		96.1	97.6	
Grade 4	46	57		45	57		45	57		97.8	100	
Grade 5	53	43		53	43		52	43		100	100	
Grade 6	67	56		66	54		65	54		95.7	96.4	
All Grades	217	198		213	195		210	195		97.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2387.9	2367.9		13	2.44		13	26.83		38	17.07		38	53.66	
Grade 4	2414.1	2412.1		9	10.53		18	21.05		20	12.28		53	56.14	
Grade 5	2479.9	2462.5		6	11.63		37	27.91		31	16.28		27	44.19	
Grade 6	2486.9	2490.8		0	5.56		29	25.93		37	33.33		34	35.19	
All Grades	N/A	N/A	N/A	6	7.69		25	25.13		32	20.00		37	47.18	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	7.32		44	34.15		44	58.54	
Grade 4	9	14.04		38	40.35		53	45.61	
Grade 5	8	13.95		52	46.51		40	39.53	
Grade 6	6	14.81		42	46.30		52	38.89	
All Grades	9	12.82		44	42.05		48	45.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	4.88		48	43.90		44	51.22	
Grade 4	18	17.54		38	40.35		44	42.11	
Grade 5	31	20.93		44	41.86		25	37.21	
Grade 6	6	14.81		62	51.85		32	33.33	
All Grades	15	14.87		49	44.62		36	40.51	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	4.88		60	65.85		31	29.27	
Grade 4	7	3.51		69	50.88		24	45.61	
Grade 5	12	6.98		71	58.14		17	34.88	
Grade 6	3	5.56		71	72.22		26	22.22	
All Grades	7	5.13		68	61.54		25	33.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	12.20		46	43.90		35	43.90	
Grade 4	4	15.79		64	49.12		31	35.09	
Grade 5	25	18.60		54	41.86		21	39.53	
Grade 6	12	12.96		62	53.70		26	33.33	
All Grades	15	14.87		57	47.69		28	37.44	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	42		49	41		48	41		96.1	97.6	
Grade 4	46	57		45	57		44	57		97.8	100	
Grade 5	53	43		53	43		52	43		100	100	
Grade 6	67	56		66	54		65	54		95.7	96.4	
All Grades	217	198		213	195		209	195		97.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.5	2402.0		13	7.32		29	21.95		19	24.39		40	46.34	
Grade 4	2425.2	2431.3		5	5.26		7	19.30		48	40.35		41	35.09	
Grade 5	2450.9	2458.5		2	2.33		13	13.95		35	39.53		50	44.19	
Grade 6	2480.2	2487.4		5	9.26		14	20.37		35	27.78		46	42.59	
All Grades	N/A	N/A	N/A	6	6.15		16	18.97		34	33.33		44	41.54	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	7.32		42	43.90		38	48.78	
Grade 4	7	10.53		32	29.82		61	59.65	
Grade 5	8	6.98		29	32.56		63	60.47	
Grade 6	14	16.67		29	33.33		57	50.00	
All Grades	12	10.77		33	34.36		55	54.87	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	9.76		48	39.02		38	51.22	
Grade 4	7	10.53		36	42.11		57	47.37	
Grade 5	2	2.33		40	48.84		58	48.84	
Grade 6	5	12.96		43	40.74		52	46.30	
All Grades	7	9.23		42	42.56		51	48.21	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	17.07		52	56.10		31	26.83	
Grade 4	9	14.04		45	43.86		45	42.11	
Grade 5	2	4.65		40	53.49		58	41.86	
Grade 6	5	14.81		48	42.59		48	42.59	
All Grades	8	12.82		46	48.21		46	38.97	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					20		***	20			60				
1		5		16	16		53	58		26	21		5		
2		6		9	12		64	53		23	18		5	12	
3	6	5		35	19		47	48		12	24			5	
4	13	5		33	45		40	30		7	15		7	5	
5	38	29		25	29		29	43		4			4		
6	6			31	39		44	33		19	17			11	
Total	11	7		23	26		47	43		15	18		3	5	

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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 all EL learners in all grade levels will improve their proficiency in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. EL learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.	
What data did you use to form this goal (findings from data analysis)? Previous years' state testing and MJUSD Benchmark Data, STAR reports from Renaissance Learning	**What did the analysis of the data reveal that led you to this goal?** As a school, students did not make AYP and/orCELDT Proficiency for 2016-2017
Who are the focus students and what is the expected growth? EL learners at a school wide level.	**What data will be collected to measure student achievement?** Teacher and program assessments MJUSD Benchmark Assessments CELDT Scores Report Card Performance Lexia Data
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	2018-2019	(1) 6 hour Student Support Specialist 5 days a week	Title I $41,000

	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
	academically at risk and will help coordinate intervention services for these students.			
1.2	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.	2018-2019	Fingerprinting for parents. 20 parents @ $71	T1-PI $1,500
1.3	Increase and provide consistent ELD instruction.	2018-2019	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 $12,244
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 school wide literacy by improving resources in the library, utilizing Lexia and AR as classroom resources, increase literacy through actively engaging students in meaningful and well planned lessons promoting all areas in literacy. .

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?**
Accelerated Reader participation grades 1-6 Lexia progress data Classroom assessments TK-6 STAR Assessment data Reading Plus Program 4-6 (pilot program)	Students need increased literacy support.
Who are the focus students and what is the expected growth? All students will make positive growth equal to a minimum of one year of growth per year.	**What data will be collected to measure student achievement?** Accelerated Reader participation grades 1-6 Classroom Assessment data K-6 Lexia Reports STAR Assessment Data Reading Plus Program 4-6

What process will you use to monitor and evaluate the data?
Data will be monitored and shared among PLC team during PLC time. After the data is reviewed, teachers will formulate ideas to promote an increase in academic performance in the area of literacy.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	2018-2019	Provide equipment software, license fees, supplies, books and materials for library.	Title I $1,637

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
in class. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. These library resources will also include reading intervention materials to help students increase their reading proficiency.			Other
2.3			Other
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)** 10% of all learners will improve their proficiency in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.	
What data did you use to form this goal (findings from data analysis)? Results from state, embedded and district level assessments.	**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? All learners	**What data will be collected to measure student achievement?** Results from MJUSD District Assessments, standards-based report card data, STAR reading assessments, STAR Math assessment results, Lexia data, Reading Plus data.
What process will you use to monitor and evaluate the data? PLC methods will be utilized by staff through the use the MJUSD District Assessments, standards-based report card data, STAR reading assessments, STAR Math assessment results, Lexia data and Reading Plus data to improve student achievement.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
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.	2018-2019	Teacher extra duty (Tutoring)	
3.2 Provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	2018-2019	Math, ELA, Science, Art, Social Science supplemental books, technology, materials and supplies	
3.3 Provide staff development opportunities to improve content instruction, instructional strategies, instructional	2018-2019	Staff development support supplies, conference registration fees and associated conference	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school. Including but not limited to PBIS training, which is our school wide discipline program. Johnson Park is in Year 3 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program. Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS coordinator to plan and implement PBIS procedures.		expenses, presenter fees and related expenses	
3.4	Provide support through hiring para educators to provide intervention support for 3rd through 6th grades. These positions to provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math.	2018-2019	Intervention supports for classroom teachers using existing curriculum as well as supplemental material designed to increase achievement.	Title I $24,000 Other Title I
3.5	Provide support through hiring para educators for kindergarten classes. These positions will provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math.	2018-2019	Provide para educators for kindergarten tor additional support.	Title I $28,637

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

2018-19 Program Expenditure Summary

Goal 1	
Title I	53,244
Title I Carryover	
Title I Parent Involvement	1,500
Title I Parent Involvement	
Other	
Total	$54,744

Goal 2	
Title I	1,637
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$1,637

Goal 3	
Title I	52,637
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$52,637

Goal 4	
Title I	43,836
Title I Carryover	
Title I Parent Involvement	371
Title I Parent Involvement	
Other	
Total	$44,207

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

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

Total Allocation	
Title I	150,717
Title I Carryover	
Title I Parent Involvement	1,871
Title I Parent Involvement	
Other	0
Total	$152,588

Total Expenditures	
Title I	151,354
Title I Carryover	
Title I Parent Involvement	1,871
Title I Parent Involvement	
Other	
Total	$152,225

Balance	
Title I	-637
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Total	$363

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$150,717
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$1,871
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$152,588

Total amount of state and federal categorical funds allocated to this school	**$152,588**

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
John Kovach	1			
Jesus Rivas		1		
Caroline Russett		1		
Jiwang Ghag		1		
Bao Yang			1	
Margie Evangelista				1
Ana Garcia				1
Shawna Supat				1
Katelyn Fitch				1
Karen Warner				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):**

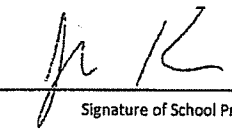
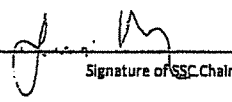
   X English Learner Advisory Committee

   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:

Typed Name	Signature	Date
John Kovach		5/9/18
Typed Name of School Principal	Signature of School Principal	Date
Jesus Rivas		5/9/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Ana Garcia		
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2018-19
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.. 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 Street	**Email Address:**	ahuerta@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056774
X Initial Plan Approval: 4/16/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	122	112		122	110		122	110		99.2	98.2	
Grade 4	90	122		88	121		88	121		97.8	99.2	
Grade 5	129	99		129	99		129	99		100	100	
All Grades	341	333		339	330		339	330		99.1	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2393.8	2397.1		12	12.73		22	24.55		27	23.64		39	39.09	
Grade 4	2437.7	2444.3		10	20.66		23	23.14		32	20.66		35	35.54	
Grade 5	2466.7	2488.8		9	13.13		26	37.37		26	28.28		40	21.21	
All Grades	N/A	N/A	N/A	10	15.76		24	27.88		28	23.94		38	32.42	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.36		47	38.18		42	45.45	
Grade 4	17	19.01		43	48.76		40	32.23	
Grade 5	15	19.19		35	57.58		50	23.23	
All Grades	14	18.18		41	47.88		45	33.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12.73		39	54.55		44	32.73	
Grade 4	9	18.18		52	46.28		39	35.54	
Grade 5	18	23.23		44	50.51		38	26.26	
All Grades	15	17.88		44	50.30		40	31.82	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	10.91		62	67.27		25	21.82	
Grade 4	8	15.70		70	57.02		22	27.27	
Grade 5	6	12.12		67	67.68		26	20.20	
All Grades	9	13.03		66	63.64		24	23.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	18.18		58	45.45		30	36.36	
Grade 4	20	24.79		50	47.11		30	28.10	
Grade 5	19	21.21		59	55.56		22	23.23	
All Grades	17	21.52		56	49.09		27	29.39	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	122	112		122	110		122	110		99.2	98.2	
Grade 4	91	122		89	121		89	121		97.8	99.2	
Grade 5	129	99		129	99		129	99		100	100	
All Grades	342	333		340	330		340	330		99.1	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2418.9	2415.2		13	10.00		30	29.09		28	34.55		29	26.36	
Grade 4	2449.5	2460.1		8	19.83		26	23.14		39	32.23		27	24.79	
Grade 5	2481.2	2484.2		12	11.11		22	17.17		29	38.38		37	33.33	
All Grades	N/A	N/A	N/A	11	13.94		26	23.33		31	34.85		31	27.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	19.09		47	44.55		34	36.36	
Grade 4	16	28.10		45	38.02		39	33.88	
Grade 5	22	11.11		34	37.37		43	51.52	
All Grades	19	20.00		41	40.00		39	40.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	14.55		48	60.00		34	25.45	
Grade 4	10	19.01		52	47.93		38	33.06	
Grade 5	8	14.14		49	49.49		43	36.36	
All Grades	12	16.06		49	52.42		39	31.52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	13.64		61	59.09		18	27.27	
Grade 4	13	23.14		51	47.11		36	29.75	
Grade 5	13	14.14		45	57.58		42	28.28	
All Grades	16	17.27		52	54.24		32	28.48	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				60			40				***				
1	8			50	57		25	21		8	14		8	7	
2	13	14		25	21		38	43		25	7			14	
3	15	25		20	25		50	25		15	17			8	
4	8	18		42	29		50	41			6			6	
5	13	33		47	44		27	22		13					
Total	11	16		38	34		39	31		11	10		1	7	

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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.	School Year 2018-2019	Instructional Assistant A	Title I 18170
		Instructional Assistant B	Title I 21692
		Instructional Assistant C	Title I 15059
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	School Year 2018-2019	Instructional Assistant	Title I 28840

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 their educating their students. She relates test information to second language parents in terms that they understand. Part time Instructional Assistant for Interventions.		3.5 hour Intervention Para educators	Title I 16480
1.3 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success: • Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meets with students individually to modify choices that will create academic success • Corresponds with parents to involve them in their child's education * Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction • Monitors progress of academic, attendance, and behavior goals • Leads groups of students on issues such as bullying, choices, decision making, study skills, etc. • Facilitate student recognition to motivate and inspire positive behavior and academic success • Mediates between students	School Year 201	Elementary Student Support Specialist 3.9 Hour 3.75 Hour Elementary SS 3.75 hour Elementary SS	Title I 19673 Title I 16748 Title I 16161
1.4 Supplemental Academic Resources for improving student academic performance by providing after school tutoring	School Year 201	Extra Hours Certificated and Classified	Title I 14000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 educational experiences during school hours. (GATE & Tutoring & Interventions). Afterschool Tutoring and 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 Mathmatics	School Year 201	Supplementary materals to enhance the classroom environment and to create complete usage of programs such as iReady, AR, AM, Curriculum Associates, BrainPop, Write Steps, GLAD, CAB Edusoft, Math Facts in a Flash. supplemental work books, learning charts, reading and math mats, and any other materials for supplemental projects	Title I 15000 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 certificated and classified staff to increase educators knowledge and skills for students to increase their academic performance.	
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Academic Scores, Teacher Assessments	**What did the analysis of the data reveal that led you to this goal?** Groups that were below goal or did not reach goal.
Who are the focus students and what is the expected growth? All groups will show growth or will maintain or show growth 3% towards meeting all district goals .	**What data will be collected to measure student achievement?** District Benchmark Assessments, Academic Scores, Teacher Assessments
What process will you use to monitor and evaluate the data? Teachers will meet weekly to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	School Year 201	Conference related expenses to include travel, accommodation, registration, and sub related costs.	Title I 34603
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 201	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.	Title I 1200
3.2	Create parent involvement opportunities to increase academic performance.	School Year 201	Materials, supplies, presenters fees, book for increased parent learning	Title I 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 201	Finger Printing	Title I 3000

