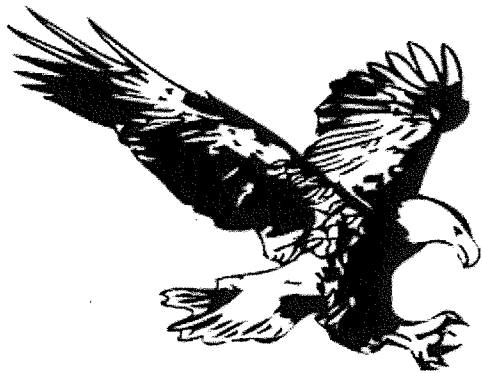




2017-18
Single Plan for Student Achievement (SPSA)

Dobbins Elementary School

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

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

Principal: 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
X 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	10		7	9		7	9		100.0	90	
Grade 4	13	8		12	7		12	7		92.3	87.5	
Grade 5	2	10		2	9		2	9		100.0	90	
Grade 6	3	3		3	2		3	2		100.0	66.7	
All Grades	25	31		24	27		24	27		96.0	87.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	2395.7	*		8	*		0	*		33	*		58	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	4	0		17	22		29	22		50	56	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	8	*		25	*		67	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	4	7		38	44		58	48	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	8	*		33	*		58	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	4	0		46	41		50	59	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	8	*		42	*		50	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	8	7		54	78		38	15	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	0	*		33	*		42	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	0	11		58	44		29	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	10		7	9		7	9		100.0	90	
Grade 4	13	8		12	7		12	7		92.3	87.5	
Grade 5	2	10		2	9		2	9		100.0	90	
Grade 6	3	3		3	2		3	2		100.0	66.7	
All Grades	25	31		24	27		24	27		96.0	87.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	2396.3	*		0	*		8	*		17	*		75	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0	0		8	15		33	37		58	48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	0	*		8	*		92	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	0	11		25	30		75	59	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	0	*		17	*		83	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	4	0		29	56		67	44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*		*	*		*	*	
Grade 4	0	*		42	*		58	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	0	4		50	48		50	48	

Conclusions based on this data:

1.

Title III Accountability Data (Dobbins Elementary School)

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

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target						
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target						
Met Target	No	No	N/A	N/A		

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

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

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

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K		100%			100%	
4	0%	0%		0%	7%	
5	0%	0%		0%	0%	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	33%	100%		0%	100%	
1	0%	0%		89%	0%	
2	0%			29%	100%	
3	0%	0%		20%	13%	
4	0%	0%		0%	0%	

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K		100%			100%	
4	0%	0%		0%	0%	

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

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

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

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

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

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

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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 Renaissance 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.	8/17 - 6/18	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.	8/17 - 6/18	Materials, Supplies, Books, Equipment, copy paper, and ink	Title I 2,407.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
			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.	8/17 - 6/18	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.	8/17 - 6/18	Hourly rate for teachers &/or Intervention Tutors - wages & benefits	Title I
1.5 Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	8/17 - 6/18	Student Support Specialist wages & benefits	Title I 10,010.00
1.6 Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	8/17 - 6/18	Spelling City & Flocabulary Subscription	Title I
1.7	8/17 - 6/18	Purchase of hardware, software, and/or support	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 behavioral incidents	What data will be collected to measure student achievement? Parent involvement, attendance rates, number of disciplinary actions, achievement scores
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	8/17 - 6/18	Fingerprinting Fees	Title I 168.00
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.	8/17 - 6/18	Material and supplies for parent newsletter	
2.3			T1-P1

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs)				
What data did you use to form this goal (findings from data analysis)?		What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?		What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?				
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1				Title I T1-CO T1-PI

2017-18 Program Expenditure Summary
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Goal 1	
Title I	12,417
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$12,417

Goal 2	
Title I	168
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$168

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

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

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

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

Total Allocation	
Title I	12,417
Title I Carryover	
Title I Parent Involvement	168
Other	0
Total	\$12,585

Total Expenditures	
Title I	12,585
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$12,585

Balance	
Title I	-168
Title I Carryover	0
Title I Parent Involvement	168
Total	\$0

Programs Included in this Plan

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

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

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$12,417
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$168
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$12,585

Total amount of state and federal categorical funds allocated to this school	\$12,585
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

