

# The Single Plan for Student Achievement

**School:** Murray Middle School  
**CDS Code:** 15-73742-6009310  
**District:** Sierra Sands Unified School District  
**Principal:** Kirsti Smith  
**Revision Date:** November 13, 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:

**Contact Person:** Kirsti Smith  
**Position:** Principal  
**Phone Number:** (760) 499-1820  
**Address:** 200 E. Drummond Ave  
Ridgecrest CA, 93555  
**E-mail Address:** ksmith@ssusd.org

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## School Vision and Mission

### Murray Middle School's Vision and Mission Statements

#### VISION

Murray Middle School will be a community- fostering academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

#### I. Climate - An Exemplary School:

- A. Provides a place where students feel comfortable, safe and accepted
- B. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation
- C. Acknowledges and celebrates the achievements of students and staff in learning and leadership
- D. Develops the concept of community through academic, co-curricular and extracurricular activities with a focus on promoting well rounded students

#### II. Staff - An Exemplary Staff:

- A. Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
- B. Supports the school's mission, vision, values and goals in attitude and action
- C. Models the importance of lifelong learning through their commitment to ongoing professional development
- D. Works to create conditions that promote student success
- E. Encourages colleagues and students in an atmosphere of support and respect
- F. Models professionalism through personal integrity, commitment, and ethical behavior
- G. Collaborates to improve student learning (instructional strategies, methods, and assessments)

#### III. Academic Excellence - In an Exemplary School:

- A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
- B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
- C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
- D. The concept of teamwork through academic and extracurricular activities is developed
- E. Technology will be utilized by staff to enhance teaching strategies and to increase student proficiency with technology.

#### IV. Students - In an Exemplary School:

- A. Accept responsibility for their learning and their actions
- B. Set challenging goals and give their best effort to achieve high academic standards
- C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed)
- D. Encourage each other in an atmosphere of support
- E. Become involved in school and community service

#### V. Parents and Community Support - In an Exemplary School the parents and/or community:

- A. Play an active role in the academic education and character development of the students
- B. Form partnerships with teachers to demonstrate the importance of education
- C. Monitor their student's academic progress using planners and on-line services.
- D. Are involved with the school by volunteering their time and/or service
- E. Are supportive of the school's vision, goals, and mission

#### MISSION

The mission of Murray Middle School is to create a safe, positive environment to facilitate academic, physical, social, and emotional growth so that our students become productive members of society.

## School Profile

Murray Middle School has served the isolated Indian Wells Valley in the southeastern corner of Kern County since 1943. Murray is a 6 - 8 comprehensive school located on China Lake Naval Weapons Military Base property. We have a unique population of students

who come from military families, engineering and research families and support families living in the surrounding four hundred square mile area. We serve all segments of our educational community by providing a standardized core of education custom designed for the educational and emotional needs of our students. Our current population is 671 and consists of transient and returning students, fifty percent qualify for free/reduced lunch, less than 5% live on the naval base and 30% participate in our counseling programs. Our special needs population makes up 10% of our student body and they participate and hold offices in many of our leadership programs. We are proud of our academic growth over the years. Students and staff take school seriously. Our school climate is inclusive and working to be bully resistant. Programs to help students transition into middle school and their new school include Safe School Ambassadors, Rachel's Challenge, AVID, New Student Orientation, ELD services, special classes for students whose first language was not English and our extensive counseling program staffed by two full time counselors, 3 part-time counselor/therapist/psychologists.

Murray Middle School , though isolated on the northern edge of the Mojave Desert, acts as an oasis by providing a history of achievement and a tradition for preparing students for their future.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

The annual parent survey administered in the winter of 2017 indicated our areas of strength and need for growth. Areas of strength included consistency in student discipline. Parents feel invited and encouraged to visit school and to participate in events. Areas for growth as indicated by the parent survey include changing the access to our on-line services so that parents can log in with ease and navigate the pages quickly. Parents feel that the communication between the teachers and the parents through phone and email should be more prompt. Topics that parents would like to attend at parent nights include pathways for careers and college, GATE education and opportunities,our bully policy and Common Core standard review.

