The Single Plan for Student Achievement

School: George T. Egling Middle School

CDS Code: 06-61598-6057152

District: Colusa Unified School District

Principal: Jody Johnston

Revision Date: January 12, 2017

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

George T. Egling Middle School's Vision and Mission Statements
Vision - Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.
Mission- Egling Middle School is a place where the school empowers students to develop their skills and talents to become contributing and successful participants in the changing world of education, work and life.
Guiding Principles -
High Expectations: are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students who need help in achieving the standards receive support from the entire community.
Positive and Caring School Community : The school environment is safe, positive and caring. It supports the uniqueness of upper-elementary and middle school students. Students are respected and valued by the school community.
Quality Curriculum: Egling Middle School has implemented California Common Core Standards. All students are engaged in a rigorous curriculum. This year we are refining our implementation of our new math programs that were adopted Colusa Unified School District. Bridges published by the Math Learning Center has been implemented in Kindergarten through grade 5. In grades 6-8, Connected Mathematics 3 (CMP3) published by Pearson Education and Integrated I published by Carnegie learning is used in our high level 8th grade course. Common Core aligned English Language Arts and English Language Development materials have been adopted. In all subject areas, students are expected to support their learning by referencing textual evidence. Strong exploratory and enrichment activities help students learn to make informed decisions.
Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide-range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions. Students are exposed to weekly character education topics and quotes.

School Profile

Colusa Community - -Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture, the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High School which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 540 students in grades 4th-8th. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade After-School Program, GATE, leadership classes, choir, band, enrichment classes in 7th and 8th grades, English Language Development classes, and 6th grade involvement in environmental education school at Shady Creek. All students receive computer instruction both in a lab setting and in the classroom on Chromebooks. A variety of sports are offered at 7th and 8th grade students including girls and boys basketball, girls volleyball, girls' and boys' soccer. 7th and 8th grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Egling Middle School Staff--Credentialed staff includes 31 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 0.5 counselor 1 speech teacher, and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 office assistant, 1 after school program director, 2.5 bi-lingual instructional assistants, 3 instructional assistants, 7 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 cafeteria staff members and 3.5 custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High Expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. New character education topics are taught weekly. The environment supports the uniqueness of upper elementary and

middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students' grades and assignments online through our grade reporting system, Illuminate (4th-6th grades) and School Loop (7th and 8th grades). Parent conferences are held in October for our 4th - 6th grade students as well as on an as-needed basis. 7th and 8th grade students and parents at Egling Middle School meet with administrators and teachers as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our Credit Recovery and After School Program. A summer school program is also offered.

Academic Achievement -- 99% of the Egling Middle School 8th grade class of 2016 graduated.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday. 7th and 8th graders rotate through enrichment classes taught by teachers during 9th period. The state required instructional minutes are met in all grade levels.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Egling Middle School administers the California Healthy Kids Survey to 7th graders and parents every three years. In 2012 80% of 7th graders reported to have caring adults in thier lives that have high expectations of them. 98% of 7th graders reported that they do not use drugs or alcohol. Again in 2015 the California Healthy Kids Survey was administered to 7th graders, parents and staff.

Colusa Unified School District has administered a district wide climate survey to teachers. The majority of our teachers expressed satisfaction with the climate of schools within the Colusa Unified School District.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walk-throughs are conducted by the Principal and the Assistant Principal weekly. The Reading Specialist also visits classrooms to help refine reading instruction in 4th through 6th grades. Observable strategies include but are not limited to posted objectives, random calling, students responding in complete sentences, visual and auditory presentation of directions and explanations.