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

Typed Name of School Principal

Signature of School Principal

Date _____

Jennifer Givens

Typed Name of SSC Chairperson

Signature of SSC Chairperson

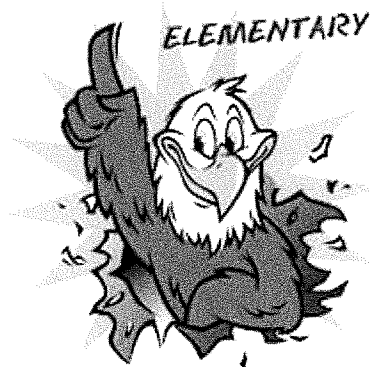
Date _____

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date _____

OLIVEHURST



2017-18

Single Plan for Student Achievement (SPSA)

Olivehurst Elementary School

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

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

Principal:	Melissa White (Interim Principal)	Telephone:	(530) 741-6191
Address:	1778 McGowan Rd.	Email Address:	mwhite@mjud.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-6056741
X Initial Plan Approval: 5/30/2017			
Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	81		73	78		73	78		98.6	96.3	
Grade 4	92	74		91	74		91	74		98.9	100	
Grade 5	67	87		67	87		67	87		100.0	100	
Grade 6	66	65		66	65		66	65		100.0	100	
All Grades	299	307		297	304		297	304		99.3	99	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2360.1	2378.5		3	5		16	22		26	22		55	51	
Grade 4	2375.5	2386.4		2	3		13	11		16	19		68	68	
Grade 5	2445.7	2422.7		4	2		21	11		25	25		49	61	
Grade 6	2497.3	2463.3		9	3		27	17		32	34		32	46	
All Grades	N/A	N/A	N/A	4	3		19	15		24	25		53	57	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	9		41	47		51	44	
Grade 4	4	3		32	31		64	66	
Grade 5	7	5		43	30		49	66	
Grade 6	17	9		41	38		42	52	
All Grades	9	6		39	37		53	57	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	9		27	38		62	53	
Grade 4	4	5		31	39		65	55	
Grade 5	10	3		36	40		54	56	
Grade 6	9	5		50	45		41	51	
All Grades	8	6		35	40		56	54	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	8		58	69		37	23	
Grade 4	4	7		58	64		37	30	
Grade 5	10	5		66	56		24	39	
Grade 6	11	5		70	66		20	29	
All Grades	7	6		62	63		30	31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	6		41	46		55	47	
Grade 4	2	5		41	32		57	62	
Grade 5	9	9		54	55		37	36	
Grade 6	12	11		67	69		21	20	
All Grades	6	8		49	50		44	42	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	81		73	79		73	79		98.6	97.5	
Grade 4	92	74		92	74		92	74		100.0	100	
Grade 5	67	87		67	87		67	87		100.0	100	
Grade 6	66	65		66	65		66	65		100.0	100	
All Grades	299	307		298	305		298	305		99.7	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2371.2	2399.4		5	10		12	24		29	24		53	42	
Grade 4	2426.7	2410.4		4	3		13	9		40	36		42	51	
Grade 5	2448.1	2413.1		6	1		9	3		34	23		51	72	
Grade 6	2526.3	2460.5		21	5		23	12		30	32		26	51	
All Grades	N/A	N/A	N/A	9	5		14	12		34	29		43	55	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	18		30	32		58	51	
Grade 4	13	8		28	26		59	66	
Grade 5	12	1		30	10		58	89	
Grade 6	35	11		30	34		35	55	
All Grades	17	9		30	25		53	66	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	16		27	34		64	49	
Grade 4	7	4		47	27		47	69	
Grade 5	4	1		34	22		61	77	
Grade 6	11	6		42	35		47	58	
All Grades	7	7		38	29		54	64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	24		42	42		52	34	
Grade 4	4	5		46	42		50	53	
Grade 5	7	1		43	46		49	53	
Grade 6	18	6		58	49		24	45	
All Grades	8	9		47	45		45	46	

Conclusions based on this data:

1.