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** School Safety	
What data did you use to form this goal (findings from data analysis)? Decrease in percentage of Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	**What did the analysis of the data reveal that led you to this goal?** Over the last 4 years suspensions have decreased.
Who are the focus students and what is the expected growth? All students and whole school data from Aeries.	**What data will be collected to measure student achievement?** Behavior information for Aeries.
What process will you use to monitor and evaluate the data? Group data to be collected to measure academic gains: Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
4.1 Providing strategies and incentives to encourage and support students making appropriate choices	School Year 2018-2019	PBIS and Kelso's Choice, supplies, awards for testing, awards for students making good choices	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 #5 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Technology will be integrated into the curriculum to achieve measurable educational objectives and a higher level of student engagement. Staff development tied to technology.	
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Academic Scores, Teacher Assessments	**What did the analysis of the data reveal that led you to this goal?** Students in the area of Math and Language Arts who are low in academics.
Who are the focus students and what is the expected growth? All significant groups as determined by assessments.	**What data will be collected to measure student achievement?** All significant groups as determined by assessments.
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
5.1	Ensure that all technology within classrooms are up to date and in good repair. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach educationally disadvantage students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents. When money becomes available.	School Year 2018-2019	Ensure that all equipment is in good repair; replace computer equipment as necessary	Title I 30000
5.2	Students will have access to technology to assist in the research process and in developing presentations that reflect their learning. ie. PowerPoint presentations, Publisher, Prezi, Microsoft Word, Movie Maker, and Voice	School Year 2018-2019	Computers, IPADS and covers, Chrome books, carts, elmos, smartboards head phones, and infrastructure to support technology.	Title I 2000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
Thread. Technology will also be used to assess student achievement and to drive instruction. Teachers will use technology to provide visuals, to support student learning and interactive lessons to increase student engagement.			

2018-19 Program Expenditure Summary

Goal 1	
Title I	181,823
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$181,823

Goal 2	
Title I	34,603
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$34,603

Goal 3	
Title I	4,500
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$4,500

Goal 4	
Title I	3,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$3,000

Goal 5	
Title I	32,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$32,000

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

Total Allocation	
Title I	268,592
Title I Carryover	
Title I Parent Involvement	3,334
Title I Parent Involvement	
Other	0
Total	$271,926

Total Expenditures	
Title I	255,926
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$271,323

Balance	
Title I	12,666
Title I Carryover	0
Title I Parent Involvement	3,334
Title I Parent Involvement	0
Total	$603

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$268,592
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$3,334
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$271,926

Total amount of state and federal categorical funds allocated to this school	**$271,926**

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
Alicia Breedlove				1
Jennifer Samayoa				1
Eric Preston				1
Angel Shreves				1
Elwyn Ordway		1		
Molly McKay		1		
Ina Lujan		1		
Kyle Sweeney		1		
Numbers of members of each category	**1**	**4**		**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: 04/16/18

Attested:

Angela Huerta	Angela Huerta	6-4-18
Typed Name of School Principal	Signature of School Principal	Date
Alicia Breedlove		6-4-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Ricky Samayoa		6/4/18
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. 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: May 15, 2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	91		84	90		84	90		98.8	98.9	
Grade 4	100	98		95	96		95	96		95	98	
Grade 5	97	87		95	84		95	84		97.9	96.6	
Grade 6	97	96		94	96		94	96		96.9	100	
All Grades	379	372		368	366		368	366		97.1	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2380.1	2384.7		5	5.56		15	23.33		38	32.22		42	38.89	
Grade 4	2389.3	2412.7		3	8.33		13	18.75		18	18.75		66	54.17	
Grade 5	2431.1	2415.6		4	2.38		18	10.71		20	27.38		58	59.52	
Grade 6	2479.4	2475.8		6	4.17		18	21.88		34	31.25		41	42.71	
All Grades	N/A	N/A	N/A	5	5.19		16	18.85		27	27.32		52	48.63	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	12.22		54	41.11		35	46.67	
Grade 4	4	14.58		36	39.58		60	45.83	
Grade 5	5	3.57		37	40.48		58	55.95	
Grade 6	7	12.50		43	44.79		50	42.71	
All Grades	7	10.93		42	41.53		51	47.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.67		46	52.22		49	41.11	
Grade 4	2	6.25		43	40.63		55	53.13	
Grade 5	4	3.57		36	36.90		60	59.52	
Grade 6	11	6.25		41	41.67		48	52.08	
All Grades	5	5.74		42	42.90		53	51.37	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	8.89		65	66.67		31	24.44	
Grade 4	6	5.21		60	56.25		34	38.54	
Grade 5	3	8.33		59	48.81		38	42.86	
Grade 6	7	7.29		71	60.42		21	32.29	
All Grades	5	7.38		64	58.20		31	34.43	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	8.89		61	53.33		31	37.78	
Grade 4	4	6.25		49	53.13		46	40.63	
Grade 5	14	4.76		53	40.48		34	54.76	
Grade 6	11	15.63		65	45.83		24	38.54	
All Grades	9	9.02		57	48.36		34	42.62	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	92		85	92		85	92		100	100	
Grade 4	100	99		97	97		97	97		97	98	
Grade 5	97	88		96	85		96	85		99	96.6	
Grade 6	97	97		96	97		96	97		99	100	
All Grades	379	376		374	371		374	371		98.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2400.5	2404.3		2	5.43		27	26.09		33	40.22		38	28.26	
Grade 4	2409.4	2417.8		1	0.00		8	16.49		41	39.18		49	44.33	
Grade 5	2408.4	2419.9		1	0.00		7	3.53		11	29.41		80	67.06	
Grade 6	2470.1	2453.7		11	4.12		7	10.31		27	28.87		54	56.70	
All Grades	N/A	N/A	N/A	4	2.43		12	14.29		28	34.50		56	48.79	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	14.13		49	48.91		40	36.96	
Grade 4	2	8.25		32	23.71		66	68.04	
Grade 5	2	1.18		16	12.94		82	85.88	
Grade 6	15	7.22		22	21.65		64	71.13	
All Grades	7	7.82		29	26.95		64	65.23	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	9.78		45	53.26		46	36.96	
Grade 4	4	4.12		38	41.24		58	54.64	
Grade 5	3	1.18		17	31.76		80	67.06	
Grade 6	7	4.12		38	32.99		55	62.89	
All Grades	6	4.85		34	39.89		60	55.26	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	11.96		71	53.26		25	34.78	
Grade 4	2	4.12		48	45.36		49	50.52	
Grade 5	2	1.18		18	29.41		80	69.41	
Grade 6	8	5.15		49	41.24		43	53.61	
All Grades	4	5.66		46	42.59		50	51.75	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		11					25	44		50	22		25	22	
1				26	15		46	35		26	32		3	18	
2				24	10		49	52		24	31		3	7	
3	3	5		11	28		54	41		26	15		6	10	
4	2	8		29	27		51	46		17	11			8	
5	16	3		39	35		24	41		21	16			5	
6				26	36		42	43		11	11		21	11	
Total	4	3		26	23		44	43		21	20		6	10	

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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 Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	Out Reach Consultant will motivate students to improve academic skills, sportsmanship, attitude, character, the community, and leadership skills. The ORC will serve as our home to school connection; providing access to social services based on needs, facilitate parent involvement and coordination of student success team meetings.	8/15/2018- 6/30/2019	Out Reach Consultant	Title I 47,261
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. Students participating in the RTI program will be referred through the SST process.	8/15/2018-6/30/2019	Supplementary Assistance (8) (as funding allows)	Title I 189,113

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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.	8/15/2018- 6/30/2019	Computers, IPads and covers, Chrome Books, Carts, Elmos, LCD projectors, smart boards, surge protectors, cabling,light bulbs,servers,routers,printers/scanners, mounting hardware, installation costs, wiring, headphones, flash drives, mice (As funding allows)	
1.4 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.	8/15/2018-6/30/2019	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 26,815
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.	8/15/2018-6/30/2019	Supplemental Materials (flash cards, academic games, white boards/markers), IPad app, (as funding allows)	Title I 4,953
1.6 Academic support offered during school hours, before school, or after school; small group instruction and/or pull	8/15/2018-6/30/2019	Alternative supports for struggling students (additional paras, extended day, tutoring via teachers	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
out interventions offered during the regular school day; high quality academic tutoring; and other services and programs that remove barriers to promote academic achievement.		as funding allows	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Categorical dollars will be focused on increasing academic achievement of EL Learners.	
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, CELDT scores, number of reclassfied students	**What did the analysis of the data reveal that led you to this goal?** EL students make up 60% of our student population. It is imperative that this sub-group remains a priority.
Who are the focus students and what is the expected growth? Those students designated as EL.	**What data will be collected to measure student achievement?** Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores
What process will you use to monitor and evaluate the data? Teachers will focus on EL students' assessement data and CELDT results during teacher articulation. The EL coordinator will monitor closely those students that have been reclassified.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 one hour.	8/15/2018-6/30/2019	EL Support Specialist As Funding Allows	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
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 dolllars will be focused on school safety, culture, and environmental tone. These areas are impacted greatly by school routines and procedures, and Parental Involvement at Linda Elementary School. The implementation of PBIS, Site Council, ELAC and PTA, reflects that Linda values a positive inclusive school environment. Shared decision making by all stakeholders is a priority. Opportunities for stakeholder input is invited formally and informally.	
What data did you use to form this goal (findings from data analysis)? Number of Parent Education, Site Council meetings, ELAC, PBIS first year implementation, number of office referrals, suspensions, expulsions, and attendance	**What did the analysis of the data reveal that led you to this goal?** Students' sense of inclusion, competence, and control directly effects academic achievement and attendance
Who are the focus students and what is the expected growth? All students' attendance will remain consistent or improve. Discipline incidences will decrease.	**What data will be collected to measure student achievement?** monthly attendance rates, number of students in the SARB process, number of suspensions and office referrals, SWIS data, District Benchmarks and curriculum embedded assessments, STAR, Lexia
What process will you use to monitor and evaluate the data? monthly attendance analysis, SWIS (web based program that analyzes patterns of behavioral incidents) SSTs which focus on student behavior that is impacting academic achievement and attendance	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	8/15/2018-6/30/2019	Supplies, personnel, childcare;Printing costs, banners;Fingerprinting/clearance	Title I 3,329 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**

2018-19 Program Expenditure Summary

Goal 1	
Title I	268,142
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$268,142

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

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	3,329
Title I Parent Involvement	
Other	
Total	$3,329

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

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

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

Total Allocation	
Title I	268,142
Title I Carryover	
Title I Parent Involvement	3,329
Title I Parent Involvement	
Other	0
Total	$271,471

Total Expenditures	
Title I	268,142
Title I Carryover	
Title I Parent Involvement	3,329
Title I Parent Involvement	
Other	
Total	$271,471

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$268,142
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$3,329
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$271,471

Total amount of state and federal categorical funds allocated to this school	**$271,471**

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:

Typed Name	Signature	Date
Judy Hart Typed Name of School Principal	Signature of School Principal	May 15, 2018 Date
Ann Vanderpool Typed Name of SSC Chairperson	Signature of SSC Chairperson	15 May 2018 Date
Cathy Blackshere Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	May 15, 2018 Date



2018-19
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.. 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
Initial Plan Approval: 5/17/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	14		22	14		22	14		100	100	
Grade 4	17	23		17	23		17	23		100	100	
Grade 5	20	16		19	16		19	16		95	100	
All Grades	59	53		58	53		58	53		98.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2434.2	2404.0		36	28.57		27	14.29		9	21.43		27	35.71	
Grade 4	2415.9	2463.0		6	17.39		29	43.48		18	17.39		47	21.74	
Grade 5	2457.6	2470.6		11	25.00		21	12.50		26	18.75		42	43.75	
All Grades	N/A	N/A	N/A	19	22.64		26	26.42		17	18.87		38	32.08	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	21.43		45	35.71		32	42.86	
Grade 4	18	26.09		24	52.17		59	21.74	
Grade 5	16	12.50		42	37.50		42	50.00	
All Grades	19	20.75		38	43.40		43	35.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	35.71		32	35.71		23	28.57	
Grade 4	6	17.39		41	52.17		53	30.43	
Grade 5	16	31.25		53	25.00		32	43.75	
All Grades	24	26.42		41	39.62		34	33.96	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	21.43		73	57.14		14	21.43	
Grade 4	18	8.70		59	69.57		24	21.74	
Grade 5	0	12.50		63	68.75		37	18.75	
All Grades	10	13.21		66	66.04		24	20.75	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	28.57		45	35.71		23	35.71	
Grade 4	12	13.04		53	60.87		35	26.09	
Grade 5	16	25.00		58	37.50		26	37.50	
All Grades	21	20.75		52	47.17		28	32.08	

