

The Single Plan for Student Achievement

School: James Monroe Middle School
CDS Code: 15-73742-6009617
District: Sierra Sands Unified School District
Principal: Dr. Bonny Porter
Revision Date: November 14, 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 December 14, 2017.

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School Vision and Mission

James Monroe Middle School's Vision and Mission Statements

The mission of James Monroe Middle School is to guide students to become lifelong learners with skills, knowledge, attitudes and virtues to benefit themselves and society in an ever-changing world.

We believe:

- Student learning is our chief priority.
- Educating students is the shared responsibility of students, staff, parents/guardians and community members.
- Students thrive in a safe environment of openness and trust, where inquiry is encouraged and mistakes are considered opportunities for learning.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and need a variety of teaching methods to support their learning.
- A student's self-worth is enhanced by positive relationships and mutual respect among students, staff, parents/guardians and community members.
- Continuous school-wide improvement is necessary in order for our students to become confident lifelong learners and productive citizens.

The five goals established by the staff for the 2017-2018 school year are as follows:

1. Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
3. Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
4. Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
5. Annually increase percent of English Language Learners making progress in learning English.

School Profile

James Monroe Middle School opened its doors in August, 1950. The school is named in honor of Dr. James M. Monroe, educator and superintendent, who was killed in an automobile accident on his way to a meeting in Bakersfield. The current buildings replaced the temporary metal buildings that were used during World War II. Additions and modifications to the facilities have been made throughout the years. The James Monroe site has housed a variety of student and school populations. The school has served students in grades kindergarten through eighth, seven through ninth, and currently serves students in grades six through eighth. At one time the campus even served as the District Office.

James Monroe Middle school is one of two middle schools in Sierra Sands Unified School District, and is in Ridgecrest, CA in Kern County. Ridgecrest is located at the base of the Sierra Nevada Mountains in the Indian Wells Valley. Naval Air Warfare Center Weapons Division China Lake is a military installation located adjacent to the city of Ridgecrest, and many parents, guardians and relatives of students are employed by NAWCWD China Lake. Research, test and evaluation, especially related to weapons and weapon systems takes place at China Lake and in the surrounding area. Ridgecrest is fairly isolated. The nearest city in the county is Bakersfield, approximately 120 miles west of Ridgecrest. To the east of Ridgecrest is Death Valley.

James Monroe Middle School serves an attendance area that includes portions of Ridgecrest, Johannesburg, and Randsburg, all communities located in the northeast corner of Kern County. The current enrollment is 510--160 sixth graders, 170 seventh graders, and 180 eighth graders. The ethnic distribution of the Monroe student body is: 57% White, 30% Hispanic, 6% African American, 2% Native Hawaiian or Pacific Islander, 2% Filipino, 2% Two or more Races, 1% American Indian or Alaska Native, and 1% Asian. Sixty-two percent of students are identified as Socioeconomically Disadvantaged, 15% are Students with Disabilities, 5% are English Learners and 2% are Foster Youth.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

At a School Site Council (SSC) representatives were given the opportunity to provide feedback on the Local Control Accountability Plan (LCAP). Results will be used to improve services to students.

Classroom Observations

The principal and assistant principal visit each classroom at least one time every other week. The California Standards for the Teaching Profession (CSTP) are largely the basis for feedback regarding observations. If other expectations are used for feedback regarding observations, such as research-based practices, the principal and assistant principal ensure that teachers know and understand these expectations. Both positive and constructive feedback is given and discussed with teachers. Additionally, teachers are implementing Common Core State Standards (CCSS), so feedback regarding the most effective practices related to CCSS is and will continue to be given.

Analysis of Current Instructional Program

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

Standards, Assessment, and Accountability

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

District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Common Core State Standards (CCSS) are being implemented, with many teachers utilizing both state standards and CCSS in their teaching. Full implementation and measurement of CCSS implementation will take place during the 2017-2018 school year. State and local assessment data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching toward the goal of improved student achievement. Teachers use benchmark results in Language Arts, Mathematics, Science and History as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in departmental and grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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

Similar to the use of state and local assessments, curriculum-embedded assessments are used across subjects, throughout the school year, at regular intervals, and whenever needed to monitor student progress, modify instruction and improve student achievement. Assessment data from curriculum-embedded assessments are also warehoused in Illuminate and available by school, by teacher, by student group, and by student. Students at-risk are identified and instruction is modified or re-teaching occurs. Teachers work together in departmental and grade level groups to analyze curriculum-embedded assessment data, develop curriculum, create action plans and discuss, model and observe best practices.