Title III Accountability Data (Olivehurst Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	138	155	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	138	155	
Number Met	80	94	
Percent Met	58.0%	60.6%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	127	48	133	58		
Number Met	23	20	31	24		
Percent Met	18.1%	41.7%	23.3%	41.4%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

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

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					25			25		***	50				
1	6	6		6	19		50	45		28	23		11	6	
2		11		33	33		44	17		17	33		6	6	
3	3	23		31	23		31	36		17	9		17	9	
4		11		31	26		58	43		8	17		4	3	
5	10	8		30	36		55	36		5	20				
6	8	15		35	30		38	35		12	15		8	5	
Total	4	12		28	27		45	37		14	20		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	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	31%	14%		75%	43%	
3	1%	2%		4%	18%	
4	1%	0%		0%	0%	
5	0%	3%		4%	13%	
6	0%	1%		2%	4%	

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	12%	69%		48%		
1	44%	53%		67%	24%	
2	32%	15%		38%	55%	
3	0%	0%		32%	40%	
4	5%	0%		0%	2%	
5	1%	1%		6%	16%	
6	3%	0%		10%	15%	

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2		30%		67%	28%	
3	0%	2%		15%	22%	
4	6%	0%		2%	0%	
5	7%	0%		0%	3%	
6	2%	3%		6%	10%	

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

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

1	57%			56%54%		
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Summarize and draw conclusions regarding the school's District Benchmark Data:

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

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

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

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) In meeting our site goals for target growth all EL students in all grade levels (K-6) will advance towards proficiency in language arts and math mathematics.			
What data did you use to form this goal (findings from data analysis)? Teacher assessments Wonders and Go Math assessments CELDT scores Report Card performance	What did the analysis of the data reveal that led you to this goal? We continue to see success with our instructional assistant providing support to our EL students. We will continue the support as it has allowed multiple students to be redesignated.	What data will be collected to measure student achievement? Wonders assessments Go Math assessments CELDT scores	
Who are the focus students and what is the expected growth? Kindergarten-6th Increase EL students' proficiency level by 5%			
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
1.1 Provide bilingual EL Para-educator to provide direct instruction to promote student achievement, monitor student placement, assessments, and communicate with staff, district office and parents.	17-18 school year	Bilingual Para educator - Rosa Hernandez	Title I 45,000

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) 5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the below and approaching levels, toward proficient and advanced status.		
What data did you use to form this goal (findings from data analysis)? District benchmark assessments CAASPP scores STAR reading assessments	What did the analysis of the data reveal that led you to this goal? Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.	
Who are the focus students and what is the expected growth? Although the focus groups are EL students, low SES students, and Special Education students, all students will benefit. 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? Use of CAASPP and standards-based report card data, Wonders Unit Assessments, STAR reading assessments, and Go Math assessment results.	
What process will you use to monitor and evaluate the data? District benchmark assessments CAASPP assessments STAR reading 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 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of Illuminate, and benchmark alignment, school-wide interventions for academics in reading and math, 6th grade interventions coordinated with PE times. Small group intervention for	17-18 school year	Outreach Consultant - Steve Mejia	Title I 60,000

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
reading academics, additional curriculum and supplies. Coordination and implementation of PBIS. Meeting with families to align social services based on needs. Small group and individual intervention/counseling. Behavior modification. Parent involvement training. Parent/ home communication, home visits, SSTs.			
2.2 Provide quality interventions in the classroom grades K-6 by providing support for the teachers using small groups. Groups will be targeted specifically by grade level using benchmark tests.	17-18 school year	Additional curriculum and supplies.	Title I 1154
2.3 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Provide substitute release time for teacher articulation and small group instruction	17-18 school year	Instructional assistants and sub costs	Title I 17,000
2.4 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for K-6.	17-18 school year	Provide structured teacher planning time through the use of extra duty hours - 100 hours	Title I 6400
2.5 Increase parent support, home school and community connections, and attendance.	17-18 school year	Conferences and related expenses. Expenses to cover on-site presenters.	Title I 2,839
2.6 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.	17-18 school year	Fingerprinting, advertising, back to school night, and supplies. Printing mailers, newsletters, materials, supplies, books and/or to improve communication between school, parent, and classroom. Cost of items and appropriate state sales tax and shipping.	T1-PI 2,008 Title I 4,000
2.7 Provide after school tutoring for any student in grades 1-6 who is struggling with the skills or concepts necessary to demonstrate proficiency and/or continued progress toward academic mastery of the Common Core State Standards.	October 2017 - April 2018	12 hours per teacher for a total of 192 hours.	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

2017-18 Program Expenditure Summary
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Goal 1	
Title I	45,000
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$45,000

Goal 2	
Title I	103,393
Title I Carryover	
Title I Parent Involvement	2,008
Other	
Total	\$105,401

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

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

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

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

Total Allocation	
Title I	148,393
Title I Carryover	
Title I Parent Involvement	2,008
Other	0
Total	\$150,401