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 6% decrease in students who performed BELOW standard. Specifically... Reading went from 43% below standard down to 35%; Writing stayed the same at 34% below standard during both years. . Listening went from 24% down to 21% below standard; Research and inquiry saw an increase in the percentage of students below standard. In 2015 28% were below standard. This number increase to 32% in 2016.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	14		22	14		22	14		100	100	
Grade 4	17	23		17	23		17	23		100	100	
Grade 5	20	16		19	16		19	16		95	100	
All Grades	59	53		58	53		58	53		98.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2439.9	2425.1		14	21.43		50	35.71		23	14.29		14	28.57	
Grade 4	2446.5	2471.6		12	4.35		18	39.13		35	43.48		35	13.04	
Grade 5	2473.1	2481.5		21	18.75		16	18.75		21	25.00		42	37.50	
All Grades	N/A	N/A	N/A	16	13.21		29	32.08		26	30.19		29	24.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	35.71		41	35.71		23	28.57	
Grade 4	12	21.74		35	43.48		53	34.78	
Grade 5	26	18.75		21	43.75		53	37.50	
All Grades	26	24.53		33	41.51		41	33.96	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	28.57		55	42.86		18	28.57	
Grade 4	24	17.39		41	60.87		35	21.74	
Grade 5	26	12.50		21	50.00		53	37.50	
All Grades	26	18.87		40	52.83		34	28.30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	28.57		64	42.86		14	28.57	
Grade 4	18	4.35		47	69.57		35	26.09	
Grade 5	11	25.00		42	31.25		47	43.75	
All Grades	17	16.98		52	50.94		31	32.08	

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 4.5% decrease in students who performed BELOW standard in mathematics. In 14-15, 29% of students were below standard. In 15-16, this percentage went down to having 24.5% below standard. Specifically, Concepts and Procedures went from 41% down to 34%; ; Problem Solving & Modeling/Data Analysis went from 34% down to 28%; Communicating Reasoning remained nearly the same: 31% were below standard in 2014-15 while this number increased to 32% in 2015-16.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
1				***			***								
2											***				
3							***								
4					***					***					
5											***		***		
Total				20	33		40			20	67		20		

Summarize and draw conclusions regarding the school's district Benchmark Data:
Due to low numbers of EL students, data is not collected for this population.

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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 dedicated intervention time.	
What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, CAASPP interim assessments, teacher assessments and standardized testing results.	**What did the analysis of the data reveal that led you to this goal?** Approximately 68% of students were at near near proficient in mastery of ELA standards on the 2016-17 CAASPP.. This is an increase from 62% the previous year. Approximately 75% of students were at or near mastery of math standards on the 2016-17 CAASPP. This is an increase from 71% the year prior.
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of 'Standard Nearly Met' and 'Standard Not Met' as measured on the CAASPP.. 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, STAR, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? Weekly 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.	Aug - June	3.5 hours/day, 5 days per week Para Educator to assist in strategic intervention time and combination classes. The students are performing at a wide range of academic levels.	Title I 12,250
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,	Title I 1000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.3	Provide supplemental materials which enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject		Support supplies: ink, paper (for creating individualized instructional materials), computer headsets for reading program, academic organizers	Title I 2500 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 341
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, LCD Projectors and Light Bulbs, Educational Applications, Chrome Books/Carts	Title I 2500
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, i-Ready Math Program, Sum Dog, Discovery Learning	Title I 4194

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students.	
What data did you use to form this goal (findings from data analysis)? Teacher requests, changing populations, CST and District benchmark results.	**What did the analysis of the data reveal that led you to this goal?** Aside from district-wide professioanl development at the beginning of the school year, no other opportunities for teacher learning are currently available.
Who are the focus students and what is the expected growth? Professional development for our teachers will focus on students with special needs, students who come from socio-economical disadvataged familes and students not performimg at levels of proficiency in ELA and math.	**What data will be collected to measure student achievement?** CST, district benchmark results, teacher assessments
What process will you use to monitor and evaluate the data? Teacher will be able to articulate connections between new learnings and student achievement results. Admin will be able to observe implementation of new learnings through frequent classroom walk-throughs.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 certificated 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 4000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 hrs. per teacher @ $53 per hour. Substitute costs for teacher release time centered on PD and/or PLC collaboration.	Title I 1000

2018-19 Program Expenditure Summary

Goal 1	
Title I	22,444
Title I Carryover	
Title I Parent Involvement	341
Title I Parent Involvement	
Other	
Total	$22,785

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

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

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

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

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

Total Allocation	
Title I	27,444
Title I Carryover	
Title I Parent Involvement	341
Title I Parent Involvement	
Other	0
Total	$27,785

Total Expenditures	
Title I	27,444
Title I Carryover	
Title I Parent Involvement	341
Title I Parent Involvement	
Other	
Total	$27,785

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$27,444
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$341
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$27,785

Total amount of state and federal categorical funds allocated to this school	**$27,785**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Kathleen Hansen	1			
Sydney Claggett		X		
Katie Webster		X		
Lisa Rerucha		X		
Yvonne Spiers			X	
Larkie Howard				X
Ashley Ketchum				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):**

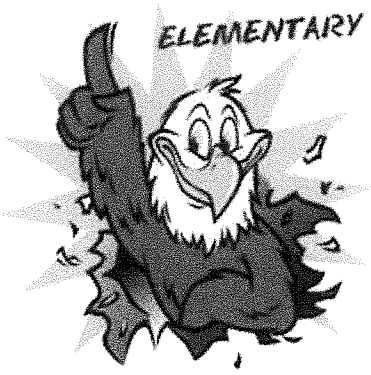
	English Learner Advisory Committee
X	School Advisory Committee (Economic Impact Aid – State Compensatory Education)
	Other committees established by the school or district (list):

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: 5/17/2018

Attested:

Kathleen Hansen		5/17/18
Typed Name of School Principal	Signature of School Principal	Date
Annie Songer	Annie Songer	5-17-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

OLIVEHURST



2018-19
Single Plan for Student Achievement (SPSA)

Olivehurst Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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:	Richard Sullivan	**Telephone:**	(530) 741-6191
Address:	1778 McGowan Rd.	**Email Address:**	rsullivan@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056741
X Initial Plan Approval: 5/29/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	73		78	72		78	72		96.3	98.6	
Grade 4	74	77		74	76		74	76		100	98.7	
Grade 5	87	84		87	83		87	83		100	98.8	
Grade 6	65	83		65	82		65	82		100	98.8	
All Grades	307	317		304	313		304	313		99	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.5	2385.4		5	12.50		22	19.44		22	25.00		51	43.06	
Grade 4	2386.4	2394.4		3	5.26		11	11.84		19	22.37		68	60.53	
Grade 5	2422.7	2428.5		2	3.61		11	16.87		25	24.10		61	55.42	
Grade 6	2463.3	2467.5		3	4.88		17	24.39		34	28.05		46	42.68	
All Grades	N/A	N/A	N/A	3	6.39		15	18.21		25	24.92		57	50.48	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	13.89		47	40.28		44	45.83	
Grade 4	3	9.21		31	35.53		66	55.26	
Grade 5	5	9.64		30	37.35		66	53.01	
Grade 6	9	6.10		38	47.56		52	46.34	
All Grades	6	9.58		37	40.26		57	50.16	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	5.56		38	56.94		53	37.50	
Grade 4	5	6.58		39	35.53		55	57.89	
Grade 5	3	13.25		40	32.53		56	54.22	
Grade 6	5	10.98		45	36.59		51	52.44	
All Grades	6	9.27		40	39.94		54	50.80	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	9.72		69	68.06		23	22.22	
Grade 4	7	5.26		64	50.00		30	44.74	
Grade 5	5	2.41		56	60.24		39	37.35	
Grade 6	5	13.41		66	51.22		29	35.37	
All Grades	6	7.67		63	57.19		31	35.14	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	16.67		46	31.94		47	51.39	
Grade 4	5	3.95		32	47.37		62	48.68	
Grade 5	9	7.23		55	33.73		36	59.04	
Grade 6	11	9.76		69	45.12		20	45.12	
All Grades	8	9.27		50	39.62		42	51.12	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	74		79	72		79	72		97.5	97.3	
Grade 4	74	77		74	76		74	76		100	98.7	
Grade 5	87	84		87	83		87	83		100	98.8	
Grade 6	65	83		65	82		65	82		100	98.8	
All Grades	307	318		305	313		305	313		99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2399.4	2404.3		10	9.72		24	23.61		24	26.39		42	40.28	
Grade 4	2410.4	2417.8		3	3.95		9	13.16		36	35.53		51	47.37	
Grade 5	2413.1	2425.6		1	2.41		3	4.82		23	20.48		72	72.29	
Grade 6	2460.5	2452.8		5	3.66		12	20.73		32	20.73		51	54.88	
All Grades	N/A	N/A	N/A	5	4.79		12	15.34		29	25.56		55	54.31	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	23.61		32	30.56		51	45.83	
Grade 4	8	9.21		26	23.68		66	67.11	
Grade 5	1	4.82		10	13.25		89	81.93	
Grade 6	11	12.20		34	25.61		55	62.20	
All Grades	9	12.14		25	23.00		66	64.86	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	18.06		34	37.50		49	44.44	
Grade 4	4	9.21		27	31.58		69	59.21	
Grade 5	1	2.41		22	31.33		77	66.27	
Grade 6	6	2.44		35	37.80		58	59.76	
All Grades	7	7.67		29	34.50		64	57.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	20.83		42	48.61		34	30.56	
Grade 4	5	6.58		42	47.37		53	46.05	
Grade 5	1	3.61		46	32.53		53	63.86	
Grade 6	6	3.66		49	45.12		45	51.22	
All Grades	9	8.31		45	43.13		46	48.56	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				25	25		25	75		50					
1	6	8		19	12		45	72		23	4		6	4	
2	11	7		33	20		17	43		33	20		6	10	
3	23			23	32		36	37		9	21		9	11	
4	11	17		26	13		43	35		17	30		3	4	
5	8	12		36	36		36	42		20	6			3	
6	15	9		30	30		35	35		15	22		5	4	
Total	12	9		27	24		37	45		20	16		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):

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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)
We will utilize instruction based on state standards that includes collaborative learning, maximizes evolving technology, addresses individual student needs, and consistently reflects high learning standards.

Results from multiple assessments, including the CAASPP (including Interim and Summative assessments) for English Language Arts and Math will serve as baseline data for student achievement. We will continue to monitor progress of all students and provide intervention for students not yet proficient with emphasis on our English Learner, Low SES, and Special Education students.

What data did you use to form this goal (findings from data analysis)? CAASPP data for 2nd-6th grades. All three sub-groups had over % of students at the Standard Nearly or Not Met Levels while All Students were at %. (English Learners %, Low Income %, Special Ed. %). Also analized: Teacher assessments Wonders and Go Math assessments CELDT scores	**What did the analysis of the data reveal that led you to this goal?** Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.
Who are the focus students and what is the expected growth? All students measuring Standard Nearly or Not Met with an emphasis on English Learners, Low Income, and Special Ed. students. The expected growth is 3% for all students referenced here.	**What data will be collected to measure student achievement?** District benchmark assessments, CAASPP scores, STAR reading assessments, NWEA-MAP, Teacher created assessments, Wonders and Go Math assessments, CELDT scores.
What process will you use to monitor and evaluate the data? Assessment data will be reviewed approximately every six weeks and instruction/intervention will be adjusted accordingly to ensure growth for all students.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction. Assist the Principal with administrative duties		Assistant Principal (.5)	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.			
1.2	Provide bilingual EL Para-educator to provide direct instruction to promote student achievement, monitor student placement, assessments, and communicate with staff, district office and parents.		Bilingual Para educator (1.0 – 6 hrs)	Title I 45000
1.3	Utilize assessment results in ELA and Math to establish a baseline at the beginning of the school year. Use data to identify student intervention areas. Progress monitor during each trimester to measure growth.		NWEA-MAP Assessment	Title I 5000
1.4	Provide school-wide interventions (small group and individual) in Reading and Math.		Instructional assistants and sub costs (8.0 - 3.75 hrs)	Title I 30000
1.5	Identify and purchase needed materials in order to provide personalized intervention for students (at all instructional levels).		Additional curriculum and supplies	Title I 1000
1.6	Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for K-6.		Conferences and related expenses. Expenses to cover on-site presenters.	Title I 5000
1.7	Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards. Such technology (purchasing student computers) will allow students to access supplemental resources such as Accelerated Reader.		Cost of items and appropriate state sales tax and shipping.	Title I 4000