### **Classroom Observations**

Veteran teachers (10 years in the district), are formally observed and evaluated every five years. New teachers are observed many times during the school year and evaluated formally 2 times per year. A Walk About occurs once a week for every teacher. Teachers observe each other and collaborate on their observations. Teachers are using AVID - WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies in their lessons. These strategies are observed and comments to encourage or coach the teachers are given during individual teacher-administrator conferences.

Teachers at Murray Middle School conduct orderly, collaborative lessons every day. Classroom management is a strength of the teachers at Murray which allows students the best opportunity to learn. Our classroom instructional strengths include use of technology resources, AVID strategies and grade level and subject area collaboration. Students benefit from the willingness of teachers to work together to find the best techniques to use to help the students master the standards.

### **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)

School-wide results of state and district assessments in math and language arts (SBAC, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing guides in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by

school, by teacher, by student group, and by individual student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics and science and social studies as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level and subject specific collaboration teams to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student assessment at Murray Middle School occurs through multiple measures and is ongoing. Students are assessed orally and in writing, through projects, performance tasks, labs, quizzes, and tests. The assessment results are used to adjust pacing and rigor. Assessments specific to Murray include the STAR reading level and comprehension test, formative assessment created by departments, standard benchmarks and placement tests which are used to determine level placement in math classes. The results are also used to place students in either intervention or enrichment and to encourage students to attend lunch or after school tutorials and programs to enrich their knowledge.

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

Core subject area teachers administer both common formative assessments and common benchmark assessments. Data from the common assessments is used to place students in our intervention programs every five weeks. Students are given time and help to work on classwork and homework that they have not completed or mastered.

The overall data from benchmark assessments is used to modify pacing and instructional strategies. Teachers collaborate weekly and monthly to make changes to lesson design based on the data from the benchmark assessments.

## Staffing and Professional Development

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

Most of the teachers at Murray are highly qualified except for 4 special education teachers and one science teacher and one math-history teacher. These teachers are working consistently to complete the requirements to become Highly Qualified Teachers.

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

Teachers participate in professional development in a variety of areas. When new textbooks are adopted teachers receive training for optimal use of the new adoption. We use AVID strategies for effective teaching to give students optimal opportunity to master the standards. Three times per school year the four core subject areas have one day of district sponsored collaboration. This has centered on Common Core standards and technology use for effective implementation of these new standards as well as effective instructional strategies for the ELD student population. Teachers attend subject specific staff development out of town as well. ELD teaching strategies are taught during the district collaboration staff development days and ELD workshops are offered for teachers and school personnel to attend as well.

### 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 Murray Middle School's staff development has been predominantly in the area of PBIS (Positive Behavior Intervention Systems), ELD, AVID, Common Core and PLC and teaching strategies to differentiate the instruction so that students from non-English speaking backgrounds and socioeconomically disadvantaged families and other ethnicities, as well as our general education students are able to succeed at mastering the standards. Staff development is specifically focusing on PLC, use of data to drive instruction, ELD focused strategies, and taking AVID schoolwide. Staff development also includes trainings such as Common Core implementation, Illuminate use, Google training, didactic training, CPI, autism training, and much more.

The four core subject areas attend 3 full day, school district collaboration meetings to develop common pacing, common assessments and common core teaching strategies. In addition to the district meetings the school site offers 3 minimum days for collaboration as departments and as grade levels to assess the flow of curriculum, use of assessment and review teaching

strategies both vertically and horizontally.

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

The District provides a variety of 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 are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, PAR (Peer Assistance and Review) coaches and department liaisons as well as teachers trained in specific areas that come back as teacher trainers. They support site teachers by meeting monthly to work through department staff development needs and on an as needed basis for classroom management, they do peer coaching and observation, model lessons and provide feedback for one another as they review the results of assessments based on particular teaching strategies used to help the students acquire a standard or series of standards. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

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

Our teachers have grade level meetings once a month and department meetings twice a month and a PBIS meeting once a month. They use these meetings to review assessments, analyze results, plan re-teaching and examine the progress of targeted students. They also meet to collaborate in cross-grade level teams in departments to work with specific at-risk students. Teachers in some grade levels have attended training to learn to analyze data and design intervention strategies. We use funds to finance substitutes throughout the school year for teachers to collaborate with their grade level and department partner to refine their pacing guides, lesson plans and assessments as well as analyze assessment results and create interventions for areas in need of improvement.