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Data from a variety of sources is used for on-going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP), California English Language Development Tast (CELDT), the California Standards Test (CST) for science, the Academic Performance Index (API), the Adequate Yearly Progress (AYP) along with grade level and subject area benchmark tests are utilized for informing instruction and programs. This data is accessible on the data warehousing system Illuminate and Infinite Campus student information data system. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are also used to inform instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Data from classroom assessments is monitored in data meetings, subject area meetings and grade level meetings. Instruction is adjusted to increase student achievement and to monitor student growth. Parents have access to their students' grades through our School Loop on-line grade reporting system.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   93% of Egling's teachers meet the highly-qualified teacher requirements of the No Child Let Behind (NCLB) Act. Teachers who do not meet the requirements are monitored by administration and are working toward their requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Egling Middle School has a sufficiency of credentialed teachers. English Language Arts teachers are currently participating in training that utilizes the Common Core English Language Arts curricular modules during collaboration time and structured professional development.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Implementation of research-based instructional strategies, content standards, pacing guides and benchmark assessements has occured. Training In math is on-going to support the adoption of new math materials at each grade level. Training is deliver by the director of the UC Davis Northern California math Project director for grades 6th - 8th. For 4th and 5th grade math professional development is delivered by the Math Learning Center professionals. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. 4th -6th grade teachers have the opportunity to attend Next Generation Science Standards workshops through Sutter County Office of Education. Next Generation Science Standards have been made available to teachers and will continue throughout the year. The assistant principal who is a former science teacher is attending state wide NGSS workshops and helping to implement appropriate NGSS instruction at each grade level.

Sutter County Office of Education workshops addressing California ELA strategies, Analyzing ELA and Math Assessment Data, Next Generation Science Standards have been made available to teachers.

Distirict committees for Language Arts has reviewed and help adopt the new English Language Arts and English Language Development curriculum. Kindergarten - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum.

School wide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in data and grade level meetings. Instruction is adjusted to increase student achievement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Egling Middle School is currently utilizing the services of content experts. Staff focuses on quality instruction and checking for understanding. Three stategies (Think-pair - share, random calling and speaking in complete sentences) are in place school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objective posted and referenced and focusing on incorporating higher-order questioning) are being implemented. Training for Accelerated Reader and Acceleratd Math is contracted with Renaissance Learning. Training In math is on-going to support the adoption of new math materials at each grade level. Training is deliver by the director of the UC Davis Northern California math Project director for grades 6th - 8th. For 4th and 5th grade math professional development is delivered by the Math Learning Center professionals. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. 4th -6th grade teachers have the opportunity to attend Next Generation Science Standards workshops through Sutter County Office of Education. Next Generation Science Standards have been made available to teachers and will continue throughout the year. The assistant principal who is a former science teacher is attending state wide NGSS workshops and helping to implement appropriate NGSS instruction at each grade level.

Sutter County Office of Education workshops addressing California ELA strategies, Analyzing ELA and Math Assessment Data, Next Generation Science Standards have been made available to teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly collaboration is used to discuss instructional startegies, data, curriculum in grade levels and content areas as well as district mission and focus. All ELA teachers meet for Data meetings every 6 weeks to analyze data and plan instruction. Math teachers will meet with the district math consultant three times this year to reivew data and continue to refine Common Core implemenation, pacing guides and benchmark assessments.

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    Pacing guides have been developed and are being refined to reflect alignment of curriculum, instruction and the use of materials with the Common Core State Standards. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards. Our Reading Specialist is working with staff in Language Arts. The director of the Northern California Math Project at UC Davis and professionals from The math Learning Center are working with our staff in the math content area. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. 4th - 6th grade teachers have the opportunity to attend Next Generation Science Standards workshops through Sutter County Office of Education. Next Generation Science Standards have been made available to teachers and will continue throughout the year. The assistant principal who is a former science teacher is attending state wide NGSS workshops and helping to implement appropriate NGSS instruction at each grade level.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