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a 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)** We will create and maintain programs and communications to promote increased parent, family, and community involvement both on and off campus supporting academic growth, student enrichment and diversity.	
What data did you use to form this goal (findings from data analysis)? Anecdotal and observational data	**What did the analysis of the data reveal that led you to this goal?** Parents indicated a need for events and education to increase involvement.
Who are the focus students and what is the expected growth? All students	**What data will be collected to measure student achievement?** Student attendance rates, attendance at events and volunteer sign-in sheets, student, staff, parent survey results.
What process will you use to monitor and evaluate the data? Student attendance rates, attendance at events and volunteer sign-in sheets, student, staff, parent survey 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**
2.1	Develop and administer a survey for parents and staff communication needs and wants.			
2.2	Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, podcasts, and videos.			
2.3	Increase parent support, home school and community connections, and attendance.		Fingerprinting, advertising, back to school night, and supplies. Printing mailers, newsletters, materials, supplies, books and/or to improve communication between school, parent, and classroom.	Title I 2000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** We will maintain a school environment that is safe, secure, comfortable, and helps our students become contributing, responsible, and caring members of a diverse community.	
What data did you use to form this goal (findings from data analysis)? Anecdotal and observational data	**What did the analysis of the data reveal that led you to this goal?** Stakeholders indicated a need for a consistent set of guidelines/expectations for positive behavior.
Who are the focus students and what is the expected growth? All students. Discipline referrals will decrease by 5%.	**What data will be collected to measure student achievement?** Student, Parent, Staff survey results. School discipline data.
What process will you use to monitor and evaluate the data? Student, Parent, Staff survey results. School discipline 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**
3.1	Assist the school community in creating a caring and safe school environment in which students can learn and find success.		Elementary Student Support Specialist (1.0 - 6 hr)	Title I 25000
3.2	3.2 Provide a mental health specialist to help provide struggling students with a safe, encouraging and supportive environment to increase student participation and ultimately student performance.		Mental health specialist and mileage reimbursement.	Title I 45000
3.3	Reinforce character traits through curriculum, daily rituals and routines, and acknowledgements where applicable.			Other
3.4	Provide staff training/collaboration time to successfully implement PBIS program.			
3.5	Teach monthly character education lessons and evaluate			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
effectiveness of lessons in grade level teams.			
3.6 Hold weekly/monthly assemblies to teach/model/reinforce character traits.			
3.7 Provide ongoing training and monitor campus security to maintain a safe and secure environment. (Safety Plan)			
3.8 Provide a campus that is clean, comfortable, and inviting.			Title I T1-CO
3.9			Other

2018-19 Program Expenditure Summary

Goal 1	
Title I	90,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$90,000

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

Goal 3	
Title I	70,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$70,000

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

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

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

Total Allocation	
Title I	191,658
Title I Carryover	
Title I Parent Involvement	2,379
Title I Parent Involvement	
Other	0
Total	$194,037

Total Expenditures	
Title I	162,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$167,000

Balance	
Title I	29,658
Title I Carryover	0
Title I Parent Involvement	2,379
Title I Parent Involvement	0
Total	$27,037

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$191,658
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,379
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$194,037

Total amount of state and federal categorical funds allocated to this school	**$194,037**

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
Richard Sullivan	1			
Melissa White		X		
Jennie Arguelles-Roldan		X		
Josephine Bowlan		X		
Andrea Tucker			X	
Graciela Zambrano				X
Jovita Ruiz				X
Rosario Alvarado				X
Numbers of members of each category	**1**	**3**	**1**	**3**

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

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

Recommendations and Assurances

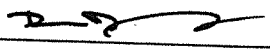
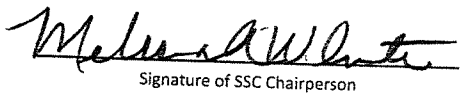
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/29/18

Attested:

Richard Sullivan		5/29/18
Typed Name of School Principal	Signature of School Principal	Date
Melissa White		5/29/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2018-19
Single Plan for Student Achievement (SPSA)

Yuba Feather Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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:	Duane Triplett	**Telephone:**	(530) 675-2382
Address:	18008 Oregon Hill Rd.	**Email Address:**	dtriplett@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056782
Initial Plan Approval:			
Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12		17	11		17	11		100	91.7	
Grade 4	15	20		14	19		14	19		93.3	95	
Grade 5	20	19		19	19		19	19		95	100	
Grade 6	12	11		12	11		12	11		100	100	
All Grades	64	62		62	60		62	60		96.9	96.8	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2387.0	2378.3		6	18.18		12	9.09		47	9.09		35	63.64	
Grade 4	2433.7	2377.9		7	0.00		29	5.26		36	21.05		29	73.68	
Grade 5	2435.3	2490.6		0	5.26		21	42.11		21	26.32		58	26.32	
Grade 6	2452.0	2454.6		0	0.00		25	9.09		33	36.36		42	54.55	
All Grades	N/A	N/A	N/A	3	5.00		21	18.33		34	23.33		42	53.33	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	18.18		59	27.27		35	54.55	
Grade 4	21	0.00		43	47.37		36	52.63	
Grade 5	11	26.32		42	52.63		47	21.05	
Grade 6	0	9.09		58	36.36		42	54.55	
All Grades	10	13.33		50	43.33		40	43.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	18.18		59	27.27		41	54.55	
Grade 4	7	0.00		43	31.58		50	68.42	
Grade 5	5	10.53		37	57.89		58	31.58	
Grade 6	0	0.00		50	45.45		50	54.55	
All Grades	3	6.67		47	41.67		50	51.67	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	18.18		76	63.64		24	18.18	
Grade 4	14	0.00		71	31.58		14	68.42	
Grade 5	0	10.53		53	73.68		47	15.79	
Grade 6	17	9.09		42	45.45		42	45.45	
All Grades	6	8.33		61	53.33		32	38.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.18		59	36.36		29	45.45	
Grade 4	7	0.00		79	42.11		14	57.89	
Grade 5	5	21.05		63	42.11		32	36.84	
Grade 6	8	0.00		58	90.91		33	9.09	
All Grades	8	10.00		65	50.00		27	40.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12		17	11		17	11		100	91.7	
Grade 4	15	20		14	18		14	18		93.3	90	
Grade 5	20	19		19	19		19	19		95	100	
Grade 6	12	11		12	11		12	11		100	100	
All Grades	64	62		62	59		62	59		96.9	95.2	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2410.1	2371.8		6	9.09		35	9.09		29	36.36		29	45.45	
Grade 4	2446.7	2401.1		7	0.00		29	22.22		29	22.22		36	55.56	
Grade 5	2462.5	2478.2		5	15.79		26	5.26		26	42.11		42	36.84	
Grade 6	2439.5	2460.0		0	0.00		17	27.27		33	18.18		50	54.55	
All Grades	N/A	N/A	N/A	5	6.78		27	15.25		29	30.51		39	47.46	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	9.09		29	54.55		35	36.36	
Grade 4	14	11.11		43	33.33		43	55.56	
Grade 5	16	15.79		37	31.58		47	52.63	
Grade 6	8	9.09		25	36.36		67	54.55	
All Grades	19	11.86		34	37.29		47	50.85	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.18		59	18.18		29	63.64	
Grade 4	0	0.00		71	38.89		29	61.11	
Grade 5	5	5.26		32	73.68		63	21.05	
Grade 6	8	0.00		42	45.45		50	54.55	
All Grades	6	5.08		50	47.46		44	47.46	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	0.00		59	45.45		29	54.55	
Grade 4	14	0.00		43	38.89		43	61.11	
Grade 5	5	15.79		58	36.84		37	47.37	
Grade 6	0	0.00		42	45.45		58	54.55	
All Grades	8	5.08		52	40.68		40	54.24	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
1					***		***								
2											***				
Total					50		100				50				

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Improve student achievement in English Language Arts and Math. By June 2017, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by the Smarter Balanced Assessment.	
What data did you use to form this goal (findings from data analysis)? 2015 CAASP Scores	**What did the analysis of the data reveal that led you to this goal?** Our 2015, CAASP results indicate that 33% of our students are proficient in ELA and 27% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected Growth: 70% of our students will score 70% or higher in both ELA and Math on the Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	**What data will be collected to measure student achievement?** Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores, STAR Reading scores, Smarter Balanced Assessment Scores, API and AYP scores.
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Rennaisance STAR, Benchmark, Program Embedded assessment data, and Smarter Balanced Assessment scores.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Provide students access to curriculum that addresses individual academic levels in grades K - 6 ELA through the implementation of the web based Accelerated Reader program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.		AR Books	Title I Other
1.2 To vary instructional strategies and provide equitable educational opportunities for all students, provide supplementary instructional materials that support the		Materials, Supplies, Books, & Equipment, copy paper, ink supplementary instructional materials that support the	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.		district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	
1.3	Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning.		Professional development materials, conference related expenses, sub costs	
1.4	Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership clubs.		Consultant Fees, Advisor Wages, Supplies, & Materials	
1.5	Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.		Hourly Rate for Teachers, Intervention Tutors - wages & benefits	
1.6	Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten, 1st grade, and another Para-educator to supports fifth and sixth grade students in math or ELA.		Para-educator Wages & Benefits Para-educator Wages & Benefits Para-educator Wages & Benefits	Title I 14,000.00 Title I 16,000.00 Title I 17,408.78
1.7	Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.		Web Based Intensive Instruction Purchase of equipment: Tablets, Chromebooks, Laptops Apps & Device covers, cart and needed classroom technology and supplemental supplies to increase academic learning	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal of: 70% of our students will score 70% or higher in both ELA and Math on the Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores..	
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	**What did the analysis of the data reveal that led you to this goal?** Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show an increase in disciplinary incidents for the 2016-2017 school year.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents	**What data will be collected to measure student achievement?** Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores, attendance reports, discipline reports
What process will you use to monitor and evaluate the data? We will regularly monitor and analyze parent Involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.		Fingerprinting Fees and supplies for parent classes	Title I 547.00
2.2	Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.		Materials, supplies,	
2.3				T1-PI

2018-19 Program Expenditure Summary

Goal 1	
Title I	47,408.78
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$47,408.78

Goal 2	
Title I	547
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$547

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

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

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

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

Total Allocation	
Title I	44,090
Title I Carryover	
Title I Parent Involvement	547
Title I Parent Involvement	
Other	0
Total	$44,637

Total Expenditures	
Title I	47,955.78
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement	
Other	
Total	$47,955.78

Balance	
Title I	-3,865.78
Title I Carryover	0
Title I Parent Involvement	547
Title I Parent Involvement	0
Total	$-3,318.78

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$44,090
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$547
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$44,637

Total amount of state and federal categorical funds allocated to this school	**$44,637**

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
Duane Triplett	1			
Melissa Noel-Vermillion		X		
Carlene McCarty		X		
Monica Quilty		X		
Daneen Phillips			X	
Frankie Contreras				X
Wendy Bowles				X
Abi Harvey				X
Andrea Torres				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:

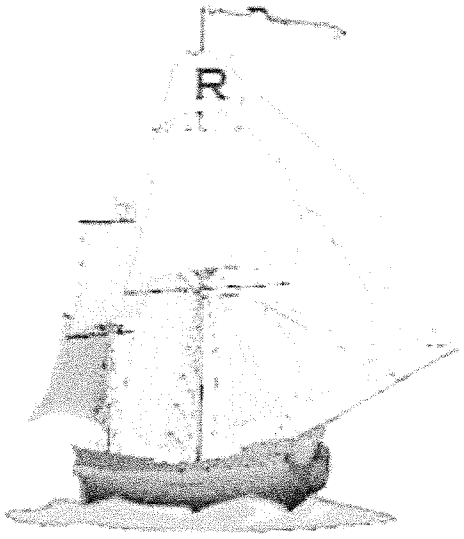
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

Attested:

Duane Triplett		6/6/18
Typed Name of School Principal	Signature of School Principal	Date
Carlene McCarty		6/6/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
Single Plan for Student Achievement (SPSA)

Foothill Intermediate School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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:			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	73		51	73		51	73		100	100	
Grade 7	78	51		78	51		78	51		100	100	
Grade 8	53	76		53	75		53	75		100	98.7	
All Grades	182	200		182	199		182	199		100	99.5	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2517.6	2518.5		14	9.59		33	41.10		29	27.40		24	21.92	
Grade 7	2549.7	2568.5		15	19.61		32	47.06		32	7.84		21	25.49	
Grade 8	2581.8	2556.0		21	10.67		42	41.33		19	24.00		19	24.00	
All Grades	N/A	N/A	N/A	16	12.56		35	42.71		27	21.11		21	23.62	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	21.92		47	52.05		33	26.03	
Grade 7	23	35.29		50	41.18		27	23.53	
Grade 8	42	26.67		40	49.33		19	24.00	
All Grades	27	27.14		46	48.24		26	24.62	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	19.18		55	50.68		31	30.14	
Grade 7	24	34.00		51	42.00		24	24.00	
Grade 8	23	20.00		60	52.00		17	28.00	
All Grades	21	23.23		55	48.99		24	27.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	12.33		67	69.86		12	17.81	
Grade 7	18	17.65		68	66.67		14	15.69	
Grade 8	19	16.00		68	65.33		13	18.67	
All Grades	19	15.08		68	67.34		13	17.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	26.03		53	52.05		16	21.92	
Grade 7	26	41.18		51	39.22		23	19.61	
Grade 8	28	22.67		51	48.00		21	29.33	
All Grades	28	28.64		52	47.24		20	24.12	

Conclusions based on this data:

1. Overall, students who met or nearly met proficiency in ELA standards decreased from 78% to 76.5% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Reading went form 73% - 75%, writing went from 76% - 72%, Listening went from 87% - 82%, Research and Inquiry went form 80% - 76%.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	73		51	73		51	73		100	100	
Grade 7	78	51		78	50		77	50		100	98	
Grade 8	53	76		53	75		53	75		100	98.7	
All Grades	182	200		182	198		181	198		100	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2504.9	2505.7		12	13.70		18	23.29		39	30.14		31	32.88	
Grade 7	2520.4	2522.9		10	18.00		19	22.00		38	32.00		32	28.00	
Grade 8	2564.2	2528.2		13	12.00		34	14.67		30	30.67		23	42.67	
All Grades	N/A	N/A	N/A	12	14.14		23	19.70		36	30.81		29	35.35	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	19.18		37	43.84		45	36.99	
Grade 7	16	26.00		48	36.00		36	38.00	
Grade 8	26	13.33		40	41.33		34	45.33	
All Grades	19	18.69		43	40.91		38	40.40	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	15.07		51	47.95		35	36.99	
Grade 7	18	28.00		51	44.00		31	28.00	
Grade 8	21	16.00		60	42.67		19	41.33	
All Grades	18	18.69		54	44.95		29	36.36	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	12.33		49	52.05		37	35.62	
Grade 7	16	14.00		55	54.00		30	32.00	
Grade 8	17	10.67		72	48.00		11	41.33	
All Grades	15	12.12		58	51.01		27	36.87	

Conclusions based on this data:

1. Overall, students who met or nearly met proficiency in math decreased from 71% to 65% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Concepts and Procedures 62% - 60%. Problem Solving/Data Analysis 72% - 64%%, Communicating Reasoning 73% - 64%.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6					***			***							
7				***											
8		***													
Total		33		100	33			33							

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

Summarize and draw conclusions regarding the school's District Benchmark Data:
While comparison data across years is not reflected here, this data is used to help inform teachers' area of greatest need for student instruction.