Total Expenditures	
Title I	148,393
Title I Carryover	
Title I Parent Involvement	2,008
Other	
Total	\$150,401

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

Programs Included in this Plan

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

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

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$148,393
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,008
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$150,401

Total amount of state and federal categorical funds allocated to this school	\$150,401
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Melissa White (Interim Principal)	1			
Melissa White		X		
Kelley Bielski		X		
Victoria Conley		X		
Genevieve Gaddy			X	
Rita Garcia				X
Graciela Zambrano				X
Rosario Alvarado				X
Mary Fowler				X
Jovita Ruiz				X
Numbers of members of each category	1	3	1	5

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

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5-30-17

Attested:

Melissa White (Interim Principal)

Typed Name of School Principal

Melissa White

Signature of School Principal

5/30/17

Date

Kelley Bielski

Typed Name of SSC Chairperson

Kelley Bielski

Signature of SSC Chairperson

5/30/17

Date

Rosa Hernandez

Typed Name of ELAC Chairperson

Rosa Hernandez

Signature of ELAC Chairperson

5/30/17

Date



2017-18
Single Plan for Student Achievement (SPSA)

Yuba Feather Elementary School

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

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

Principal: Duane Triplett	Telephone: (530) 675-2382
Address: 18008 Oregon Hill Rd.	Email Address: dtriplett@mjustd.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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	17		12	17		12	17		92.3	100	
Grade 4	23	15		22	14		22	14		95.7	93.3	
Grade 5	18	20		18	19		18	19		100.0	95	
Grade 6	14	12		12	12		12	12		85.7	100	
All Grades	68	64		64	62		64	62		94.1	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2423.6	2387.0		8	6		58	12		17	47		17	35	
Grade 4	2410.3	2433.7		5	7		23	29		18	36		55	29	
Grade 5	2427.4	2435.3		6	0		22	21		17	21		56	58	
Grade 6	2442.9	2452.0		0	0		17	25		17	33		67	42	
All Grades	N/A	N/A	N/A	5	3		28	21		17	34		50	42	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	6		58	59		17	35	
Grade 4	9	21		50	43		41	36	
Grade 5	11	11		33	42		56	47	
Grade 6	8	0		42	58		50	42	
All Grades	13	10		45	50		42	40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	0		75	59		17	41	
Grade 4	9	7		36	43		55	50	
Grade 5	0	5		39	37		61	58	
Grade 6	0	0		33	50		67	50	
All Grades	5	3		44	47		52	50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	0		50	76		33	24	
Grade 4	14	14		50	71		36	14	
Grade 5	6	0		50	53		44	47	
Grade 6	8	17		42	42		50	42	
All Grades	11	6		48	61		41	32	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	12		75	59		17	29	
Grade 4	5	7		41	79		55	14	
Grade 5	6	5		67	63		28	32	
Grade 6	8	8		42	58		50	33	
All Grades	6	8		55	65		39	27	

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	17		12	17		12	17		92.3	100	
Grade 4	23	15		22	14		22	14		95.7	93.3	
Grade 5	18	20		18	19		17	19		100.0	95	
Grade 6	14	12		12	12		12	12		85.7	100	
All Grades	68	64		64	62		63	62		94.1	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2441.1	2410.1		8	6		50	35		25	29		17	29	
Grade 4	2431.4	2446.7		0	7		23	29		36	29		41	36	
Grade 5	2437.5	2462.5		6	5		11	26		17	26		61	42	
Grade 6	2463.3	2439.5		0	0		17	17		33	33		50	50	
All Grades	N/A	N/A	N/A	3	5		23	27		28	29		44	39	

Concepts & Procedures											
Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17		
Grade 3	42	35		42	29		17	35			
Grade 4	5	14		45	43		50	43			
Grade 5	6	16		24	37		71	47			
Grade 6	0	8		17	25		83	67			
All Grades	11	19		33	34		56	47			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	12		50	59		25	29	
Grade 4	0	0		59	71		41	29	
Grade 5	6	5		29	32		65	63	
Grade 6	8	8		50	42		42	50	
All Grades	8	6		48	50		44	44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	12		67	59		17	29	
Grade 4	18	14		41	43		41	43	
Grade 5	12	5		29	58		59	37	
Grade 6	0	0		42	42		58	58	
All Grades	13	8		43	52		44	40	

Conclusions based on this data:

1.