Staffing and Professional Development

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

Three teachers do not meet the ESEA highly qualified requirements, however, they are expected to meet the criteria by the end of the 2017-2018 school year.

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

All teachers at James Monroe hold a valid teaching credential, and professional development is offered in many formats. The district provides teacher learning opportunities such as hands-on training sessions regarding implementation of Chromebooks, special-education specific training, and benchmark data analysis. Training regarding SBE-adopted instructional materials is provided both by the district and outside the district, as are other opportunities such as Advancement Via Individual Determination (AVID) and Where Everyone Belongs (WEB) training.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of James Monroe Middle School's staff development has been primarily related to Common Core implementation. Through utilizing this model, we have focused on the best practice of consistent data analysis through faculty trainings and meetings regarding effective instruction and assessment. Wednesday morning department and grade-level collaboration time is spent analyzing benchmark data, developing formative assessments, and instructional planning.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers include our ELD Teacher Coordinator, and the Special Education Program Support Teachers, and our Technology Support Teacher. They support site teachers by offering model lessons, providing feedback on best practices and providing professional development opportunities. During the 2017-18 school year, teachers in each subject area between both middle schools in the district are meeting to reinforce AVID and other effective instructional strategies as well as develop common pacing guides and assessments, all the while discussing and activating implementation strategies for Common Core State Standards (CCSS).

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

James Monroe's teachers have grade level meetings at least monthly and department meetings approximately three times a month, during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross-grade level teams at our staff meetings. Teachers in all grade levels have attended training to learn to analyze data and design intervention strategies.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. These textbooks and materials align with content and performance standards. Essential standards have been collaboratively determined for each Math, English, Science and Social Studies course offered. We are currently implementing a new standards-based math program that contains a technology component. Grade level teams collaborate together using data from the benchmark assessments, state assessments, and teacher assessments to analyze student performance and adjust instruction accordingly. Common Core State Standards are now being fully implemented.

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

Our school follows the California Framework and the Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements, but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to the district pacing guides. Our school gives four benchmark or interim assessments in English Language Arts, Mathematics, Science and History during the school year that assess mastery of skills after they are taught. Additional re-teach instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

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

Standards-based instructional materials appropriate to all student groups, such as English Language Learners, are available and utilized.

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)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available, please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. The district completed a math adoption in 2014 and a new Language Arts adoption in 2017.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In some courses students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Target students are identified and plans are made to meet their needs at grade level meetings. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. ALAS, a Language Arts intervention course, was implemented to meet the needs of English Language Learners.

14. Research-based educational practices to raise student achievement

Research-based practices such as differentiation, frequent quizzing, dynamic classroom management, project- and activity-based learning, and multimedia instruction are used to raise student achievement.

Parental Involvement

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

District, community, family and school resources available to assist underachieving students include:

- SELPA services such as: Workability program, nurse, speech therapist, program specialist, psychologist, mental health therapist
- District provided services such as: SARB (Student Attendance Review Board), translator, project teachers, EL Coordinator
- School Resource Officer, and a 6th grade intervention counselor
- Community resources utilized include: Family Resource Center, College Community Services, Kern Regional Center, Kern County Social Services, Wrap-Around Program

- Parent provided resources, through PTSSO include: Volunteers, Tiger Reading Incentive Program
- School provided social-emotional resources include: peer tutoring, sports, clubs, WEB (Where Everybody Belongs) Orientation and Support
- School provided academic resources include: instructional aides, PLC time, AVID Class (Advancement Via Individual Determination), ALAS (Academic Language Acquisition Strategies) Class

The Single Plan for Student Achievement

- Our school communicates with parents through: Sixth Grade Parent/Student Orientation (including WEB), school website, Back to School Night & Open House, Parent-Teacher Conferences, ELAC meetings, PTSO meetings, Parent Portal, Parent Square, and consistent administrative/teacher presence before and after school

James Monroe Middle School has a supportive Parent Teacher Student Organization. Administrators and PTSO leaders would like to see more parent involvement and more family activities. Effective communication, as always, remains a top priority. To that end, the Parent Square system has been utilized so as to better communicate with parents and guardians. Parent Portal (parent access to student grades and attendance) has been well received by parents, but many parents are unaware of its usefulness, so outreach has been implemented to ensure more parents are aware of and are utilizing this tool.