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

Summarize and draw conclusions regarding the school's District Benchmark Data:
While comparison data across years is not reflected here, this data is used to help inform teachers' area of greatest need for student instruction.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19
8th grade			

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2016-17	2017-18	2018-19

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)** Foothill School will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resourses, as well as supplemental learning experiences (which may occur outside the regular classroom setting). Academic counseling services will monitor student progress and achievment	
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?** 45% of students in ELA and 66% of students in Math did not yet achieve 'standard met' as measured by the 2016-17 CAASPP. (21% in ELA and 31% in math were 'standard nearly met')
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of 'Standard Not Met' or Standard Nearly Met' as reported by the CAASPP. 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? Collaboration days (Wednesdays) will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aide in providing applicable data for analysis and evaluation.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject. Supplemental instructional materials will include, instructional apps for computers, and periodicals. The		• 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 assistance for students with visual processing and working memory challenges. (quantity will	Title I 6,789

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.		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		Technology equipment include: Smart Boards/projectors Elmos desk top computers laptop computers Chromebooks Chromebook cart printers/ink cartridges projectors 3D Printer / supplies	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
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. Effective implementation of our school's technology requires ongoing professional development, support and		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 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
	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.		Teacher to teacher professional development , EL and Technology coordination. Hourly rates for teachers after-school PD up to 5 hr's per teacher. Substitute costs for teacher release time centered on PD and/or PLC collaboration.	Title I 3,000
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. 2018 - June 2019	Technology for student use during research projects. Supplemental books, novels, periodicals, supplies and materials. Updates to the web-based Destiny software system.	Title I 5,000
1.5	Academic Student Support Specialist services will provide struggling learners with guidance and support to increase success in the classroom. The Student Support Specialist will meet with both small groups and individuals to monitor progress and achievement in core academic subjects. Student Support Specialist will also assist students with organization strategies and study skills.	Aug. 2018 - June 2019	5 x per week / 3.5 hrs x day Student Support Specialist	Title I 16,500
1.7				Title I

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will learn in an environment that is safe, healthy and conducive to maximum levels of academic achievement. Students can not reach maximum levels of achievement where drugs, bullying, unhealty life styles and/or poor attendance exist. Recognition of and support for students' academic, behavioral and school attendance accomplishments will be increased. Supplemental instructional assemblies, as well as parent involvement and communication strategies will be expanded. Each of these are critical components to ensuring this goal is achieved.	
What data did you use to form this goal (findings from data analysis)? PBIS SWIS data, suspensions and expulsions rates, disciplinary referrals and truancy notices.	**What did the analysis of the data reveal that led you to this goal?** Disciplinary action for Foothill students has decreased. One measure of this is suspension/expulsion rates. In 2017, we had 94 days of suspension. As of April 2018, we have decreased that number to 31. Expulsion rates went from one to zero.
Who are the focus students and what is the expected growth? The focus for this goal will be on all students, with particular emphasis on struggling learners and on students whose discipplinary actions result in missed instruction.	**What data will be collected to measure student achievement?** A minimum decrease of 5% in suspensions and expulsions. A minimum increase of 3% in attendance.
What process will you use to monitor and evaluate the data? Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 will be implemented. Efforts will include: newsletters, parent postcards, handbooks, automated School Messenger, site council presentations, student achievement updates, and parent surveys.		Printing and mailing costs . PBIS Raider Recognitions (with a copy to be taken home to parent). Consumable materials for presentations ~~and light snack items for parent meetings~~.	T1-PI 637
2.4			T1-PI

2018-19 Program Expenditure Summary

Goal 1	
Title I	51,289
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$51,289

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	637
Title I Parent Involvement Carryover	
Other	
Total	$637

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

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

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

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

Total Allocation	
Title I	51,289
Title I Carryover	
Title I Parent Involvement	637
Title I Parent Involvement Carryover	
Other	0
Total	$51,926

Total Expenditures	
Title I	51,289
Title I Carryover	
Title I Parent Involvement	637
Title I Parent Involvement Carryover	
Other	
Total	$51,926

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

Programs Included in this Plan

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

Local Programs	Allocation
List and Describe Other State or Local Funds: $Provide a mental health specialist to to help provide students with a safe, encouraging and supportive environment. to increase student participation and performance.	$0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$51,289
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$637
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$51,926

Total amount of state and federal categorical funds allocated to this school	**$51,926**

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		
Katie Schaal				1	
Jodi Mallen				1	
Carmie Ellyson				1	
Kayden Ellyson					1
Grace Mallen					1
Tayton Slade					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):**

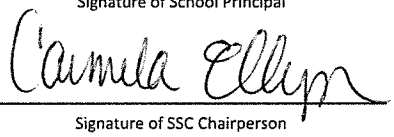
   English Learner Advisory Committee

   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:

Attested:

Typed Name	Signature	Date
Kathleen Hansen		5/24/18
Typed Name of School Principal	Signature of School Principal	Date
Carmela Ellyson		5/24/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2018-19
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.. 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:	Thomas Reusser	**Telephone:**	(530) 741-6187
Address:	1904 Huston St.	**Email Address:**	treusser@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-6056626
Initial Plan Approval: 6-6-18			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	160	200		160	195		160	195		100	97.5	
Grade 7	179	180		177	177		177	177		98.9	98.3	
Grade 8	176	174		173	168		172	168		98.3	96.6	
All Grades	515	554		510	540		509	540		99	97.5	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2487.5	2499.3		4	5.13		29	31.28		31	34.87		37	28.72	
Grade 7	2483.2	2528.9		3	4.52		20	41.81		24	29.38		53	24.29	
Grade 8	2518.6	2519.3		5	6.55		25	23.81		32	34.52		38	35.12	
All Grades	N/A	N/A	N/A	4	5.37		24	32.41		29	32.96		43	29.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	12.31		51	56.92		42	30.77	
Grade 7	10	17.51		40	54.24		50	28.25	
Grade 8	18	17.26		42	41.07		40	41.67	
All Grades	12	15.56		44	51.11		44	33.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	8.21		39	56.41		51	35.38	
Grade 7	5	17.51		45	53.67		50	28.81	
Grade 8	8	11.31		47	48.21		45	40.48	
All Grades	7	12.22		44	52.96		49	34.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	8.21		68	74.87		21	16.92	
Grade 7	6	6.21		60	71.75		34	22.03	
Grade 8	5	7.74		68	67.26		27	25.00	
All Grades	7	7.41		65	71.48		28	21.11	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	20.51		58	51.79		23	27.69	
Grade 7	7	16.38		49	63.28		44	20.34	
Grade 8	13	14.88		58	50.60		28	34.52	
All Grades	13	17.41		55	55.19		32	27.41	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	160	200		160	196		160	196		100	98	
Grade 7	179	181		177	179		177	179		98.9	98.9	
Grade 8	175	173		172	170		172	170		98.3	98.3	
All Grades	514	554		509	545		509	545		99	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2484.5	2491.1		4	9.18		18	18.37		41	32.65		37	39.80	
Grade 7	2462.2	2495.5		1	3.91		10	15.08		33	41.90		55	39.11	
Grade 8	2497.0	2488.5		7	5.29		15	12.35		22	28.24		56	54.12	
All Grades	N/A	N/A	N/A	4	6.24		14	15.41		32	34.31		50	44.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	16.33		42	32.65		50	51.02	
Grade 7	4	8.94		31	37.99		66	53.07	
Grade 8	13	4.71		26	34.71		62	60.59	
All Grades	8	10.28		32	35.05		59	54.68	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	8.67		52	49.49		44	41.84	
Grade 7	5	5.03		31	54.75		65	40.22	
Grade 8	7	6.47		48	36.47		45	57.06	
All Grades	5	6.79		43	47.16		52	46.06	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	9.18		56	50.00		40	40.82	
Grade 7	3	9.50		51	55.31		45	35.20	
Grade 8	7	7.65		60	50.59		33	41.76	
All Grades	5	8.81		56	51.93		39	39.27	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	19	10		58	33		19	37			17		4	3	
7		25		40	41		44	25		12	3		4	6	
8	8	8		50	42		21	46		4			17	4	
Total	9	15		49	39		28	35		5	7		8	5	

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19
8th grade			

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19

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)?	**What did the analysis of the data reveal that led you to this goal?**
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)	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 Socioeconomic 5% growth 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 schoolwde growth indicator will be used as progress indicator towards goal
CASPP Achievement Level data will be used as final indicator of success of goal

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 Service Coordinator: Analyze Benchmark and interim testing data. Determine at risk and low performing students and coordinate support personnel in creating targeted interventions including Counselor, English	August 2018 - June 2019	wages and benefits	Title I 35000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	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.		Materials and supplies	Title I 1000 Title I
1.2	Professional Development: Provide increased and structured professional development opportunities for staff members related to data analysis, effective teaching practices, student intervention, and other activities related to student academic and social growth. Professional growth opportunities around Professional Learning Communities and effective collaboration.These include supplemental service agreements.	August 2018 - June 2019	sub costs, conference related expenses, material and supplies to support teacher professional development, additional costs related to outside companies providing PD to McKenney staff.	Title I 38000 Title I Title I
1.3	After School Intervention Support to support student growth in mastery of Grade Level Standards. For students and families to help increase students success through solid connections to school. Includes outreach to at risk families, EL families to connect them to school and community support services such as after school tutoring, counseling	August 2018 - June 2019	wages and benefits	Title I 5000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	services, mental health services and local service agencies.			Title I
1.4	Supplemental Curriculum to support mastery of grade level concepts and increase proficiency. AVID Weekly: Campus subscription to enhance development of school wide literacy. This is a curriculum supplement to enhance critical reading skills school wide. 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.	August 2018 - June 2019	Supplemental Curriculum, Materials and Supplies, Technology to include subscriptions	Title I 34000 Title I
1.5	English Language Learning program will be enhanced through the use of: 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.	August 2018 - June 2019	supplemental materials, supplies and technology to increase student learning	Title I 6800
1.6	Provide technology support for EDY to enhance and extend	August 2018 - June 2019	Provide supplemental technology, material and	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
	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 and any new technology to support student learning. Academic software that augment lesson and support increased percentage of proficiency on academic measures.		supplies	T1-CO
1.7	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	August 2018 - June 2019	wages and benefits	
1.8	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	August 2018 - June 2019	wages and benefits	Title I 42000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 plans to ensure academic success. * Direct Services to students * 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.			
1.9	Technology Support Personnel *Hourly rate to support integration of technology in the classroom using Common Core lessons and hands-on student activities to increase student engagement and technology skills. Economically Disadvantaged Students will have an opportunity to experience different types of technology, ie, laptops, I Pads, Chromebooks, desk tops, to increase their overall proficiency with technology. Addresses work readiness skills and technology.	August 2018 - June 2019	wages and benefits	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** 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 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.	August 2018-June 2019	Wages 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
		Materials and supplies	Title I 1000
2.2 Student Recognition for: * Quarter Awards * Benchmark Awards	August 2018-June 2019	Positive Recognition Materials and Supplies	Title I 1455
2.3 Parent Involvement Events: * Open House Event-- * Parent involvement in Positive Behavior Intervention & Supports-conference, travel expenses Parent Training Nights: including use of AERIES, bully prevention, academic support, gang awareness, parent math night, Common Core information, Digital Parenting seminars, Interpreters for events.	August 2018-June 2019	Materials and Supplies, fingerprinting, print costs/mailing costs of newsletters, subscription to parent magazine	T1-PI 2592 T1-PI T1-PI T1-PI T1-PI
2.4 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.	August 2018-June 2019	Training for staff and parents, travel to training, substitute costs, printing costs. Materials and supplies	Title I 3000 Title I 1500

2018-19 Program Expenditure Summary

Goal 1	
Title I	201,800
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$201,800

Goal 2	
Title I	6,955
Title I Carryover	
Title I Parent Involvement	2,592
Title I Parent Involvement Carryover	
Other	
Total	$9,547

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

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

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

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

Total Allocation	
Title I	208,755
Title I Carryover	
Title I Parent Involvement	2,592
Title I Parent Involvement Carryover	
Other	
Total	$211,347

Total Expenditures	
Title I	208,755
Title I Carryover	
Title I Parent Involvement	2,592
Title I Parent Involvement Carryover	
Other	
Total	$211,347

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

Programs Included in this Plan

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

Local Programs	Allocation
List and Describe Other State or Local Funds: $	$0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$208,755
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$2,592
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$211,347

Total amount of state and federal categorical funds allocated to this school	**$211,347**