Title III Accountability Data (Yuba Feather Elementary School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	0	1	
Percent with Prior Year Data	0.0%	100.0%	
Number in Cohort	0	1	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	60.5	62.0%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	0	1	0		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

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

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1								***							
Total								100							

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

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

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
5	0%	27%		0%		
6	14%	0%		0%		

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

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	20%	0%		23%		
3	50%	0%		60%	0%	
4	0%	0%		0%	0%	
5	20%	8%		19%	0%	
6	0%	0%		14%		

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

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	0%	0%		80%		
4	12%	0%		12%	0%	

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

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	100%			40%		

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

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

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

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

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

VI. Planned Improvements in Student Performance

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

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

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching 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.	17-18 school year	AR Books	Other TBA
1.2 To vary instructional strategies and provide equitable educational opportunities for all students, provide supplementary instructional materials that support the	17-18 school year	Materials, Supplies, Books, & Equipment, copy paper, ink supplementary instructional materials that support the	Title I Other

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
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.	17-18 school year	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.	17-18 school year	Consultant Fees, Advisor Wages, Supplies, & Materials	
1.5 Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.	17-18 school year	Hourly Rate for Teachers, Intervention Tutors - wages & benefits	T1-CO TBA
1.6 Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and another Para-educator to supports first through fourth grade students in math or ELA.	17-18 school year	Para-educator Wages & Benefits	Title I 14,332.00
		Para-educator Wages & Benefits	Title I 16,566.00
1.7 Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.	17-18 school year	Web Based Intensive Instruction Purchase of equipment: Tablets, Chromebooks, Laptops Apps & Device covers	

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 5% as measured by the Smarter Balanced Assessment by June, 2016.			
What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records		What did the analysis of the data reveal that led you to this goal? Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary incidents.	
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents		What data will be collected to measure student achievement? Test scores, attendance reports, discipline reports	
What process will you use to monitor and evaluate the data? We will regularly monitor and analyze parent involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis.			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	16-17 school year	Fingerprinting Fees	Title I 426.00
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.	16-17 school year	Materials, supplies,	
2.3			T1-PI

2017-18 Program Expenditure Summary
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Goal 1	
Title I	30,898
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$30,898

Goal 2	
Title I	426
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$426

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

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

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

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

Total Allocation	
Title I	31,496
Title I Carryover	
Title I Parent Involvement	426
Other	0
Total	\$31,922

Total Expenditures	
Title I	31,324
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$31,324.24

Balance	
Title I	172
Title I Carryover	0
Title I Parent Involvement	426
Total	\$597.76

Programs Included in this Plan

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

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

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$31,496
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$426
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$31,922

Total amount of state and federal categorical funds allocated to this school	\$31,922
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

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

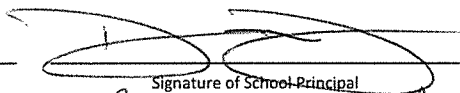
Other committees established by the school or district (list):

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

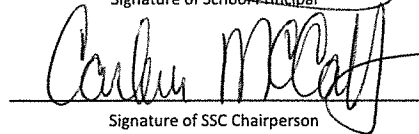
Typed Name of School Principal


Signature of School Principal

6/13/2017
Date

Carlene McCarty

Typed Name of SSC Chairperson


Signature of SSC Chairperson

6-13-17
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



2017-18
Single Plan for Student Achievement (SPSA)

Lindhurst High School

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

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

Principal:	Bob Eckardt	Telephone:	(530) 741-6150
Address:	4446 Olive Dr.	Email Address:	beckardt@mjud.com
District Name:	Marysville Joint Unified School District	CDS Code:	58-72736-5830013
X Initial Plan Approval: 5/16/207			
X Plan Revision Approval:			

Approved by District Board of Education on .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	247	238		238	232		236	232		96.4	97.5	
All Grades	247	238		238	232		236	232		96.4	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2563.7	2550.8		7	8		39	31		31	35		23	26	
All Grades	N/A	N/A	N/A	7	8		39	31		31	35		23	26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	14		54	57		27	29	
All Grades	19	14		54	57		27	29	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	13		63	56		24	32	
All Grades	14	13		63	56		24	32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	13		70	67		25	20	
All Grades	5	13		70	67		25	20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	16		66	66		17	19	
All Grades	17	16		66	66		17	19	

Conclusions based on this data:

- 1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	247	238		235	231		230	231		95.1	97.1	
All Grades	247	238		235	231		230	231		95.1	97.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2521.6	2525.4		2	2		13	15		26	27		57	56	
All Grades	N/A	N/A	N/A	2	2		13	15		26	27		57	56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	5		33	29		61	66	
All Grades	5	5		33	29		61	66	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	6		55	45		42	49	
All Grades	3	6		55	45		42	49	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	6		56	51		39	43	
All Grades	5	6		56	51		39	43	

Conclusions based on this data:

1.