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)

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 4 Classroom teachers
- 1 Other staff
- 3 Parents and community members
- 3 Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities.

Funding

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

Categorical services focused on the under-performing student at this school include: AVID, ALAS (Language Arts Intervention course), after school homework club, within school intervention, and paraprofessional support. Since the 2011-2012 school year, James Monroe has implemented a newcomer class for beginning level EL students and/or those students whose English language development is minimal. This course addresses the particular needs of newcomers. AVID has proven successful for our 7th and 8th grade AVID students, as well as other students who are exposed to a college-going culture and AVID strategies such as Cornell Notes. Teachers work with struggling students to set goals, check progress, and celebrate successes. Translation services (Spanish) are provided as a centralized service through our District.

18. Fiscal support (EPC)

Sierra Sands Unified School District, in collaboration with James Monroe Middle School, provides fiscal support through the aforementioned classes, programs, and interventions to meet the needs of under-performing students. Fiscal support is provided through the general fund and the Local Control Funding Formula.

Description of Barriers and Related School Goals

The five goals established by the staff for the 2017-2018 school year are as follows:

1. Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
3. Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
4. Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

5. Annually increase percent of English Language Learners making progress in learning English.

As seen in the performance data in the following sections, James Monroe has some achievement gaps it has yet to close. The unique demographic compilation of the school, for example, with close to 62% of students considered Socioeconomically Disadvantaged, in combination with some highly advantaged students, makes closing these gaps challenging, yet possible. In addition, the unique characteristics of middle schools (students transitioning from elementary school to middle school), and those students who are going through physical, social, and emotional changes, make closing these gaps difficult. However, the Monroe staff is continually seeking ways to improve instruction and make students feel connected to their school. We look forward to further increasing our performance and assessment outcomes.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	177	186	153	172	184	152	172	184	152	97.2	98.4	99.3
Grade 7	160	171	184	151	169	182	151	166	182	94.4	98.3	98.9
Grade 8	149	158	166	147	157	165	146	157	165	98.7	98.7	99.4
All Grades	486	515	503	470	510	499	469	507	499	96.7	98.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2496.4	2485.6	2503.0	11	10	12.50	28	22	26.97	27	33	30.26	34	35	30.26
Grade 7	2514.3	2510.6	2490.8	12	8	6.04	25	26	24.18	25	29	21.43	38	37	48.35
Grade 8	2537.5	2551.8	2542.5	10	12	10.91	28	36	33.33	30	24	24.24	31	29	31.52
All Grades	N/A	N/A	N/A	11	10	9.62	27	28	28.06	27	29	25.05	34	34	37.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	13	12	17.11	45	47	50.00	42	41	32.89
Grade 7	19	15	14.92	39	46	35.91	42	39	49.17
Grade 8	21	27	22.42	40	46	41.82	39	27	35.76
All Grades	17	18	18.07	42	46	42.17	41	36	39.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17	15	15.79	49	38	45.39	34	47	38.82
Grade 7	13	15	12.71	44	48	40.88	43	37	46.41
Grade 8	21	21	23.03	45	45	43.03	34	34	33.94
All Grades	17	17	17.07	46	43	42.97	37	40	39.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	10	13.82	69	67	67.11	23	23	19.08
Grade 7	8	10	8.29	66	61	56.91	26	29	34.81
Grade 8	10	14	11.52	68	66	65.45	23	20	23.03
All Grades	9	11	11.04	68	65	62.85	24	24	26.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	16	21.05	56	58	50.00	29	26	28.95
Grade 7	18	15	14.92	53	52	39.23	29	33	45.86
Grade 8	16	20	20.61	56	53	48.48	28	27	30.91
All Grades	16	17	18.67	55	55	45.58	29	28	35.74

Conclusions based on this data:

1. Students were more proficient at the "Reading" and "Writing" strands of the assessment than they were with the "Listening" and "Research/Inquiry" strands of the assessment.
2. Across the board, "Reading" and "Writing" scores tended to be similar.
3. Fewer students mastered the "Listening" strand than the other language arts strands.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	177	186	152	174	184	152	174	182	152	98.3	98.4	100
Grade 7	160	171	184	151	169	181	151	166	181	94.4	98.3	98.4
Grade 8	149	158	166	146	157	165	145	157	165	98.0	98.7	99.4
All Grades	486	515	502	471	510	498	470	505	498	96.9	98.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2480.1	2485.0	2489.0	9	7	9.21	16	16	18.42	34	42	37.50	41	35	34.87
Grade 7	2495.5	2498.7	2474.1	9	7	4.42	15	17	14.92	33	37	29.28	44	39	51.38
Grade 8	2481.7	2503.6	2485.0	5	8	9.09	13	12	9.09	23	31	19.39	58	50	62.42
All Grades	N/A	N/A	N/A	7	7	7.43	15	15	14.06	30	37	28.51	47	41	50.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	14	11	14.47	32	35	36.84	54	54	48.68	
Grade 7	12	13	12.15	38	36	24.86	50	52	62.98	
Grade 8	6	10	11.52	25	29	24.24	70	61	64.24	
All Grades	11	11	12.65	32	33	28.31	58	55	59.04	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	10	11.18	46	47	42.76	46	43	46.05
Grade 7	9	10	6.63	57	43	40.33	34	48	53.04
Grade 8	8	10	10.30	56	54	32.12	37	36	57.58
All Grades	8	10	9.24	53	48	38.35	39	42	52.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	10	10	15.13	52	54	44.74	39	36	40.13
Grade 7	11	10	7.18	67	57	46.41	23	33	46.41
Grade 8	8	8	6.67	43	55	37.58	48	36	55.76
All Grades	10	10	9.44	54	55	42.97	36	35	47.59

Conclusions based on this data:

1. More students mastered the "Concepts & Procedures" standards than the "Communicating Reasoning" standards.
2. More eighth grade students mastered grade level math standards than sixth or seventh grade students.
3. Eighth grade math students had the greatest difficulty with "Communicating Reasoning."

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	0	0	14	33	33	29	67	42	43	0	8	14	0	17	
7	0	0		14	54	27	57	23	45	14	8	18	14	15	9
8	0	0		27	29	44	55	57	44	18	14		0	0	11
Total			4	26	41	33	59	38	44	11	9	11	4	13	7

Conclusions based on this data:

1. Of 33 students assessed, the majority (27) fall into the Intermediate through Advanced categories.
2. Instruction and intervention will be provided to help support English Learners moving forward an assessment level, especially those who tested (6) at the Beginning and Early Intermediate levels.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6				27	33		55	42			8		18	17	
7	13			13	54		50	23		13	8		13	15	
8				27	38		55	50		18	13				
Total	3			23	42		53	36		10	9		10	12	

Conclusions based on this data:

1. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the school/district will provide targeted support to Long Term English Language Learners in an effort to work towards the reclassification of each English learner.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	27	32	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	27	32	
Number Met	11	16	
Percent Met	40.7%	50.0%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	24	4	28		
Number Met	--	7	--	10		
Percent Met	--	29.2%	--	35.7%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	No	--	No		

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

Conclusions based on this data:

1. The school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. The district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	307	352	
Percent with Prior Year Data		100	
Number in Cohort	307	352	
Number Met	164	221	
Percent Met	53.4	62.8	
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	225	144	238	158		
Number Met	49	54	69	77		
Percent Met	21.8	37.5	29	48.7		
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	100		
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	

Conclusions based on this data:

1. Based on the data, our school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based on the data, our district will provide targeted support to Long Term English Language Learners.