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
Thomas Reusser	1				
Teacher Andy Haas		2			
Teacher Ashley Martinez		3			
Teacher Karen Anderson		4			
Teacher Susan Roger		5			
Parent Diane Washburn				7	
Parent Jason Roper				8	
Parent Sharon Criddle				9	
Parent Heather Terpelle				10	
Parent Lorraine Amaro				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:

Typed Name	Signature	Date
Thomas Reusser		6-6-18
Typed Name of School Principal	Signature of School Principal	Date
Jason Roper		6-6-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. 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: 052318			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	378	385		371	378		371	378		97.9	98.2	
Grade 8	360	363		355	353		352	353		98.6	97.2	
All Grades	738	748		726	731		723	731		98.2	97.7	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2470.0	2469.8		1	2.91		18	15.87		28	25.13		54	56.08	
Grade 8	2490.5	2478.2		3	1.98		20	15.58		28	27.76		49	54.67	
All Grades	N/A	N/A	N/A	2	2.46		19	15.73		28	26.40		52	55.40	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	6	6.35		36	40.74		58	52.91	
Grade 8	10	5.95		41	38.81		48	55.24	
All Grades	8	6.16		39	39.81		53	54.04	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	4	5.03		39	40.21		57	54.76	
Grade 8	7	3.97		34	35.69		59	60.34	
All Grades	6	4.51		36	38.03		58	57.46	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	5	5.03		57	50.26		37	44.71	
Grade 8	7	3.97		57	57.22		36	38.81	
All Grades	6	4.51		57	53.63		37	41.86	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	6	7.14		48	43.12		46	49.74	
Grade 8	9	5.10		42	43.06		48	51.84	
All Grades	7	6.16		45	43.09		47	50.75	

Conclusions based on this data:

1. Reading and Writing in 7th indicates an increase for the 16/17 school year. Reading and Writing in 8th grade show a decrease in proficiency for the 16/17 school year.
2. Listening/Research/Inquiry show decreases in proficiency levels for 7th and 8th Grade for the 16/17 school year.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	377	385		370	380		370	380		98.1	98.7	
Grade 8	360	363		356	354		356	354		98.9	97.5	
All Grades	737	748		726	734		726	734		98.5	98.1	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2474.6	2461.0		5	3.68		11	10.00		33	27.11		51	59.21	
Grade 8	2466.3	2466.5		1	2.54		8	11.58		28	18.64		63	67.23	
All Grades	N/A	N/A	N/A	3	3.13		9	10.76		31	23.02		57	63.08	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	7	6.58		29	25.00		63	68.42	
Grade 8	3	5.37		26	22.60		71	72.03	
All Grades	5	5.99		28	23.84		67	70.16	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	7	3.95		45	40.00		48	56.05	
Grade 8	3	7.06		47	27.97		51	64.97	
All Grades	5	5.45		46	34.20		49	60.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	8	3.68		49	45.00		43	51.32	
Grade 8	1	2.54		51	42.37		48	55.08	
All Grades	5	3.13		50	43.73		46	53.13	

Conclusions based on this data:

1. An overall decrease was seen in the 7th and 8th grade in regards to overall proficiency.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	10	19		50	38		23	31		12	6		6	7	
8	11	11		52	46		23	27		10	12		5	4	
Total	10	15		51	42		23	29		11	8		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):

Increase from 15/16 to 16/17 of students reaching the Advanced proficiency level. A increase of 7% is seen for students reaching the intermediate proficiency levels from 15/16 to 17/18.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19
8th grade			

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2016-17	2017-18	2018-19

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)** Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.	
What data did you use to form this goal (findings from data analysis)? CELDT, CAASPP, program embedded assessments, teacher grades and discipline data.	**What did the analysis of the data reveal that led you to this goal?** 16/17 CAASPP results did not show growth.
Who are the focus students and what is the expected growth? All students, Increase CAASPP results to reflect movement from very low to the low level of the California Model Five by Five.	**What data will be collected to measure student achievement?** CELDT, program embedded assessments, teacher grades, benchmarks and CAASPP results.
What process will you use to monitor and evaluate the data? Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Faciliators. Data will also be reviewed during Site Council meetings to determine if resources are being spent appropriately.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	After School tutoring transportation costs to get students home, as part of the full implementation for PBIS.	7/1/18-6/30/19	Transportation	Title I 18500
1.2	Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	7/1/18-6/30/19	Salary/Benefits	Title I 15000
1.3	Technology technician and support for teachers to help support student use of technology	7/1/18-6/30/19	Salary/Benefits	Title I 2000
1.4	Guiding Coalition - plan and facilitate collaboration and assist with implementation of initiatives, lesson development and professional development as they relate to the PLC process.	7/1/18-6/30/19	salary/benefits	Title I 10000
1.5	Continued integration of technology (Smart Boards, IPADS, Chrome books, grading cameras, Elmo's, student use computers, printers, installation of equipment and	7/1/18-6/30/19	supplemental materials	Title I 22300

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
	technology materials that support the core curriculum/state standards.			
1.6	Supplemental supplies and materials to help students reach their academic goals	7/1/18-6/30/19	Supplies and materials	Title I 41730
1.7	3 Para professionals - Support Professional Learning Communities process during intervention time. Para professionals will be working directly with students during intervention time.	7/1/18-6/30/19	Salary/Benefits	Title I 35000 T1-CO
1.8	Restorative Practices presentation to Staff on 10/8/18, with Karen Junker. Teachers will learn skills they can use immediately to strengthen relationships and respond to conflict in their classroom.	7/1/18-6/30/19	Contract	Title I 2700 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, artificial intelligence 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.	7/1/18-6/30/19	Contract/Subscriptions	Title I 3000

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.2	5 Star Students/PBIS Rewards - 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.	7/1/18-6/30/19	Contract/Materials	Title I 3000 T1-CO
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 by Solution Tree for 2019.	7/1/18-6/30/19	Salary/Benefits/Training Costs/Materials	Title I 14000
2.4	PBIS Expenses - could include posters, training, meeting time etc.	7/1/18-6/30/19	Salary/Benefits/Training Costs/Materials	Title I 4000
2.5	Professional Communities Initiative Work with Maria Nielsen - 9 contracted days to work with Maria Neilsen to help ensure that all students can learn at high levels, create a collaborative culture with collective responsibility and a results oriented learning environment.	7/1/18-6/30/19	Contract/Training Costs	Title I 45000
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. The specialist also works with students on behavioral issues identified through classroom and social observations and meets with students to modify choices that will create academic success. The specialist also corresponds with parents to encourage active parent involvement in education and works with families to remove barriers to learning. The specialist also monitors progress of academics, attendance, and behavioral goals. Review student transcripts and class schedules to identify potential causes for student's behavioral or academic concerns. Also, leads groups of students on issues such as bullying, choices, decision making, study skills, etc. and facilitates student	7/1/18-6/30/19	2 FTE = 1) 45,460 2) 51,970 Total Salary/Benefits	Title I 105000

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase parental involvement and community support.	
What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	**What did the analysis of the data reveal that led you to this goal?** We are anticipating <60 non promotes for the 1718 school year.
Who are the focus students and what is the expected growth? Students showing <2.0 or a large decrease in academic success.	**What data will be collected to measure student achievement?** *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.
What process will you use to monitor and evaluate the data? SWIS, AERIES	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
4.1	Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	7/1/18-6/30/19	Materials/ Parenting Classes	T1-CO T1-PI 3988
4.2				T1-PI

2018-19 Program Expenditure Summary

Goal 1	
Title I	147,230
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$147,230

Goal 2	
Title I	69,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$69,000

Goal 3	
Title I	105,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$105,000

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	3,988
Title I Parent Involvement Carryover	
Other	
Total	$3,988

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

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

Total Allocation	
Title I	321,230
Title I Carryover	
Title I Parent Involvement	3,988
Title I Parent Involvement Carryover	
Other	0
Total	$325,218

Total Expenditures	
Title I	321,230
Title I Carryover	
Title I Parent Involvement	3,988
Title I Parent Involvement Carryover	
Other	
Total	$325,218

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

Programs Included in this Plan

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

Local Programs	Allocation
List and Describe Other State or Local Funds: $	$0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$321,230
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$3,988
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$325,218

Total amount of state and federal categorical funds allocated to this school	**$325,218**

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			
Michelle Jones		1			
Nancy Davis		1			
Teresa Bristow		1			
Sofia Tapia Hernandez				1	
Ruth Estrada				1	
Nora Valle				1	
Jennifer Bramer			1		
Nori Lee					1
Kassidy Meniel					1
Cesar Zavala					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		5/23/18
Typed Name of School Principal	Signature of School Principal	Date
Rebecca Stewart		5/24/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Nora Valle		5/23/18
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
Single Plan for Student Achievement (SPSA)

Lindhurst High School

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

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

Principal:	Bob Eckardt	**Telephone:**	(530) 741-6150
Address:	4446 Olive Dr.	**Email Address:**	beckardt@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5830013
X Initial Plan Approval: 5/24/2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	238	234		232	230		232	229		97.5	98.3	
All Grades	238	234		232	230		232	229		97.5	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2550.8	2562.0		8	12.23		31	32.31		35	27.51		26	27.95	
All Grades	N/A	N/A	N/A	8	12.23		31	32.31		35	27.51		26	27.95	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	24.45		57	44.54		29	31.00	
All Grades	14	24.45		57	44.54		29	31.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	16.59		56	49.78		32	33.62	
All Grades	13	16.59		56	49.78		32	33.62	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	14.41		67	62.88		20	22.71	
All Grades	13	14.41		67	62.88		20	22.71	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	21.40		66	53.28		19	25.33	
All Grades	16	21.40		66	53.28		19	25.33	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	238	233		231	229		231	228		97.1	98.3	
All Grades	238	233		231	229		231	228		97.1	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2525.4	2517.9		2	1.32		15	16.67		27	21.49		56	60.53	
All Grades	N/A	N/A	N/A	2	1.32		15	16.67		27	21.49		56	60.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	7.46		29	23.68		66	68.86	
All Grades	5	7.46		29	23.68		66	68.86	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	2.63		45	45.61		49	51.75	
All Grades	6	2.63		45	45.61		49	51.75	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	2.63		51	57.89		43	39.47	
All Grades	6	2.63		51	57.89		43	39.47	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	3	5		32	40		48	33		12	13		5	10	
10	11	1		41	37		34	43		6	9		7	9	
11	11	7		46	57		23	25		14	3		6	8	
12	16	18		56	39		16	27		7	9		5	7	
Total	10	6		42	43		33	33		9	9		6	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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate (1-year)	6.90	2.30	2.3	11.60	8.30	8.3	11.50	10.70	10.7
Graduation Rate	90.69			79.56			80.95		

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19

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

ASAM

(insert CDE Chart here)

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on "Socioeconomically Disadvantaged" students and students identified as underperforming by failing the CASSP, GPA between 1.5-2.5, and/or AP students who score under the state average of AP exams.	
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as LEA LCAP goals.	**What did the analysis of the data reveal that led you to this goal?** The self-study findings indicate a need to improve student achievement in all areas with an emphasis in English/Language Arts and Mathematics. This rationale is supported by state assessments, student grade point averages, recommendations from various school committees, and review of student work.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the subgroups within the school.	**What data will be collected to measure student achievement?** Student achievement of the CASSP assessment will increase by 2% each year. Increase overall student GPA by 0.5 per year.
What process will you use to monitor and evaluate the data? Multiple measures will be used to gauge student achievement, to include CASSP scores, local assessment data, and non-weighted overall GPA.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
1.1	Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB. To be included is to provide teachers with collaboration time as well as "summer institute" collaboration time.	July 1, 2018 through June 30, 2019	Lindhurst High School will provide collaboration time after contract hours during the school year as well as send teachers to professional development conferences The time after contract hours will be structured with an emphasis on creating units of study, common assessments, students data review and appropriate modifications to instruction based on this data.	Title I 18,000

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
		To create collaborative time for teachers to meet plan and develop enrichment activities as well on hone and work on instructional strategies, LHS will have "summer Institutes" for teachers. Consisting of 2 6 hour days during the summer after their contract days. As funds permits, our goal will be to be able to accommodate the full 54 teachers on site.	Title I 40,000
		For implementing Professional Learning Communities within LHS, Lindhurst will be sending teachers to the PLC institute during June of 2017. Other funds will also be use to cover the total cost of the training.	Title I 62,000
		LHS will pay for teachers to work after school to run the credit recover program PLATO. This will occur twice a week each week for the duration of the school year. One hour per session, two hours a week.	Title I 11,200
		LHS will pay for teachers to cover other teachers during the day to allow teachers to collaborate and or perform extra services/tasks beyond their contract	Title I 18,000
1.2 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 5 out of 10 in terms of similar school in the state of California.	July 2018 through June 2019	As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner. As well as toner ink for printing off supplemental materials on classroom printers. This is a small sampling of the materials and supplies that will be purchased throughout the school year.	Title I 20,000
		LHS will provide core subject departments with additional dollars to be used on supplemental instructional materials	Title I 51,408
1.3 In an effort to enhance our supplemental and diversified	July 2018 through June	LHS will purchase technology for student and	Title I 30,000