    Egling Middle School meets the required instructional minutes for English Language Arts, Math and Physical Education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    Pacing guides have been developed but will be refined to incorporate the new ELA/ELD adoptions Benchmark Advance and Spring Board. The pacing guides will reflect alignment of curriculum, instruction and the use of materials with the state standards. Intervention classes service students at their particular reading level. . Our Reading Specialist is working with staff in Language Arts. Pam Hutchison, Director of the University of California at Davis Northern California Math Project and The Math learning Center, are working with our staff in the math content area. 7th and 8th grade ELD and study skills classes are built into the master schedule. 7th and 8th grade students participate in a 9th period elective.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    The curriculum used is standards-based instructional materials and are available to all students at all grade levels. Common Core aligned math curriculum has been adopted. English Language Arts and English Language Development curriculum have been adopted. Kindergarten - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. English 3D has been adopted for our designated ELD time.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    All materials are SBE-adopted / district adopted and standards-aligned. English Language Arts and English Language Development curriculum have been adopted. Kindergarten - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. English 3D has been adopted for our designated ELD time.
    In math our 4th and 5th grade students are using Bridges curriculum published by The Math Learning Center. 6th -8th grade students are using CMP3 published by Pearson.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

4th - 6th grade students receive Core ELA instruction. These students also are grouped for a 45 minute intensive language development period and leveled for language arts. During the 2017-2018 school year students will be using the Benchmark Advance curriculum. .4th - 6th grade underperforming students are served with specific instruction and intervention materials from Benchmark Advance.

Many of our 4-6 grade Special Needs students utilize the intervention program that coordinates with the Benchmark Advance curriculum.

Our 4th grade through 8th grade English language learners participate in a 45 minute intensive language development period daily. ELD students utilize English 3D materials published by Houghton Mifflin Harcourt. 2.5 FTE bilingual instructional assistants help our English Learners access the curriculum.

7th and 8th grade students have a study skills period built in to their schedule. During the study skills course students get help on their homework from a credentialed teacher and are instructed in computer competencies.

14. Research-based educational practices to raise student achievement

Research-based school wide procedures have been implemented. Three stategies (Think-Pair - Share, random calling and speaking in complete sentences) are used school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objectives posted and referenced and focusing on higher order questioning) are being implemented. Teachers focus on academic vocabulary throughout subject areas in all grades in our school. Staff participates in data meetings focusing on quality instruction, checking for understanding and assessing student achievement.4th - 6th grade teachers are transitioning to standards based report cards to help keep parents informed about students' progress toward standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources for underperforming students are served with specific instruction and intervention materials. Increased learning time is available through our after- school program and is available to all students. Community groups work with under-achieving math students. A cultural liasions from the Native American community provides tutoring to students in school as well as at home. A liasion from Migrant Education does academic counseling with migrant students. All students use planners to help organize and keep track of the assignments. Parents and students have access to the Illuminate (4th - 6th grades) and Infinite Campus (7th -8th grades) online grade reporting systems.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, classroom teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolodated application programs. Egling Middle School involves parents through Site Council, Parent Club, English Language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, weekly parent email bulletins, monthly newsletters and the school website. Teachers have input through district collaboration meetings and surveys, site collaboration meetings and in grade level data meetings. 7th and 8th grade students participate in leadership activities at our school.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are utilized to support students by providing 1.75 teacher salaries, 2.5 bilingual instructional assistants and 5 instructional assistants, reading materials and classroom libraries.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Some of our challenges include English Language Learner literacy skills and 70 percent of our school population come from low socio economic home. Our test scores show an achievement gap in our school populations. Our English Language Arts / English language Development will be new in the 2017-2018 school year. Teacher training is necessary in the areas of ELD, Reading, Writing and Math. Implementation of the Next Generation Science Standards will be an ongoing implementation as well.   Data collection and analysis training will need to be a focus to improve instruction in all curricular areas. Technology use is increasing for classroom instruction and the Smarter Balanced Assessment. Training for teachers and students is necessary to ensure students are assimilating technology standards.

Schools remain hopeful that the transition to the Local Control Funding Formula and the Common Core Implemenation Funds will help in serving all students.