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: LEAP # 1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	2017-18 School Year	Principal, Assistant Principal, Classroom Teachers, & District Curriculum & Instruction Support Providers	Grade level and department teams will meet on late start Wednesdays to design and discuss strategies to implement curriculum based on the Common Core Standards.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt/Purchase Common Core instructional materials	2017-18 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Our District Curriculum & Instruction Department will guide us in the selection, and implementation of our new Common Core Language Arts materials.			
Develop and implement Common Core assessments	2017-18 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Our District Curriculum & Instruction Department will guide us in the implementation of Common Core benchmark assessments as well as a line instruction based on assessment results.			
Identify best practices of CCSS	2017-18 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	<p>During late start Wednesdays, Department teams will have time to discuss best practices that align to CCSS.</p> <p>Teachers will be given the opportunity to observe CCSS implementation in other classrooms. \$108 (Sub Pay) X 9 (Days) = \$972</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>General Unrestricted</p> <p>General Unrestricted</p>	<p>972</p> <p>55</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and roll out resources and technological tools as needed	2017-18 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Make sure administrators, teachers, support staff, and students have access to technology such as computers, printers document cameras, projectors, speakers and shredders.	4000-4999: Books And Supplies	General Unrestricted	4,000
Provide Illuminate training/coaching support	2017-18 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	During District Department Meetings, teachers will review and learn new strategies to use Illuminate technology.			
Provide Common Core Professional Development Opportunities for teachers	2017-18 School Year	District Curriculum & Instruction Support Providers, Principal, Assistant Principal & Classroom Teachers	During collaboration and District professional development meetings, teachers will become familiar with and learn how to utilize benchmark data to inform instruction.			
Work on a monthly instructional focus to help with implementation of CCSS.	2017-18	Classroom Teachers & Principal	Purchase a copy of Jeffery Sprague and Annemieke Golly's, "Best Behavior" book for our PBIS Committee. During staff meetings, we will discuss how to implement positive behavior strategies.	4000-4999: Books And Supplies	General Unrestricted	800

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2016 SBAC Data
Findings from the Analysis of this Data:
In ELA, at Monroe, 34% of 6th grade students, 35% of 7th grade students, and 49% of 8th grade students met or exceeded standards. In math, at Monroe, 24% of 6th grade students, 26% of 7th grade students, and 20% of 8th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2017 SBAC base to growth data and benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designated students will receive 50 minutes of math and language arts intervention instruction.	2017-18 School Year	Principal, School Counselor, Classroom Teachers	For 25 minutes on Tuesday and Thursday mornings, designated 6th, 7th, and 8th grade students will receive math intervention and language arts intervention.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
During Wednesday collaboration time, teachers will discuss strategies to assist students who aren't mastering standards.	2017-18 School Year	Principal, Classroom Teachers	Collaboration times designated for intervention strategies.			
AVID electives will be offered to students. The AVID electives focus on preparing students for a successful college experience	2017-18 School Year	Principal, School Counselor, Classroom Teachers	Elective classes designed to support college and career readiness.			
Students will be able to participate in an after-school Homework Club.	2017-18 School Year	Principal, 2 Certificated Teachers	Twice a week for an hour after school, students will be able to get homework help from a certificated teacher. \$20 (HW Club Pay) X 125 (Days) = \$2,500	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2,500
				3000-3999: Employee Benefits	Intervention (BS/AS)	500
Students will be able to participate in a technology class after school.	2017-18	Principal, 1 Paraprofessional	Tuesdays and Thursdays after school, students will have access to computers to work on homework and use technology in our school computer lab. \$20 (HW Club Pay) X 90 (Days) = \$1,800	2000-2999: Classified Personnel Salaries	Intervention (BS/AS)	1,800
				3000-3999: Employee Benefits	Intervention (BS/AS)	200
Students will be awarded for making the honor roll list, perfect attendance, and merit awards	2017-18	Principal, Classified Office Staff	Three times a year, students will be honored for their academic success and attendance.	4000-4999: Books And Supplies	General Unrestricted	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a PBIS (Positive Behavior Intervention and Support) Team to help implement positive strategies to improve student behavior.	2017-18	Principal, Vice Principal, School Counselor, Classroom Teachers, OCS Para	The PBIS Team will hold monthly meetings to develop a plan to teach and reward appropriate behavior. We will need rewards and posters for the program.	4000-4999: Books And Supplies	General Unrestricted	1,500

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: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
Data Used to Form this Goal:
2016 California Healthy Kids Survey and Spring 2016 District Student Survey Results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	2017-18 School Year	Principal	Speak with District HR Representatives to Discuss Staffing Needs			
Custodial supplies and replaced damaged custodial equipment.	2017-18 School Year	Custodial Staff, Principal and Office Manager	Replace Damaged Custodial Equipment Such As Brooms, Mops, and Vacuums as well as purchase day to day supplies.	4000-4999: Books And Supplies	General Unrestricted	7,316