Teaching and Learning

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

The four core subject areas have 3 collaboration days to work with both middle schools to understand common core standards, pacing guides and assessments to ensure students are receiving the most appropriate learning with the best teaching strategies to help them master the grade level standards. All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, state assessments, and formative assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and 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. Every effort is made to maintain the integrity of the instructional minutes in ELA and Math classes.

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 4 benchmarks (beginning of the year plus three quarter benchmark assessments) during the school year that assess mastery of skills in all 4 core areas. Additional re-instruction is provided to students not meeting their academic 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)

Murray has sufficient textbook and consumable materials for the student population. Textbook adoptions are currently being implemented according to the National and State subject area frameworks and standards adoptions.

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. in 2016-2017 the district completed/implemented a new English Language Arts adoption for grades 6 - 8 Prentice Hall.

#### Opportunity and Equal Educational Access

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

All students receive rigorous, standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In Math, reading and ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers 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. Intervention action plans are developed. A school-wide program has been instituted; this is year 3, to bring the students who are in need of intervention as determined by standardized benchmark assessment, together as a group and work on the specific learning goals for those students. Further assistance through the Student Study Team process is used to identify, assist and monitor students at risk. Interventions are agreed upon and implemented by the classroom teachers in collaboration with the student's family.

Students can be assigned or volunteer to be in acceleration programs such as AVID, ALAS, Mustang Up, and Study Hall. These programs help students who are not doing homework, not participating in class, struggling with mastery of grade level standards and hoping to go to college.

14. Research-based educational practices to raise student achievement

Murray has truly researched areas for effective teaching strategies so that we can reach every student. The implementation of AVID, Google Classroom, PLC's and Common Core have increased our teacher's awareness of the varied techniques available and validated what they currently use. The students are benefiting because they are receiving instruction in many different formats which meets the many levels of learning.

#### 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:

- District Nurse
- School Psychologist, speech teacher, Special Education Program Specialists
- After school tutoring and instruction
- Resource Teachers: Special Education, AVID, ALAS, AMS
- Translator
- ELD Teacher Coordinator
- Peer tutors
- Instructional aides
- Parent volunteers
- School Attendance Review Board (SARB)
- Resource Officer, College Community Health counselors
- Intervention/Enrichment Program – Advisory Deployment

Our school communicates with parents through:

- Weekly text, website, and email information messages to every family
- Student Planners
- Progress reports and report cards with Newsletters every five weeks

- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent’s Council, Community Leadership Team
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- ELAC meetings
- PTO
- Email, phone calls, and school web pages
- Quarterly Principal's Coffee
- New student orientations

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

- \_\_1\_\_ Principal
- \_\_3\_\_ Classroom teachers
- \_\_1\_\_ Other staff
- \_\_3\_\_ Parents and community members
- \_\_2\_\_ 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 participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

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)

The School Site Council is in place to review the overall school goals and to review that the funding allocations are proportioned to support the school goals. The School Site Plan is reviewed on an annual basis by the staff and by the School Site Council. Changes are made and the plan is approved by all stakeholders. Record of the adoption of the plan is made during a School Site Council meeting in November.

### Funding

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

Categorical services focused on the under performing students at this school include but are not limited to: Workability for special education students, and collaboration time funded by the general fund which is used by staff to improve delivery of education and analysis of assessment. All staff members work to improve student performance. Paraprofessionals assist with special education students. Enrichment activities in and out of the school environment for the GATE students, Accelerated Reading and Math programs, Moby Max, Go Math and Perspectives for ELA and Cool Math Games and support for Student Assistance Team are also provided. Advisory, EDI teaching strategies, AVID and enrichment programs are all funded by the general fund. Teachers work with struggling students to set goals, check progress and celebrate successes. General funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service. Counselors provide support through grants and work with all students and specifically at risk students, in particular 8th graders.