School and Student Performance Data

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 4	83	104	82	104	82	104	98.8	100
Grade 5	108	88	103	85	103	85	95.4	96.6
Grade 6	99	104	99	101	99	101	100.0	97.1
Grade 7	114	102	114	100	114	100	100.0	98
Grade 8	96	117	94	116	94	116	97.9	98.3
All Grades	500	515	492	506	492	506	98.4	98.1

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

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 4	2421.4	2422.3	6	11	20	20	28	21	46	48
Grade 5	2458.0	2461.9	6	5	23	27	24	28	47	40
Grade 6	2493.7	2481.5	5	5	32	28	27	28	35	40
Grade 7	2511.5	2532.0	4	13	35	29	27	29	34	29
Grade 8	2544.9	2548.4	6	9	38	35	24	34	31	22
All Grades	N/A	N/A	5	8	30	28	26	28	38	35

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 4	7	14	38	34	55	52
Grade 5	9	5	45	55	47	40
Grade 6	18	14	44	44	37	43
Grade 7	12	21	41	42	46	37
Grade 8	16	21	49	47	35	32
All Grades	13	15	43	44	44	41

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	5	13	54	48	41	38
Grade 5	10	12	41	45	49	44
Grade 6	12	6	49	50	38	45
Grade 7	18	21	49	53	32	26
Grade 8	19	18	55	50	26	32
All Grades	13	14	49	49	37	37

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	6	12	70	62	24	27
Grade 5	15	6	56	65	29	29
Grade 6	10	12	65	62	25	26
Grade 7	12	11	61	64	26	25
Grade 8	4	14	67	71	29	16
All Grades	10	11	63	65	27	24

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	7	12	60	50	33	38
Grade 5	16	11	57	67	27	22
Grade 6	8	16	65	57	27	27
Grade 7	14	20	60	59	26	21
Grade 8	20	24	51	53	29	22
All Grades	13	17	59	57	28	26

Conclusions based on this data:

1. Reading is an area of concern.

2. Listening is an area of strength.

3. Our participation goal was met.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	83	104	82	104	82	104	98.8	100
Grade 5	108	88	103	85	103	85	95.4	96.6
Grade 6	99	104	99	100	99	100	100.0	96.2
Grade 7	114	102	114	100	114	100	100.0	98
Grade 8	96	115	94	114	94	114	97.9	98.3
All Grades	500	513	492	503	492	503	98.4	97.9

Table header: Overall Participation for All Students

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

Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	2446.2	2443.2	2	7	29	22	41	40	27	31
Grade 5	2455.3	2461.2	5	6	13	14	31	29	51	51
Grade 6	2484.8	2471.3	8	4	10	15	37	34	44	47
Grade 7	2515.9	2511.2	18	15	15	16	27	34	39	35
Grade 8	2543.5	2547.3	27	23	17	14	10	20	47	43
All Grades	N/A	N/A	12	11	16	16	29	31	42	41

Table header: Overall Achievement for All Students

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	11	15	44	42	45	42
Grade 5	11	11	27	29	62	60
Grade 6	8	12	34	25	58	63
Grade 7	25	19	28	31	46	50
Grade 8	33	31	21	20	46	49
All Grades	18	18	30	29	52	52

Table header: Concepts & Procedures — Applying mathematical concepts and procedures

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	7	13	57	49	35	38
Grade 5	7	7	43	36	50	56
Grade 6	9	4	45	47	45	49
Grade 7	18	18	40	50	41	32
Grade 8	24	19	44	46	32	34
All Grades	13	13	45	46	41	41

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	11	13	52	41	37	45
Grade 5	3	5	50	51	47	45
Grade 6	7	5	56	58	37	37
Grade 7	18	17	68	48	14	35
Grade 8	22	19	39	59	38	22
All Grades	12	12	54	51	34	36

Conclusions based on this data:

1. Concepts and Procedures had the highest percentage above standard and the highest percentage below standard.

2. There is a large percentage of students above standard in 8th grade.

3. Our participation goal was met.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
4	2	3		14	39	22	48	42	50	14	10	16	23	6	13
5	15	3	3	22	30	58	33	33	24	15	23	3	15	13	12
6	4	4	8	20	35	21	32	39	39	16	9	13	28	13	18
7	8			31	36	48	35	23	26	19	27	17	8	14	9
8	5		5	30	37	36	35	37	23	20	16	27	10	11	9
Total	6	2	3	22	35	36	38	35	34	16	17	14	18	11	13

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.