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold a Campus Pride Day	2017-18 School Year	Principal, Assistant Principal, ASB Coordinator, Director or Maintenance and Facilities, Custodial Staff	100 Students Assist With Campus Clean-up			
Meet with the site custodial staff on regular basis.	2017-18 School Year	Principal, Assistant Principal, Custodial Staff	Hold quarterly meetings with custodial staff to discuss & solve issues related to maintaining a clean, safe campus			
Have school pride murals painted in the school cafeteria.	2017-18 School Year	Principal & Assistant Principal	Pay an artist to help improve the school climate by painting murals on the school building.	5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	1,000
Provide updated materials for our library.	2017-18 School Year	Principal, Librarian, Office Manager	Purchase new, updated books for our library.	4000-4999: Books And Supplies	General Unrestricted	2,000
Revise the Monroe Safety Plan and update safety procedures.	2017-18 School Year	Principal, Assistant Principal, & Safety Committee	Provide release time via substitute teacher for our Safety Committee to work on our Safety Plan and procedures. \$108 (Sub Pay) X 4 (Days) = \$432	1000-1999: Certificated Personnel Salaries	General Unrestricted	432
				3000-3999: Employee Benefits	General Unrestricted	25
Teachers have access to print shop to make multiple copies of materials.	2017-18 School Year	Principal, Office Manager, & Teachers	Teachers can send instructional materials to the District Print Shop for copying.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain school athletic equipment.	2017-18 School year	Principal, Assistant Principal, Office Manager	Purchase athletic equipment for our students to use during PE classes.	4000-4999: Books And Supplies	General Unrestricted	2,000
Provide a leased copier for our school.	2017-18 School Year	Principal & Office Manager	Rent a copier for use in our workroom.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2,200
Provide supplies such as paper and pencils for our classroom teachers and office.	2017-18	Principal, Office Managers, & Teachers	Provide supplies such as paper, pencils, markers, and for classrooms and office.	4000-4999: Books And Supplies	General Unrestricted	13,839
Work with District staff to update surveillance camera, fire pull stations, and outdoor lighting.	2017-18 School Year	Principal, Assistant Principal and District Staff	Add more surveillance cameras to areas not covered on our current system. Replace or repair fire pull stations that are currently not functioning properly. \$3,000 for cameras \$1,000 for fire pull stations		District Funded	4,000
Plan and implement a full evacuation and alternate evacuation routes for emergency drills.	2017-18 School Year	Principal, Assistant Principal and Monroe Safety Team	Plan a drill where the school is evacuated and posts such as command posts are set up. Establish more than one school evacuation route.			
Keep bottled water in the classroom so students have access to water in an emergency situation.	2017-18 School Year	District personnel, Principal, Assistant Principal and Monroe Safety Team	Keep a 24 pack of bottled water in the classrooms. Replace water when it expires. \$4.35 per pack X 48 packs = \$208.80		District Funded	208.80

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
schedule 2 assemblies for our students.	2017-18 School Year	Principal, Assistant Principal	Schedule 2 assemblies that focus on positive self esteem and anti-bullying for our students.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2,000