18. Fiscal support (EPC)

District provides funding to the school through the general fund.



## **Description of Barriers and Related School Goals**

Barriers that influence the success of students at Murray include: the changing state fiscal climate (acquisition of necessary materials for teaching the core subjects), the increasing numbers of low socio-economic status of our students, the nature of middle school students (school climate is being addressed consistently in order to keep students engaged and the curriculum relevant), our remote location, and the traveling costs associated with the distance parents must drive to access the school or district offices. These barriers are addressed throughout this plan for student achievement. The lack of funding for middle schools is addressed through fund raisers, decisions to prioritize ELA and math professional development, purchase of supplies focuses on STEAM education. The increase in socio-economically disadvantaged students has resulted in a district supplement of Title 1 funding to fund intervention programs for academic success. A Department of Defense grant was obtained which allowed for an additional counselor who is assisting the school with the PBIS school- positive climate program as well as bringing the Second Step Choices program to the 6th and 7th graders.

Time is needed to complete the facilities project, the construction of a the middle school located outside of the barriers of the base property. This one event is definitely bringing an increase in parent and community involvement in the school.

## 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	201	218	210	197	214	206	196	214	206	98.0	98.2	98.1
Grade 7	196	218	212	192	212	209	192	212	209	98.0	97.2	98.6
Grade 8	206	191	216	199	185	210	199	185	210	96.6	96.9	97.2
All Grades	603	627	638	588	611	625	587	611	625	97.5	97.4	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2537.8	2504.2	2526.0	19	17	17.48	36	27	33.01	28	21	25.24	17	36	24.27
Grade 7	2559.4	2562.1	2554.9	16	18	21.05	42	35	33.01	22	26	21.53	19	20	24.40
Grade 8	2588.6	2577.0	2579.0	22	12	18.57	40	42	39.05	24	31	24.29	15	15	18.10
All Grades	N/A	N/A	N/A	19	16	19.04	39	34	35.04	25	26	23.68	17	24	22.24

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	24	21	21.84	53	37	50.97	23	43	27.18	
Grade 7	26	30	32.06	45	45	40.19	29	25	27.75	
Grade 8	35	30	32.86	47	43	43.81	18	27	23.33	
All Grades	29	27	28.96	48	42	44.96	23	32	26.08	

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	28	21	25.73	50	37	42.72	22	41	31.55
Grade 7	34	29	34.93	48	46	39.23	18	25	25.84
Grade 8	37	28	32.86	44	51	48.10	20	21	19.05
All Grades	33	26	31.20	47	45	43.36	20	29	25.44

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	20	15	22.82	71	71	62.62	9	14	14.56
Grade 7	13	16	17.70	68	69	60.29	19	15	22.01
Grade 8	22	14	18.10	67	76	66.67	11	10	15.24
All Grades	18	15	19.52	69	72	63.20	13	13	17.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	28	22	28.16	59	53	47.09	13	25	24.76
Grade 7	24	25	32.06	56	58	44.98	19	17	22.97
Grade 8	30	22	29.05	54	64	48.10	16	14	22.86
All Grades	28	23	29.76	56	58	46.72	16	19	23.52

**Conclusions based on this data:**

1. The majority of students appear to be at or near meeting standards in all 3 areas. We conclude that work with the students in the middle will yield more students exceeding standards.
2. Students are in need of additional assistance with demonstration of understanding both literary and non-fictional texts. We conclude that we need to develop strategies to help the students master these standards.
3. All areas of language arts need to be addressed in order to enable a larger percent to be above standard level. We conclude that in class and out of class interventions are necessary to help all students master the standards. Professional Development is needed for implementation of the new curriculum.