2. Fewer 7th and 8th graders are tested.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
4	2	3	3	15	36	21	48	42	47	13	9	15	22	9	15
5	17	2	3	23	28	54	30	30	26	13	26	3	17	14	14
6	8	4	8	19	33	20	31	42	38	15	8	13	27	13	23
7	11			32	42	48	32	21	22	18	25	19	7	13	11
8	9		8	30	37	33	30	37	21	17	16	25	13	11	13
Total	8	2	4	23	34	34	36	34	32	15	17	14	18	12	16

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.

2. Fewer 7th and 8th graders are tested.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	142	135	148
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	142	135	148
Number Met	60	80	71
Percent Met	42.3%	59.3%	48.0%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	45	100	35	106	37	119
Number Met	6	30	12	34	9	46
Percent Met	13.3%	30.0%	34.3%	32.1%	24.3%	38.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**No**	**No**	**Yes**	**No**	**No**	**No**

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

Conclusions based on this data:

1. AMAO 1 target was not met but the percent met increased over the previous year..

2. AMAO 2 target met for students with less than 5 years of English instruction but not met for more than 5 years of instruction.

3. AMAO 3 target met participation target in both ELA and Math.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	319	371	378
Percent with Prior Year Data	100.0		100
Number in Cohort	319	371	378
Number Met	158	203	177
Percent Met	49.5	54.7	46.8
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	267	126	280	166	287	181
Number Met	45	43	61	53	52	59
Percent Met	16.9	34.1	21.8	31.9	18.1	32.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**No**	**No**	**No**	**No**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	**Yes**		**N/A**

Conclusions based on this data:

1. AMAO 1 target was not met.

2. AMAO 2 target increased in both the "less than 5 Year" and the " 5 or more year" categories.

3. AMAO 3 target was met in both English-Language Arts and Math.

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts and Writing
LEA GOAL:
Improve student achievement and close the achievement gap.
SCHOOL GOAL #1:
After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students. Implementation of CCSS aligned ELA/ELD curriculum is essential. Newly adopted curriculum Benchmark Advance (Kindergarten - 6th grade) and Spring Board (7th and 8th grades) need to be fully implemented. Teachers need to be fully trained and a trainer of trainers model needs to be utilized.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the California Standards Test (CST), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Reading is an area of concern. Listening is an area of strength.
How the School will Evaluate the Progress of this Goal:
Regular evaualtion of STAR Reading and end of unit tests which include multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades, Fully train teachers in both Benchmark Advance and Spring Board curriculum. Implement a Trainer of Trainers model Utilize vertical PLC teams	2017-2018	Principal, Teachers, Reading Specialist	Spring Board Textbooks, workbooks, teacher materials for the 7 year adoption.	4000-4999: Books And Supplies	District Funded	
			Benchmark Advance	4000-4999: Books And Supplies	District Funded	92000
			Benchmark Advance Training	5000-5999: Services And Other Operating Expenditures	District Funded	15000
Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	2017-2018	Principal, teacher - Each Wednesday All Year	Included in Teachers' Salaries	1000-1999: Certificated Personnel Salaries		
Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week intervals or at the end of a unit. Writing assessments are consistent 4th-6th grades.	6 week intervals	Principal, Teachers, Reading Specialist	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	2100
District ELA Committee Over see implementation and training for Benchmark Advance and Spring Board	2017-2018	District	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	1200
1.75 -Title I teacher Reading Specialist - CCSS -ELA implemention modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	2017-2018	Principal, Reading Specialist	Reading Specialist, teacher	2000-2999: Classified Personnel Salaries	Title I	60,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Accelerated Reader Enterprise Program and STAR Reading Assessment	2017-2018	Principal, Teachers	Accelerated Reading Program	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	5800
Supplementary Materials Intensive Intervention ELD materials - English 3D	2017-2018	Teachers	Materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	6000
3- Title III paraprofessionals	2017-2018	Principal, Reading Specialist	Paraprofessional Salaries	2000-2999: Classified Personnel Salaries	Title I	
Libraries Open at breaks	2017-2018	Librarian	Included in Librarian's salary	2000-2999: Classified Personnel Salaries	School and Library Improvement Program Block	
Retention / Promotion 7th and 8th Credit Recovery Programs 4th and 5th grade tutoring programs	2017-2018	Principal, Teachers	Included in Salaries	7000-7439: Other Outgo	Special Education	5000
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research.