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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement strategies to improve school contentedness	2017-18 School Year	Principal, CJSF & GATE Coordinators, Office Manager	Provide support for programs such as CJSF and GATE by funding the cost of a bus so students can go on field trips.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
			Provide coverage for teachers when they go on conferences. \$108 (Sub Pay) X 4 (Days) = \$432	1000-1999: Certificated Personnel Salaries	General Unrestricted	432
				3000-3999: Employee Benefits	General Unrestricted	25
Provide opportunities for students to participate in school sponsored volleyball, basketball, and cross country teams.	2017-18 School Year	Principal, Vice Principal, Coaches	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide equipment for games.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
Provide opportunities for students to participate in school sponsored volleyball, basketball, and cross country teams.	2017-18 School Year	Principal, Vice Principal, Coaches	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide uniforms for the games.	4000-4999: Books And Supplies	General Unrestricted	2,500
Host after school activities such as school dances and a fall carnival.	2017-18 School Year	Principal, Vice Principal, ASB Coordinator & PTSO	Students will have the opportunity to attend after school activities such as school dances and carnivals.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students the opportunity to participate in clubs.	2017-18 School Year	Principal, Assistant Principal, Teachers, Custodial Staff	Have clubs such as Art Club, Chess Clubs, Drama Club, Math Club, Computer Club, and Animal Club available for students. Provide supplies such as paper and paint.	4000-4999: Books And Supplies	General Unrestricted	400
Invite parents to attend PTSO and SSC meetings to provide input for school activities.	2017-18 School Year	School Principal, Office Clerk PTSO President	Invite parents to give input at PTSO and SSC meetings.			
Implement at Where Everybody Belongs (WEB) program.	2016-17 School Year	Principal, Assistant Principal, and Web leader.	Implement WEB Program that promotes a positive transition for our 6th grade students. 8th Grade WEB leaders create activities that help 6th graders feel welcome and comfortable at middle school. WEB shirts and prizes would be purchased through this fund. Provide a stipend for the teachers coordinating the WEB program.	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	General Unrestricted General Unrestricted	700 1,000 120
Host a graduation ceremony for 8th grade students.	May, 2018	Principal, Assistant Principal, Teachers	Host a graduation ceremony for 8th grade students. Rent the facility for the ceremony.	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Unrestricted General Unrestricted	700 800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplies for our music program.	2017-18 School Year	Principal, Assistant Principal, & Music Teacher	Purchase supplies for our music program.	4000-4999: Books And Supplies	General Unrestricted	1,800
Provide rentals, leases & repairs for our music instruments.	2017-18 School Year	Principal, Assistant Principal & Music Teachers	Provide rentals, leases & repairs for our music instruments.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,200
Provide information to parents via the Parent Square and our school Website, provide information to Monroe families about school events.	2017-18 School Year	School Principal, Office Manager, Office Clerk	Use Parent Square and our school website to provide information to our community about school events.			
Via Parent Square and our school website, send home information about school events in the form of a monthly newsletter/blog.	2017-18 School Year	School Principal, Office Manager, Office Clerk	Create and send via Parent Square and our school website a monthly newsletter/blog to provide school information to our community.			

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: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2015-16 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2015-2016 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 - 2017: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction).	2017-18 School Year	District curriculum & instruction support providers, Principal & Teachers	Our District Curriculum and Instruction Department will provide administrator and teacher training based on the ELA/ELD instructional model and designated, integrated instruction.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Discuss how to implement ELD standards during late start Wednesday meetings.	2017-18 School Year	Principal, Teachers	Discuss how to implement examples of ELD standards in general ed. classrooms.			
During ELAC meetings, encourage parents to send their students to our after school Homework Club for assistance with homework.	2017-18 School Year	Principal, ELD Coordinator, Teachers	During ELAC meetings, inform parents of EL students about our Homework Club and encourage them to send their students.			
Provide a specialized English Language instruction in our ELD1 and ALAS classes.	2017-18 School Year	Principal, ELD Coordinator, Teachers	Enroll students designated as English Learners in ELD1 and ALAS to provided specialized academic instruction in English. Teacher 1 = \$28,838 Salary \$11,605 Benefits Teacher 2 = \$27,142 Salary \$11,212 Benefits	2000-2999: Classified Personnel Salaries	District Funded	56,000
				3000-3999: Employee Benefits	District Funded	23,000
Have Parent Square messages translated into Spanish for our Spanish speaking parents.	2017-18 School Year	Principal, Office Manager, Clerk, District Translator	Send home translated Parent Square messages to our Spanish speaking parents.		District Funded	1,000

Planned Improvements in Student Performance

School Goal #6

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #7

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:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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 Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
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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)
General Unrestricted	51,816.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	84,208.80
General Unrestricted	51,816.00
Intervention (BS/AS)	5,000.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	5,208.80
1000-1999: Certificated Personnel Salaries	5,336.00
2000-2999: Classified Personnel Salaries	57,800.00
3000-3999: Employee Benefits	23,925.00
4000-4999: Books And Supplies	38,555.00
5000-5999: Services And Other Operating Expenditures	9,200.00
5800: Professional/Consulting Services And Operating	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	5,208.80
2000-2999: Classified Personnel Salaries	District Funded	56,000.00
3000-3999: Employee Benefits	District Funded	23,000.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,836.00
3000-3999: Employee Benefits	General Unrestricted	225.00
4000-4999: Books And Supplies	General Unrestricted	38,555.00
5000-5999: Services And Other Operating	General Unrestricted	9,200.00
5800: Professional/Consulting Services And	General Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2,500.00
2000-2999: Classified Personnel Salaries	Intervention (BS/AS)	1,800.00
3000-3999: Employee Benefits	Intervention (BS/AS)	700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,827.00
Goal 2	7,500.00
Goal 3	37,020.80
Goal 4	10,677.00
Goal 5	80,000.00

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
Bonny Porter	X				
Amy Self		X			
Cathy Melendez		X			
Jessica Kurtz		X			
Leif Liberg		X			
Claire Hoskins			X		
Colleta Baker				X	
Jinny Valle				X	
Yari Mower				X	
Logan Allen					X
Tyler Bagnaschi					X
Zariyah Weaver					X
Numbers of members of each category:	1	4	1	3	3

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) 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
X	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ 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 November 14, 2017.