	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
	instructional strategies, LHS will be investing in technology to directly serve the students in classroom and learning environments	2019	classroom use. This supplemental technology will range from laptops, desktop computers, tv and sound bars for classrooms as well.	
1.4	LHS is taking continued strides to incorporate as many STEM activities and instructional opportunities for our students. These activities and instructional opportunities create an other level of interest and engagement among students. This engagement is expected to increase student achievement.	July 2018 through June 2019	LHS will purchase supplemental materials that are STEM focused and for science NGSS based.	Title I 5,000
1.5	With a focus on student achievement and an understanding that students do not learn at the same pace, Lindhurst High School will develop programs and services within and beyond the student day to provide students with target intervention, reteaching and intervention materials.	July 2018 through July 2019	LHS will have intervention classes before and after school for students whom have either failed a class, in danger of failing a class or in need of a tier III intervention	Title I 22,000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Improve the academic performance of all students, especially those identified as English Learners and Special Education students.	
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the LEA LCAP goal number 1	**What did the analysis of the data reveal that led you to this goal?** The self-study findings indicate a need to improve student achievement in all subject areas. Specific areas for emphasis are our subgroup population of English Learners and Special Education students. While high marks were given to the efforts and work that Lindhurst High School is doing with this subgroup, the data clearly shows addition need and room for growth. This rational is supported by state assessments, student GPA's, recommendations from various school committees, and a review of students work.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the English Language Learner and SPED subgroups.	**What data will be collected to measure student achievement?** Academic achievement will be measured on school wide and significant subgroup scores on CELDT, and local assessments.
What process will you use to monitor and evaluate the data? Student achievement of the CASSP March assessment will increase by 2% each year. Increase overall non-weighted student GPA by 0.5 points per year. Also to be measured by individual IEP goal. Increase the number of students scoring 4's or 5's on the CELDT by 2% each year.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1 Monies will be used to fund two bilingual para educators	July 2018 through June 2019	In order to better serve our English language students LHS will hire two bilingual para educators to work specifically with EL students in core classes such as English and Math.	Title I 100,000 Title I

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students will participate in a Common Core enriched curriculum designed to support students in pathways towards post-secondary success.	
What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established goals set for by our LEA in LCAP	**What did the analysis of the data reveal that led you to this goal?** The self-study findings indicate a need to provide more opportunities for post-secondary success to create a breadth of curriculum that prepares our students for success in life.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the subgroups within the school.	**What data will be collected to measure student achievement?** Students enrolled in A-G, ROP/CTE courses and an increase in CTE courses of study. Students earning work ready certificates and standard industry certification
What process will you use to monitor and evaluate the data? Full level participation of courses. 2% increase of students who qualify for CSU/UC, increase in total 2+2 articulation and dual enrollement	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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	Lindhurst High School will create and staff a career/student center. This will be a place where students can come and get assistance with post secondary options, formalized and structured tutoring as well as other enrichment and supplemental activities geared toward student academic success.	July 2018 through July 2019	LHS will fund a secondary student support specialist to run the career/student center	Title I 48,000

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #4 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Lindhurst High School recognizes that with the needs and challenges of our community, addressing the social, emotional and cultural needs of the students is critical to establishing both a physical environment that is safe, as well as a stable emotional mind-set for the students in order to maximize their academic success.	
What data did you use to form this goal (findings from data analysis)?	**What did the analysis of the data reveal that led you to this goal?** Lindhurst High School recognizes the importance of responding to social, emotional and cultural needs in order to make students feel valued and safe.
Who are the focus students and what is the expected growth? All grade levels will participate, with an emphasis on the freshmen class.	**What data will be collected to measure student achievement?** Student data from number of students participating in extracurricular activities and clubs. Reduction in suspensions related to bullying or harassment education codes.
What process will you use to monitor and evaluate the data? The entire student population will show continuous growth in the area of respecting one another. This will be measured by the Healthy Kids Survey and site surveys showing at least 1% fewer student suspensions for bullying and harassment offenses.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
4.1 LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	July 2018 through June 2019	LHS will have materials printed out for parental/community communication such as informational pamphlets regarding various events such as college information night and parents information nights, as well as food for meetings such as freshman information night, senior night, open house and back to school.	T1-PI 1,084
		LHS will purchase materials and supplies needed to school to home communication. This will include materials and postage.	T1-PI 2,000
		LHS will set money aside to run adds in local newspaper as an additional way to communicate	T1-PI 2,200

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		with not only our parents but also the community.	

2018-19 Program Expenditure Summary

Goal 1	
Title I	277,608
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$277,608

Goal 2	
Title I	100,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$100,000

Goal 3	
Title I	48,000
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$48,000

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	5,284
Title I Parent Involvement Carryover	
Other	
Total	$5,284

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

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

Total Allocation	
Title I	425,608
Title I Carryover	
Title I Parent Involvement	5,284
Title I Parent Involvement Carryover	
Other	0
Total	$430,892

Total Expenditures	
Title I	425,608
Title I Carryover	
Title I Parent Involvement	5,284
Title I Parent Involvement Carryover	
Other	
Total	$431,484

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	$-592

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$425,608
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$5,284
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$430,892

Total amount of state and federal categorical funds allocated to this school	**$430,892**

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bob Eckardt	1				
Rachel Kelly		1			
Mimi Arroyo-Magana		1			
Troy Spangler		1			
T.J. Windmiller		1			
Keyla Manon					1
Pedro Lopez					1
Danyelle Samudio					1
Angie Mitchell				1	
Karen Warner				1	
Taina Catala				1	
Hark Dulai			1		
Numbers of members of each category	**1**	**4**	**1**	**3**	**3**

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

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

Recommendations and Assurances

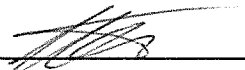
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/24/2018

Attested:

Bob Eckardt		5/31/18
Typed Name of School Principal	Signature of School Principal	Date
Troy Spangler		5/24/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. 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) 741-6180
Address:	12 E. 18th St.	**Email Address:**	smathews@mjusd.com
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5835202
X Initial Plan Approval: May 30, 2018			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	216	183		210	181		210	179		97.2	98.9	
All Grades	216	183		210	181		210	179		97.2	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2593.1	2569.5		18	15.08		40	30.17		28	28.49		14	26.26	
All Grades	N/A	N/A	N/A	18	15.08		40	30.17		28	28.49		14	26.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	27	25.14		56	43.58		18	31.28	
All Grades	27	25.14		56	43.58		18	31.28	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	18.99		56	48.04		20	32.96	
All Grades	24	18.99		56	48.04		20	32.96	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	20.11		69	62.57		14	17.32	
All Grades	17	20.11		69	62.57		14	17.32	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	31	22.91		57	53.07		12	24.02	
All Grades	31	22.91		57	53.07		12	24.02	

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.
3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	216	182		214	181		214	181		99.1	99.5	
All Grades	216	182		214	181		214	181		99.1	99.5	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2565.9	2515.8		7	4.42		25	12.15		27	21.55		42	61.88	
All Grades	N/A	N/A	N/A	7	4.42		25	12.15		27	21.55		42	61.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	9.39		36	19.89		49	70.72	
All Grades	15	9.39		36	19.89		49	70.72	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	6.63		55	36.46		31	56.91	
All Grades	14	6.63		55	36.46		31	56.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	5.52		61	54.70		31	39.78	
All Grades	7	5.52		61	54.70		31	39.78	

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.
3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	5	4		50	39		40	36			4		5	18	
10				53	52		29	35		12	13		6		
11	7	6		33	59		33	24		7	12		20		
12	8			33	40		33	30		17	10		8	20	
Total	5	3		44	47		34	32		8	9		9	9	

Summarize and draw conclusions regarding the school's district Benchmark Data:
Marysville High School has seen a significant increase in students with a beginning CELDT designation indicating a need for additional embedded support for students and staff related to our EL learners.

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):

Marysville High School has added an EL Facilitator position to our staff to increase academic and language supports for our students. Additionally, Marysville High School has invested in specific and targeted professional development for staff that support our EL learners.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate (1-year)	3.40	3.60	3.6	11.60	8.30	8.3	11.50	10.70	10.7
Graduation Rate	93.10			79.56			80.95		

Summarize your conclusions indicated by the Dropout and Graduation data:

Marysville High School continues to achieve high graduation rates in comparison to state averages. This is directly due to support of our EDY in the areas of drop out prevention, monitoring of attendance, and home-school connection from our Outreach Consultant, past PASS program and 25% Student Services Coordinator.

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19

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. 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.	**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	Professional development and collaboration around best practices in education in the areas of Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, Rtl, social science, and science teachers), up to 10 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	July 1, 2018 to June 30, 2019	Professional development designated to enhance the student learning outcomes. This includes professional development around instructional strategies, collaboration, school culture and technology to enhance instruction. This can include professional coaching services, onsite and offsite professional development for staff such a Maria Nielsen, Solution Tree Services, online professional development, RTI	Title I 20,000.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
	intervention strategies so all EDY students will attain a minimum of 5% gain in the number of students achieving proficiency on the ELA/math CAASPP.		at Work. Substitutes and/or extra duty pay for teachers release and collaboration 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, School culture and WASC visits are examples of this training. Professional development training were required will include registration and travel related expenses.	Title I 3,000 Title I 13,000.
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 50% Standard Met or Standard Exceeded on math/ELA CASSPP	July 1, 2018 to June 30, 2019	ALEKS subscriptions, Accelerated Reader, Accelerated Math, 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 Supplementary materials, books, consumables, computer applications and supplies that specifically support the EL programs, students and efforts to intervention and acceleration of our EL learners	Title I 14,540.
1.3	Provide 25% of salary for student services coordinator to provide direct services to all students.		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	Title I 39,000.

	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
			services, oversee school climate programs, and guide students toward positive conflict resolution.	
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.		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.	Title I 8,000.
1.6	Supplemental technological classroom tools, including installation costs, to enchance learning for all students including "Clickers", Elmos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, lap top hard drives, and necessary tools for application.		Classroom tools to enhance learning, or provide additional learning, for students Technology tools that enhance communication with families and students to enhance access to school information beyond basics of website and newsletters.	
1.7	Purchase new RISO machine, new copy machine, and provide supplies, and maintenance/service costs, of office		Ink, service repairs, for maintaining high quality performance of copy and Rizzo machines.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 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.			
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, 2018 to June 30, 2019	Provide substitutes or extra duty pay to receive training or perform service toward utilizing tools and/or developing tools designed to increase student achievement.	Title I 7,000. Title I
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.		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	Title I 12,000.

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**
		prevention. This includes expenses for the state conference, 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.	
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.		Provide mileage and registration for multiple staff members to participate in the regional instructional technology training sessions held on Saturdays, where teachers will learn to enhance skills of web-based instruction, applications, and trends as they develop and affect the implementation of instructional strategies utilizing Common Core Standards. Provide registration, air fare, hotel, and related professional development expenses for one staff member to attend, with MJUSD technology team, the CUE conference to learn how to use instructional technology to implement common core standards in all subject areas.	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to ensure they are prepared to pursue the career path of their individual aptitude, interest, and choice.	
What data did you use to form this goal (findings from data analysis)? Comparison of A-G completion rates with schools in our region and statewide.	**What did the analysis of the data reveal that led you to this goal?** Analysis let to the conclusion that an average of 35% of graduates state wide complete A-G requirements.
Who are the focus students and what is the expected growth? 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?** Interim assessments and other formative assessments 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	Provide supplementary materials and supplies and opportunities to enhance students college and career readiness skills.	July 1, 2018 to June 30, 2019	Provide supplementary materials, supplies, technology, including applications and opportunities to enhance student's college and career readiness skills: This can include supplementary curriculum to directed to career/college readiness skills, communication skills, written and verbal. This can include School Connect, Virtual Job Shadow,	Title I 15,000.
2.2	Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .	July 1, 2018 to June 30, 2019.	Programs and applications that directly impact students and families related to career/college information. Programs like Naviance, that track students progress toward A-G completion, online portfolios financial aid information, college information and links to college applications and on-	T1-PI 2,879.

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
			line tutorials that assist students and parents to understand the college process in multiple languages to help our EL families.	
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).			
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.	T1-PI 500.00
2.5	Work toward adding an additional (third) guidance counselor (Students and Parents).	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.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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 a teacher to teach independent study after school credit repair classes serving up to 50 students.	Title I 8,000.

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** PERSONALIZATION OF LEARNING GOAL: Numbers of suspension, explusions, and referrals will reduce by 10%. Total attendance will meet or exceed 95%.	
What data did you use to form this goal (findings from data analysis)? Student behavior data spanning nine years provided the measure for this goal.	**What did the analysis of the data reveal that led you to this goal?** Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates.
Who are the focus students and what is the expected growth? Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referrals will reduce 10% in 2017-18. Suspensions will reduce 10% from 2016--2017. Attendance will meet or exceed 95%.	**What data will be collected to measure student achievement?** AERIES attendance and student discipline printouts
What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.
3.2 Marysville High School will provide %100 of a PASS Officer Salary to enhance restorative intervention and drop out prevention services to EDY students.	July 1, 2018 to June 30, 2018	MHS will provide dropout prevention services that provide intervention strategies, guidance, and counseling to at risk students. Pay 100% of PASS Officer's Salary	Title I 92,651.