2 students labs

5 Chrome Book Carts 2 Additional Chrome Book Carts to be assessed in 2017-2018.

Both the labs and Chrome Books provide expanded access to technology and improve the ability toteach research and writing skills. | 2015-2016 | Principal | Included in Paraprofessional Salaries

Technology | 2000-2999: Classified Personnel Salaries

0000: Unrestricted | Title I Part A: Allocation

LCFF - Base | 30,000

36,000 |

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Learners
LEA GOAL:
The LEA goal is to improve student achievement and close the achievement gap.
SCHOOL GOAL #2:
After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and scored in the Standards Not Met band on the CAASPP assessment. CELDT level scores need to be disseminated to classroom teachers. All teachers need to be trained / review ELD, GLAD and AVID strategies. Continue to implement English 3D in 5th - 8th grades. An additional section for designated ELD instruction will be added for the 2017-2018 in the 7th and 8th grade schedule.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the California Assessment for Student Performance and Progress (CAASPP),and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Many students have difficultiies moving past the intermediate level of the CELDT.
How the School will Evaluate the Progress of this Goal:
Theme tests which inclue multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension, CELDT scores, grade level writing assessments, STAR Reading, STAR Math and Diagnostic tools such as ADEPT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th Using the ELD component of Benchmark Advance	2017-2018	Reading Specialist Teachers	Benchmark Advance	4000-4999: Books And Supplies	General Fund	
			Teachers	1000-1999: Certificated Personnel Salaries	General Fund	
			Reading Specialist	1000-1999: Certificated Personnel Salaries	Title I	60,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th graders - ELD Instruction 10:15-10:55 5th graders - ELD Instruction 8:15-9:00 6th graders - ELD instruction 1:45-2:30 7th and 8th graders - 2:00-2:45	2017-2018	Teachers Reading Specialist	English 3 D curriculum Benchmark Advance	4000-4999: Books And Supplies 4000-4999: Books And Supplies None Specified	General Fund General Fund Lottery: Instructional Materials	5000
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	2017-2018	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	
Review ELD Instructional Strategies SADIE, GLAD and AVID	2017-2018	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Cornell Notes implemented in 6th - 8th grades. 7th and 8th grade standardized rubric for writing.	2017-2018	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Extended Learning Time through ASES	2017-2018	ASES Director / Staff	ASES Tutor/ Homework Time	7000-7439: Other Outgo	After School and Education Safety (ASES)	137700
Migrant Liason - Academic counceling	2017-2018		Migrant Tutor	None Specified		
Staff development and professional collaboration: ELD program discussed at collaboration	2017-2018	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community: Regular update of SITE Plan Monthly District English Language Advisory Committee meetings Continue a site English Language Advisory Committee	2017-2018	Principal Site Council Superintendent	Parent Meetings	None Specified		
2.5 Bi -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	2017-2018	Reading Specialist	Bi-Lingual Para Educator	2000-2999: Classified Personnel Salaries	Title III	35,000
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 5 Chrome Book Carts Both the labs and Chrome Books provide expanded access to technology and improve the ability teach research and writing skills.	2015-2016	Para professional	Para assigned to the computer labs	2000-2999: Classified Personnel Salaries	General Fund	30,000