Title III Accountability Data (Lindhurst High School)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	231	213	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	231	213	
Number Met	155	121	
Percent Met	67.1%	56.8%	
NCLB Target	60.5	62.0%	
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	18	221	24	204		
Number Met	1	129	2	98		
Percent Met	5.6%	58.4%	8.3%	48.0%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

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

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	1	3		49	32		33	48		11	12		6	5	
10	13	11		48	41		26	34		11	6		2	7	
11	19	11		53	46		15	23		12	14		2	6	
12	17	16		44	56		22	16		17	7			5	
Total	12	10		48	42		25	33		13	9		3	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):

2015-16 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2015-16 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17
Dropout Rate (1-year)	4.6	6.90	2.30	12.3	11.60	8.30	11.4	11.50	10.70
Graduation Rate	91.98	90.69			79.56			80.95	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Integrated math 1				1%		
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Integrated math 1				3%		
Integrated math 2						
Integrated math 3						

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

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

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Integrated math 1						
Integrated math 2						

Integrated math 3						
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Summarize and draw conclusions regarding the school’s District Benchmark Data:

District Writing Prompt

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

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

ASAM

(insert CDE Chart here)

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

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) 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, 2017 Through June 30, 2018	Lindhurst High School will provide collaboration time after contract hours during the school year as well as send teachers to professional development conferences This time will be structured with an emphasis on creating units of study, common assessments, students data review and appropriate modifications to instruction based on this data.	Title I 28286

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		To create collaborative time for teachers to meet plan and develop enrichment activities as well on hone and work on instructional strategies, LHS will have "summer Institutes" for teachers. Consisting of 2 6 hour days during the summer after their contract days.	Title I 25000
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 2017 through April 2018	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. 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. LHS will provide core subject departments with additional dollars to be used on supplemental instructional materials LHS will purchase additional computers for classrooms and labs	Title I 30000 Title I 36000
1.3 In an effort to enhance our supplemental and diversified instructional strategies, LHS will be investing in technology to directly serve the students in classroom and learning environments	July 2017 through April 2018	LHS will purchase technology for student and classroom use which includes Chromebook carts, Printers, toner	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:

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 2017 through June 2018	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 49000
2.2 To increase the opportunities for varied supplemental instruction LHS will Purchase various programs for the math department.	September 2017 through April 2018		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
		LHS will purchase KIRA software for our Math Department to be used a supplemental for math interventions	Title I 5500 Title I

2017-18 Program Expenditure Summary

Goal 1	
Title I	199,286
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$199,286

Goal 2	
Title I	54,500
Title I Carryover	
Title I Parent Involvement	
Other	
Total	\$54,500

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

Goal 4	
Title I	49,239
Title I Carryover	
Title I Parent Involvement	4,488
Other	
Total	\$53,727

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

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

Total Allocation	
Title I	282,855
Title I Carryover	
Title I Parent Involvement	3,828
Other	0
Total	\$286,683

Total Expenditures	
Title I	303,025
Title I Carryover	
Title I Parent Involvement	4,488
Other	
Total	\$265,513

Balance	
Title I	-20,170
Title I Carryover	0
Title I Parent Involvement	-660
Total	\$21,170

Programs Included in this Plan

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

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

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$282,855
Title I, Part A Carryover	\$
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$3,828
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$286,683

Total amount of state and federal categorical funds allocated to this school	\$286,683
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

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

School Site Council Membership (SSC)

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bob Eckardt	1				
Rachel Hutchinson		1			
Anna Oliver		1			
Troy Spangler		1			
Stephanie Peterson		1			
Omar Campos					1
Harlin Kaur					1
Danyelle Samundo					1
Keli Villalobos				1	
Brandi Hamilton				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:

Attested:

Bob Eckardt

Typed Name of School Principal

Signature of School Principal

Date

Troy Spangler

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date