2018-19 Program Expenditure Summary

Goal 1	
Title I	116,540
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$116,540

Goal 2	
Title I	23,000
Title I Carryover	
Title I Parent Involvement	3,379
Title I Parent Involvement Carryover	
Other	
Total	$26,379

Goal 3	
Title I	132,651
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$132,651

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

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

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

Total Allocation	
Title I	272,191
Title I Carryover	
Title I Parent Involvement	3,379
Title I Parent Involvement Carryover	
Other	0
Total	$275,570

Total Expenditures	
Title I	272,191
Title I Carryover	
Title I Parent Involvement	3,379
Title I Parent Involvement Carryover	
Other	
Total	$275,570

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

Programs Included in this Plan

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

Local Programs	Allocation
List and Describe Other State or Local Funds: $	$0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$272,191
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$3,379
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$275,570

Total amount of state and federal categorical funds allocated to this school	**$275,570**

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				
Dean Allen (Math)		1			
Yvonne Thornton (Intervention)		1			
Eli Henderson (Special Ed./Literacy)		1			
Amanda Escheman (English Language Arts)		1			
Pam Kenney (ASB Bookkeeper)			1		
Kelly Williamson (Chairperson)				1	
Debbie Mallen(vice-chair)				1	
Heather Terpelle				1	
Gissell Farias (12th)					1
Sharon Hu (11th)					1
Matthew Schuy (12th)					1
Demetrius Rogers (9th)					1
Amy Eggleston			1		
Carmie Ellyson (Alternate Parent)					
Numbers of members of each category	**1**	**4**	**2**	**3**	**4**

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:

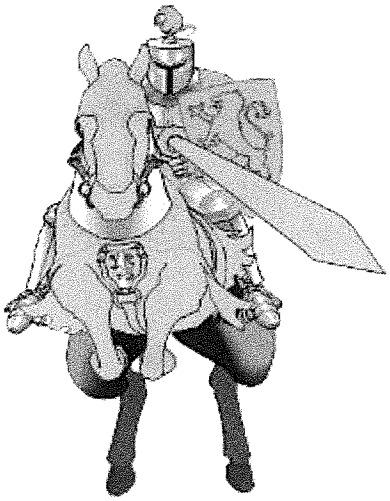
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

Shevaun Mathews	Shevaun Mathews	5·30·18
Typed Name of School Principal	Signature of School Principal	Date
Kelly Williamson		5/30/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
	Kelly Williamson	
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date



2018-19
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.. 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 Ave.	**Email Address:**	djones@mjusd.k12.ca.us
District Name:	Marysville Joint Unified School District	**CDS Code:**	58-72736-5830096
Initial Plan Approval:			
Plan Revision Approval:			

Approved by District Board of Education on .

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	77	57		71	50		71	50		92.2	87.7	
All Grades	77	57		71	50		71	50		92.2	87.7	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2520.9	2473.8		1	2.00		18	6.00		41	24.00		39	68.00	
All Grades	N/A	N/A	N/A	1	2.00		18	6.00		41	24.00		39	68.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	6.00		61	34.00		27	60.00	
All Grades	13	6.00		61	34.00		27	60.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	2.04		32	20.41		63	77.55	
All Grades	4	2.04		32	20.41		63	77.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	10.00		72	58.00		21	32.00	
All Grades	7	10.00		72	58.00		21	32.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	4.00		59	34.00		32	62.00	
All Grades	8	4.00		59	34.00		32	62.00	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	77	58		71	54		71	54		92.2	93.1	
All Grades	77	58		71	54		71	54		92.2	93.1	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2451.7	2466.5		0	0.00		0	0.00		10	11.11		90	88.89	
All Grades	N/A	N/A	N/A	0	0.00		0	0.00		10	11.11		90	88.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00		10	7.41		90	92.59	
All Grades	0	0.00		10	7.41		90	92.59	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.85		32	27.78		68	70.37	
All Grades	0	1.85		32	27.78		68	70.37	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00		44	38.89		56	61.11	
All Grades	0	0.00		44	38.89		56	61.11	

Conclusions based on this data:

1. 0% of students scored "At" or "Above" standard in Math (overall)
2. 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"

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
11	11			56	80		33	20							
12	10	19		38	56		33	25		19					
Total	10	14		43	62		33	24		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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate (1-year)	11.60	8.30	13.6	11.60	8.30	8.3	11.50	10.70	10.7
Graduation Rate	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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
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		
	2016-17	2017-18	2018-19

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 Provide learning opportunities and support to students that result in increased academic achievement and ensure quality classroom instruction for all students. Creating and maintaining a school environment that is physically, socially, and emotionally safe will influence the level of achievement for this goal.

What data did you use to form this goal (findings from data analysis)? State testing, Transcript grade reporting each quarter, and online PLATO data, graduation data, Survey results, and district LCAP.	**What did the analysis of the data reveal that led you to this goal?** Academic rigor must increase within all aspects of the school building. Forms of intervention and extension to maximize the potential of all learners.
Who are the focus students and what is the expected growth? All students' 11th - 12th graders. SLHS population are "At Risk" of dropping out of high school due to social, behavioral, emotional, and academic struggles. It is imperative that SLHS provide a flexible program that meets all student needs while preparing each learner for the rigorous demands of college or career. Students will earn 20 or more credits per quarter, increase their GPA, and graduate.	**What data will be collected to measure student achievement?** 11th Grade CAASPP Data, transcript data, formative and summative assessments, survey data, Online PLATO Data, Professional Development opportunities attended by staff, School and Classroom observations, WASC Data, and PLC Collaboration.
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 Staff (Secondary Student Support Specialist): Title 1: To support academic achievement and goal actualization of at risk students. Student Support Specialist will provide direct academic support within classrooms of greatest need	08/18 - 06/19	Fund one 6 hour classified employee to provide support services to both morning and afternoon session students.	Title I 44,090

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
as determined by the administrator and PLC team. 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. Other duties may include: Meeting with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Providing low level social/emotional intervention to improve academic focus. Update school website with news, supports, and resources to benefit students and families.			T1-PI T1-PI

VI. Planned Improvements in Student Performance

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

<table>
<tr><td colspan="2">SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?
*District LCAP
*Attendance data
*Discipline Data
*Survey Data
*Healthy Kids Survey
*Quarterly Data Grid</td><td>What did the analysis of the data reveal that led you to this goal?
Attendance was 2nd highest among Secondary High Schools last year but still below 97% average. Discipline has declined the past two years when compared to the increased enrollment, but further proactive approaches and interventions could be explored and implemented to further reduce numbers. Based on survey data our "At Risk Youth" population have so many needs beyond academics. Providing an environment that has supports for the whole child (social, behavior, mental, emotional, and academic) is crucial to achieve academic success.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
All students grades 11th -12th</td><td>What data will be collected to measure student achievement?
*Quarterly Data Grid
*Discipline Data
*Survey Data
*Attendance Data
*Healthy Kids Survey
*Observations
*Transcripts
*Graduation Data & Knight Scholar Data
*WASC Data</td></tr>
<tr><td colspan="2">What process will you use to monitor and evaluate the data?
Monitor: Quarterly Data Grid to be completed to track attendance, suspension records, crime reports, grades, transfers, etc. Data will be evaluated quarterly and shared within the PLC meetings with staff and at Site Council.</td></tr>
</table>

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
2.1	08/18 - 06/19	* School Based Therapist	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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-Based Therapist: Social & Emotional Well Being Learning for all SLHS students and families. Offer Tier 2 and Tier 3 intervention and supports. Students and families receive evidence based social-emotional interventions that support academic success and school attendance. Position would be for one full time Therapist to work with students Monday - Thursday each week. Objectives to reach the goal: FAMILY ENGAGEMENT • Create S.M.A.R.T. goals • Identify solutions to guide the student toward his or her goal • Monitor progress • Provide follow-up support • Offer additional community resources SOCIAL & EMOTIONAL LEARNING • Set personal and academic goals • Recognize unhelpful thoughts and behaviors • Identify thoughts that trigger negative emotions • Create positive replacement thoughts and behaviors • Implement new coping skills that support learning		*Materials/Supplies/Curriculum needed to provide Tier 2 & 3 intervention/supports to all students who need them in order to access and master grade level curriculum.	
2.3		* School Based Therapist *Materials/Supplies/Curriculum needed to provide Tier 2 & 3 intervention/supports to all students who	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		need them in order to access and master grade level curriculum.	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Increase parent, family, and community involvement in the education of all students.	
What data did you use to form this goal (findings from data analysis)? *District LCAP *Workshop attendance *Parent Sign-ups and participation *Survey Data *Documentation for Communication	**What did the analysis of the data reveal that led you to this goal?** Parent communication occurs on many levels but participation and involvement is lacking. The relationship between school and home must be strong and consistent to reach the full potential of all students.
Who are the focus students and what is the expected growth? All students who attend South Lindhurst High School. South Lindhurst services a student population that is considered "At Risk Youth" that are credit deficient, low socio-economic disadvantaged, E.L., and/or lack academic and behavioral/social/emotional supports.	**What data will be collected to measure student achievement?** *Workshop attendance *Parent Sign-ups and participation *Survey Data *Documentation for Communication
What process will you use to monitor and evaluate the data? Ongoing survey data, Updated Quarterly Data Grid, Parent meeting sign-in sheets. Data will be evaluated quarterly within PLC Collaboration meetings when applicable and during 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**
3.1 Parent Involvement: 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. Communication will involve internet, electronic media technology, apps, paper, and mailers.	08/18 - 06/19	• 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	Title I 547

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
		events *Production, display and dissemination of student centered materials regarding academics, health and wellness services to be sent home for parents. (ink, paper, production costs associated) * Parent Involvement handbooks * Electronic Display Panel within the office to communicate important dates, parent meetings, workshops, and involvement opportunities.	

2018-19 Program Expenditure Summary

Goal 1	
Title I	44,090
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$44,090

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

Goal 3	
Title I	547
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$547

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

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

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

Total Allocation	
Title I	44,090
Title I Carryover	
Title I Parent Involvement	547
Title I Parent Involvement Carryover	
Other	0
Total	$44,637

Total Expenditures	
Title I	44,637
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	$44,637

Balance	
Title I	-547
Title I Carryover	0
Title I Parent Involvement	547
Title I Parent Involvement Carryover	0
Total	$0

Programs Included in this Plan

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

Local Programs	Allocation
List and Describe Other State or Local Funds: $	$0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$44,090
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$547
Title I, Part A: Parent Involvement - Carryover	$
Central Services Expenditures	$0
List and Describe Other Federal Funds: $	$0
Total amount of federal categorical funds allocated to this school	$44,637

Total amount of state and federal categorical funds allocated to this school	**$44,637**

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				
Cody Schwall					1
Noah Martinez					1
Daija Johnson					1
Daniel Underwood		1			
Kevin Sweetwood		1			
Eugene Duggan		1			
Jessie Brown		1			
Merri May			1		
Coral Montez				1	
Janet Aguilar				1	
Melissa Smith				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:

Attested:

David Jones	David Jones	6/1/18
Typed Name of School Principal	Signature of School Principal	Date
Bob Duggan	Bob Duggan	6/1/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Merri May	Merri May	6/1/18
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date

2018-19
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.. 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
Initial Plan Approval:			
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	*		2	*		2	*		66.7		
Grade 8	8	*		7	*		7	*		100		
Grade 11	2	*		2	*		2	*		100		
All Grades	13	30		11	19		11	19		91.7	63.3	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0	0.00		0	0.00		9	5.26		91	94.74	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		18	5.26		82	94.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		9	0.00		91	100.0	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		45	10.53		55	89.47	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		27	15.79		73	84.21	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	*		2	*		2	*		66.7		
Grade 8	9	*		7	*		7	*		87.5		
Grade 11	2	*		2	*		2	*		100		
All Grades	14	33		11	19		11	19		84.6	57.6	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0	0.00		0	0.00		9	0.00		91	100.0	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		0	0.00		100	100.0	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		18	5.26		82	94.74	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0	0.00		18	21.05		82	78.95	

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9				17	29		50	57		17	14		17		
10					***		***			***					
11											***				
Total				13	33		50	44		25	22		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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

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 it 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.		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		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
		educational experiences the purchase of materials and supplies, technology, instructional materials for the classroom.	
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.		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, elvaluationg 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		Purchase Character Development and Leadership student workbooks.	

	Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.			
2.2	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, handbooks, site council presentations, student achievement updates, and parent surveys.		materials to cover expenses for parent newsletter, fingerprinting for parent to volunteer in the classroom	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Parent and community involvement at Marysville Community Day School increases the educational opportunities for all students. In order to communicate with parents, and get parents involved in their child's education monthly meetings will be held as well as monthly newsletter sent home.	
What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged students including homeless students. The percent of students on free and reduced lunch.	**What did the analysis of the data reveal that led you to this goal?** The high percentage of economically disadvantaged students and students below grade level at the school.
Who are the focus students and what is the expected growth? All students that are below grade level and/or economically disadvantaged. The expected growth is a five percent increase in attendance and an increase of ten percent of those parent involved at the school site.	**What data will be collected to measure student achievement?** Monthly parent meeting attendance, and parent conference attendance
What process will you use to monitor and evaluate the data? Attendance reports or students and monthly attendance sheets from parent meetings.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	**Timeline** (Action Start Date & Completion Date)	**Proposed Expenditures** List each expenditure and quantity needed.	**Funding Source/ Estimated Cost**
3.1 To increase parent and community involvement monthly parent meetings will be held and communications sent home monthly in an effort to enhance student learning.		CDS will purchase materials and supplies to host parent meetings and send out regular communications with parents to encourage parents to attend and enhance their students education. finger printing for parent classroom participation.	

2018-19 Program Expenditure Summary

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

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

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

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

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

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

Total Allocation	
Title I	32,843
Title I Carryover	
Title I Parent Involvement	408
Title I Parent Involvement	
Other	
Total	$33,251

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

Balance	
Title I	32,843
Title I Carryover	0
Title I Parent Involvement	408
Title I Parent Involvement	0
Total	$33,251

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 Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$32,843
Title I, Part A Carryover	$
Title I, Part A: Parent Involvement Purpose: Promote parental involvement in schools to increase academic achievement.	$408
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	$33,251

Total amount of state and federal categorical funds allocated to this school	**$33,251**

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:

Attested:

David Gray		5/7/2018
Typed Name of School Principal	Signature of School Principal	Date
Steve Westcamp		5/7/2018
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kari Ylst		
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date