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Math
LEA GOAL:
The LEA goal is to improve achievement and close achievement gap in math.
SCHOOL GOAL #3:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Online Assessment and Reporting System Illuminate and Infinite Campus student information data system. Computerized assessments in math are utilized to assess growth multiple times during our year. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
How the School will Evaluate the Progress of this Goal:
Progress toward this goal will be assessed by using CAASPP data to who fall in the Not Met Standards band. Classroom assessments, STAR Math data and grade level benchmark assessments will generate progress data. Data from intervention group instruction will assist in monitoring progress toward grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
4th grade intervention - Small Groups 7th and 8th grade Math support class 4th grade St. Stephens math tutoring	2017-2018	Teachers, Administration	Math Intervention	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	
				4000-4999: Books And Supplies	Lottery: Instructional Materials	
				1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on benchmark assessments and instructional strategies.	2017-2018	Administration	Consultant Fee	5800: Professional/Consulting Services And Operating Expenditures	Title I	8,500
Continue to refine Implementation of new math curriculum: Grades K-5 Bridges in Mathematics, the Math Learning Center Grades 6-8 Connected Mathematics 3, Pearson Grade 8 Integrated Math, Carnegie Learning	2017-2018	Teachers and Administration	Bridges CMP3 Integrated I	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Lottery: Instructional Materials Lottery: Instructional Materials Lottery: Instructional Materials	18000 45000 2500
Accelerate Math utilized to enhance instruction of grade level standards Math Facts in a Flash STAR Math Assessment	2015-2016	Teachers	AM Math Facts STAR Math	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Fund General Fund General Fund	5000 2500 2500
4th and 5th grade Bridges math curriculum- Professional Development with consultant Professionals from The Math Learning Center. The focus will be on benchmark assessments and instructional strategies.	2017-2018	Teachers and Administration	Bridges Professional Development	5800: Professional/Consulting Services And Operating Expenditures	General Fund	5000
Advanced Course - Integrated I	2017-2018	Teacher and Administrator	Continue with Integrated I	4000-4999: Books And Supplies	LCFF - Base	1000

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Technology
LEA GOAL:
The LEA goal outlines in a number of areas that relates to technology. The first is to improve student achievement and close the achievement gap. An additional goal is to improve access to and use of instructional technology. The third is to improve communication between home and school.
SCHOOL GOAL #4:
Access to technology will help prepare all students gain access to curriculum, jobs and higher education. Technology instruction needs to include increasing complexity in lessons as students move from grade level to grade level. Technology standards will guide these lessons. Additional Chromebooks on carts will increase that availability of technology in the classroom. Training for teachers including Microsoft products like Google Classroom as needed. Training for teachers, students and parents is needed for Illuminate and Infinite Campus to help all stakeholders access grades, student data, and reports.
Data Used to Form this Goal:
Data from local sources and CAASPP assessments
Findings from the Analysis of this Data:
Student need more time with technology and with leveled standards based lessons to become proficient with technology. Teachers, parents and students all need training to access grades, student data and reports from both Illuminate and Infinite Campus.
How the School will Evaluate the Progress of this Goal:
CAASPP test data, grades and local assessments, survey feedback from teachers, students and parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Build standards aligned grade level appropriate lessons for technology.	2017-2018	Teachers, Administrators, IT department	Collaboration - Teachers review standards	None Specified	General Fund	
					None Specified	
Training on Google Classroom	2017-2018	IT Department	Wednesday collaboration	None Specified		
Add Additional COWs	2017-2018	Administrator and IT		0001-0999: Unrestricted: Locally Defined	General Fund	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training for Illuminate for grading and data gathering	2017-2018	IT Department	IT Training during collaboration			
Training for Infinite Campus for grading and data gathering	2017-2018	IT department				
Typing Program utilized in the study skills class.	2017-2018	Administrators, teachers	Free online curriculum			
Parent Education Nights	2017-2018	IT Department, Administration	Presenters for Parent Nights	5800: Professional/Consulting Services And Operating Expenditures		2000