Attested:

Dr. Bonny Porter		11-14-17
Typed Name of School Principal	Signature of School Principal	Date
Mr. Leif Liberg		11/14/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Elementary Curriculum

Reading/Language Arts	Benchmark Advance (2017)
Mathematics	Go Math! Houghton Mifflin (2015)
Science	California Science (2008)
History-Social Science	History-Social Science for California (2006)
Health	Health and Fitness (2005)
Visual and Performing Arts	California Spotlight on Music (2007) SRA Art Connections (2007)

Middle School Curriculum

Reading/Language Arts	Glencoe: Literature Course 1 (2010) Holt: Literature and Language Arts (2010)
Mathematics	Go Math! Houghton Mifflin (2015) California Alg. 1: Concepts, Skills, & Problem Solving (2008)
Science	Concepts and Challenges/Science (2003) Holt California Science (2007)
History-Social Science	History Alive! The Ancient World (2006) History Alive! The Medieval World and Beyond (2006) History Alive! The United States Through Industrialism (2006)
Foreign Language	Ven conmigo! Level 1 (2004)
Health	Health & Wellness Adopted (2005)

Visual and Performing Arts

Glencoe Middle School Art (2007)

Silver Burdette Making Music (2007)

Standard of Excellence Enhanced Band Method
Artistry in Strings (2007)

High School Curriculum

Reading/Language Arts

The Language of Composition (2008)

Expository Reading and Writing (2013)

An Introductory to Poetry (2002)

High Point (Hampton Brown) (2002)

Holt Literature and Language Arts (2003)

SRA Corrective Reading (2002)

The Readers Choice (2002)

Timeless Voices Timeless Themes (2002)

Mathematics

Algebra I/Geometry/Algebra II California AGA
Houghton Mifflin (2015)

Trigonometry 8th Edition-Cengage (2011)

The Practice of Statistics BFW Freeman (2015)

Pre-Calculus with Limits, A Graphing Approach-
Houghton Mifflin (2008)

Calculus of a Single Variable, Houghton Mifflin-
8th Edition (2006)

Pacemaker: Basic Mathematics, 3rd Edition (2000)

Pacemaker, Pre-Algebra, 2nd Edition (2001)

Life Skills Math (2003)

Math for the World of Work (2002)

Science

The Central Science (AP Chemistry) Pearson Prentice Hall (2013)

Biology (AP) (2006)

Biology (Conceptual) (2008)

Biology: Concepts & Connections (Honors) (2006)

Biology: (CP) (2007)

Conceptual Physics (2006)

Essentials of Anatomy and Physiology (2007)

Forensic Science: An Introduction (2008)

Holt Earth Science (2007)

Holt Physics (2004)

Pacemaker: Biology (2004)

Prentice Hall Chemistry (2007)

Zoology (2007)

History-Social Science

American Anthem: Modern American History (CP) (2007)

American Government (AP) (2006)

Economics (2003)

Economics (AP) (2005)

Modern World History: Patterns of Interaction (CP) (2006)

Pacemaker: American Government (2005)

Pacemaker: Economics (2001)

Pacemaker: World Geography and Cultures (2002)

Pacemaker: World History (2002)

The American Pageant (AP) (2007)

United States Government: Democracy in Action (2006)

World Geography (2006)

World History Modern Times (Honors) (2006)

World History: The Modern World (2007)

Foreign Language

Ven conmigo! Holt, Rinehart, Winston (2005)

Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston (2005)

Health

Health and Wellness Glencoe (2009)

Visual and Performing Arts Art in Focus
Glencoe/McGraw-Hill (2008)

Art Talk Glencoe/McGraw-Hill (2008)

Creating and Understanding Drawing Glencoe/McGraw-Hill (2008)

Gardner's Art Through the Ages Thomson/Wadsworth (2008)