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.
LEA GOAL:
Improve atmosphere in our school and improve communication between home and school.
SCHOOL GOAL #5:
Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and attendance information on school data warehousing systems Illuminate and Infinite campus. Regular parent communication needs to continue and different avenues for this communication needs to be explored. A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.
Data Used to Form this Goal:
Both parent and teacher surveys were examined.
Findings from the Analysis of this Data:
There is a need to increase communication between home and school. Parents need training to utilize both Illuminate and Infinite Campus. School wide procedures relating to positive behavior, character building and student responsibility need to be explored.
How the School will Evaluate the Progress of this Goal:
Student, parent and staff surveys will examine the results of refined communication and the results of training on Illuminate and Infinite Campus. School discipline matrix will compare past and present behavior after implementing school wide procedures relating to positive behavior, character building and student responsibility need to be explored.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Friday Eblast that includes pertinent weekly information	2017-2018 Weekly	VP	eblast with pertinent information will sent weekly.			0.00
English Language Advisory Committee	Monthly	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
News letters published distributed via email / by hand/ posted on the school website.	Monthly	Principal/ webmaster	Printing Costs	4000-4999: Books And Supplies	LCFF - Base	500.00
Evening Parent Education Math Night BTSN Open House Shady Creek Parent Night Infinite Campus Training Illuminate Training Internet Safety Parent Club	2015-2016	Administration	Math Night	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1500
			Parent information	4000-4999: Books And Supplies	Lottery: Instructional Materials	500
A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.	2017-2018	Administration				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #4**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A: Allocation	137,251	107,251.00
LCFF-EL	91,105	91,105.00
After School and Education Safety	137,700	0.00
Lottery: Instructional Materials	15,000	-51,000.00
Title III	17,494	-17,506.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	137,700.00
District Funded	107,000.00
General Fund	55,000.00
LCFF - Base	39,000.00
Lottery: Instructional Materials	66,000.00
School and Library Improvement Program Block	6,000.00
School Wide Program (SWP)	5,800.00
Special Education	5,000.00
Title I	131,800.00
Title I Part A: Allocation	30,000.00
Title III	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	36,000.00
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	155,000.00
4000-4999: Books And Supplies	180,500.00
5000-5999: Services And Other Operating Expenditures	20,800.00
5800: Professional/Consulting Services And Operating	18,300.00
7000-7439: Other Outgo	142,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
7000-7439: Other Outgo	After School and Education Safety (ASES)	137,700.00
4000-4999: Books And Supplies	District Funded	92,000.00
5000-5999: Services And Other Operating	District Funded	15,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	5,000.00
2000-2999: Classified Personnel Salaries	General Fund	30,000.00
4000-4999: Books And Supplies	General Fund	15,000.00
5800: Professional/Consulting Services And	General Fund	5,000.00
0000: Unrestricted	LCFF - Base	36,000.00
4000-4999: Books And Supplies	LCFF - Base	1,500.00
5800: Professional/Consulting Services And	LCFF - Base	1,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	66,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	6,000.00
5000-5999: Services And Other Operating	School Wide Program (SWP)	5,800.00
7000-7439: Other Outgo	Special Education	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00
5800: Professional/Consulting Services And	Title I	11,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	30,000.00
2000-2999: Classified Personnel Salaries	Title III	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	253,100.00
Goal 2	267,700.00
Goal 3	90,000.00
Goal 4	5,000.00
Goal 5	2,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jody Johnston	X				
Stephanie Archibald		X			
Lara Kelleher			X		
Pam Giuliano		X			
Blanca Avina				X	
Erin Kalfsbeek				X	
Craig Dunn				X	
Numbers of members of each category:	**1**	**3**	**1**	**3**	**0**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

State Compensatory Education Advisory Committee

_____
Signature

X   English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

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

LATTE Committee
Math Committee

_____
Signature

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 December 13, 2010.

Attested:

Jody Johnston		
Typed Name of School Principal	Signature of School Principal	Date

Lara Kelleher		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date