## 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	201	218	210	196	214	206	194	214	206	97.5	98.2	98.1
Grade 7	196	218	212	192	214	209	192	214	209	98.0	98.2	98.6
Grade 8	206	191	216	200	185	213	200	185	213	97.1	96.9	98.6
All Grades	603	627	638	588	613	628	586	613	628	97.5	97.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2510.0	2509.4	2507.5	18	17	14.56	23	22	18.45	26	27	34.47	33	34	32.52
Grade 7	2515.8	2539.4	2534.1	14	17	19.14	21	25	22.97	27	32	25.84	38	27	32.06
Grade 8	2540.0	2544.3	2557.4	16	17	23.47	22	17	21.13	24	29	18.78	40	37	36.62
All Grades	N/A	N/A	N/A	16	17	19.11	22	22	20.86	25	29	26.27	37	32	33.76

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	26	21	20.87	29	32	35.92	45	46	43.20
Grade 7	22	25	26.79	31	36	33.97	47	39	39.23
Grade 8	21	26	33.80	33	30	27.70	47	43	38.50
All Grades	23	24	27.23	31	33	32.48	46	43	40.29

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	17	18	14.08	43	44	47.09	40	38	38.83
Grade 7	17	23	23.44	46	54	44.02	38	23	32.54
Grade 8	19	15	25.35	52	60	36.15	29	25	38.50
All Grades	18	19	21.02	47	52	42.36	35	29	36.62

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	16	21	16.99	49	46	47.57	34	33	35.44
Grade 7	17	19	21.53	64	56	51.67	19	25	26.79
Grade 8	19	15	20.19	49	57	48.83	33	28	30.99
All Grades	17	19	19.59	54	53	49.36	29	29	31.05

**Conclusions based on this data:**

1. Students are not mastering the math standards at a rate that is expected. We conclude that all students would benefit from additional strategies and interventions.
2. Students are having the most difficulty applying mathematical concepts and procedures. We conclude that staff will need professional development in order to bring effective teaching strategies to the students.
3. Demonstrating ability to support mathematical conclusions appears to be slightly more attainable for the math students. We conclude that we will continue with similar teaching strategies.

## 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
<b>6</b>	0	13		45	33	50	36	53	42	9	0	8	9	0	
<b>7</b>	0	11	9	29	78	64	43	11	27	29	0		0	0	
<b>8</b>	0	0	40	17	57	40	58	43	20	17	0		8	0	
<b>Total</b>		10	11	30	52	54	47	39	32	17		4	7		

#### Conclusions based on this data:

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

## 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		13		45	31		36	56		9			9		
7		8		25	75		50	8		25				8	
8				17	57		58	43		17			8		
<b>Total</b>		9		29	51		48	37		16			6	3	

#### Conclusions based on this data:

1. Our observations indicate that we have 12% of our ELD students who are scoring at beginner level, 17% who are scoring at early intermediate level, 47% scoring at the intermediate level, 40% at the early advanced level and 9% at the advanced level on the CELDT assessment for the 2016-2017 school year. We conclude that we will be working to help re-designate possibly 76% of our ELD students from ELL to regular education. Close monitoring and counseling of the student's academic progress will be made in order to expedite this re-designation.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	30	31	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	30	31	
Number Met	15	22	
Percent Met	50.0%	71.0%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6	25	1	30		
Number Met	--	7	--	19		
Percent Met	--	28.0%	--	63.3%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	No	--	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
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	
<b>NCLB Target</b>	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		
<b>NCLB Target</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
<b>Mathematics</b>			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
<b>Met Target for AMAO 3</b>		N/A	

#### Conclusions based on this data:

1. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon this data the 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:

<b>SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
Provide an academic program fully aligned to the Common Core State Standards that supports all students with equal opportunity.
<b>Data Used to Form this Goal:</b>
Academic Program Survey (APS) Implementation Rubric (Scale 1-4). Results from the SBAC assessment
<b>Findings from the Analysis of this Data:</b>
In ELA, at Murray 42% of 6th grade students, 54% of 7th grade students, and 58% of 8th grade students met or exceeded standards. Murray growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2018 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
Provide time for collaboration	2017-2018 Quarterly	Administration, teachers	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	2562
				3000-3999: Employee Benefits		General Unrestricted
Increase student attendance	Monthly	Administration, teachersl	Incentives	4000-4999: Books And Supplies	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS/AVID Schoolwide - Professional Development	Monthly	Administration, AVID coordinator, AVIS Site Team, Department Chairs	Release time, stipend	1000-1999: Certificated Personnel Salaries	General Unrestricted	492
			Benefits	3000-3999: Employee Benefits	General Unrestricted	69
			Stipend	1000-1999: Certificated Personnel Salaries	General Unrestricted	800
			Benefits	3000-3999: Employee Benefits	General Unrestricted	112
Identify and roll out resources and technological tools and software, to all staff.	Monthly	Administration, staff	Technology Resources- Keyboarding, Editing software, Co-Writer, Elmo's	4000-4999: Books And Supplies	General Unrestricted	3632
Supplement Instructional Materials for all subject areas	2017-2018 Monthly	Administration	Consumables science, PE, art, GTT, AVID, Spanish, AVID, ALAS, Creative Communications, Yearbook, ASB, library books	4000-4999: Books And Supplies	General Unrestricted	5000

## 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:

<b>SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core</b>
<b>LEA GOAL:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>SCHOOL GOAL #2:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>Data Used to Form this Goal:</b>
2016 SBAC Data
<b>Findings from the Analysis of this Data:</b>
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of 2018 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the attendance in programs including GTT, AVID, Music, art, clubs and sports.	2017-2018	Staff, admin	Communication, flyers, meetings	4000-4999: Books And Supplies	General Unrestricted	500
			Bussing to elementary schools	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
Support consumables needed for electives, clubs, interventions	2017-2018	Administration	Evaluate need, Purchase Materials	4000-4999: Books And Supplies	General Unrestricted	2000
Analyze data to create Targeted Intervention Programs	Quarterly 2017-2018	Teachers, Administration	Interventions - ELA, Math, Social Studies, Science, PE, ELD,	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2400
				3000-3999: Employee Benefits	Intervention (BS/AS)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development to include, District Professional Development and Out of district professional development (AVID, STEAM, CTE, Social/Emotional)	2017-2018	Teachers, Administration	Staff Development	1000-1999: Certificated Personnel Salaries	General Unrestricted	1000
				3000-3999: Employee Benefits	General Unrestricted	140
Counselor training, development of career, college readiness programs.	2017-2018 Quarterly	counselor, Administration	Research through collaboration	5000-5999: Services And Other Operating Expenditures	District Funded	1500
			Field Trips	5000-5999: Services And Other Operating Expenditures	General Unrestricted	672
			Professional development	5000-5999: Services And Other Operating Expenditures	General Unrestricted	672
Student recognition, Promotion, Student of the Month, PBIS, RL, RC, SSA, YAC	2017-2018 Monthly	Administration, counselor	Supplies	4000-4999: Books And Supplies	General Unrestricted	1333
			Transportation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	200
			Rental	5000-5999: Services And Other Operating Expenditures	General Unrestricted	450
			Awards	4000-4999: Books And Supplies	General Unrestricted	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:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>
<b>LEA GOAL:</b>
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
<b>SCHOOL GOAL #3:</b>
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
<b>Data Used to Form this Goal:</b>
2016 California Healthy Kids Survey and Spring 2016 District Student Survey Results
<b>Findings from the Analysis of this Data:</b>
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual Target for 2018

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 maintenance needs.	Winter 2018	Murray Staff and administration				
Safety Meetings to include SRO and review of discipline plan and data regarding bias toward any sub-group and review of Table Talk results.	2017-2018	Staff and administration	Safety discussions Discipline review			
Maintain clean campus	2017-2018	Administration, custodian	Custodial supplies	4000-4999: Books And Supplies	General Unrestricted	7,499
Healthy Kid surveys, parent, staff, student surveys	2017-2018	Administration	Electronic Surveys			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Keep instructional materials updated	2017-2018	Teachers	Supplies	4000-4999: Books And Supplies	General Unrestricted	6591
			Microscope repair	5000-5999: Services And Other Operating Expenditures	General Unrestricted	700
			Instrument repair	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2000
			Sheet Music	4000-4999: Books And Supplies	General Unrestricted	900
			Printing	5000-5999: Services And Other Operating Expenditures	General Unrestricted	5000
Support PBIS, WEB, RLRC, SSA, WOW, Restorative Justice, PD for classroom management, Youth Advisory Council	2017-2018 Monthly	Administration, staff	Workshops, assemblies	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4500
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	500
			Benefits	3000-3999: Employee Benefits	General Unrestricted	69
			Materials	4000-4999: Books And Supplies	General Unrestricted	2000
			Incentives	4000-4999: Books And Supplies	General Unrestricted	500
			Transportation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	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:

<b>SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #4:</b>
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
<b>Data Used to Form this Goal:</b>
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
<b>Findings from the Analysis of this Data:</b>
Continue to maintain/improve opportunities for stakeholder engagement.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Administer and Review student/staff/parent survey responses.	All Year	Administration, department heads, staff	Monthly grade level meetings			
Develop and implement strategies to improve school connectedness	2017-2018 Quarterly	All Staff	Quarterly meeting materials, stickies, poster paper, markers, common literature books	4000-4999: Books And Supplies	General Unrestricted	300



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTO meetings, Student Store, Principal's Coffees, School Volunteers, Pastries for Parents, Science Fair, History Day	2017-2018	All staff, parents, community	Monthly meeting materials, refreshments, handouts,	4000-4999: Books And Supplies	General Unrestricted	500
Increase the participation and number of clubs and staff participation.	2017-2018	All staff	Monthly meeting materials, paper, club supplies,	4000-4999: Books And Supplies	General Unrestricted	500
			After School Transportation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	700
Safe School Ambassador and Rachel's Challenge and Web Programs	2017-2018	Administration, staff	Supplies	4000-4999: Books And Supplies	General Unrestricted	1000
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	500
				3000-3999: Employee Benefits	General Unrestricted	69
Weekly message, every 5 weeks newsletter, postage, copy machine	2017-2018 Weekly/5th week	Administration, staff	Postage	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2700
			Printing, paper, ink	4000-4999: Books And Supplies	General Unrestricted	150
			Rental 2 copy machines	5000-5999: Services And Other Operating Expenditures	General Unrestricted	3000

## 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:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>
<b>LEA GOAL:</b>
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017
<b>SCHOOL GOAL #5:</b>
Annually increase percent of English Language Learners making progress in learning English.
<b>Data Used to Form this Goal:</b>
2016-2017 Annual CELDT results
<b>Findings from the Analysis of this Data:</b>
2016-17 CELDT: 53.4%
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2016 - 17 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)	All Year	District, and school Administration	Training	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1000
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	200
			Benefits	3000-3999: Employee Benefits	General Unrestricted	20
Use of Academic Vocabulary in all classes	All Year	School Staff	Collaboration			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before and After School tutorials	2017-2018	Administration, teaching staff	Tutorial	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2000
			Materials	3000-3999: Employee Benefits 4000-4999: Books And Supplies	Intervention (BS/AS) General Unrestricted	100 900
ALAS elective	2017-2018	Administration, Teachers	Materials, markers, poster paper, post-its	4000-4999: Books And Supplies	General Unrestricted	500
Parent communication through ELAC, DELAC	2017-2018 Quarterly	Administration, staff	Meetings, collaboration			
Fully support the course requirements including manipulatives, media and technology	2017-2018	Administration, staff	Books, technology CD's, software, lap tops, projectors - bulbs, dice, cubes	4000-4999: Books And Supplies	General Unrestricted	1000

## 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:

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

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:

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

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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	65,790.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	1,500.00
General Unrestricted	65,790.00
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
1000-1999: Certificated Personnel Salaries	10,454.00
3000-3999: Employee Benefits	1,437.00
4000-4999: Books And Supplies	35,805.00
5000-5999: Services And Other Operating Expenditures	24,594.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	District Funded	1,500.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	6,054.00
3000-3999: Employee Benefits	General Unrestricted	837.00
4000-4999: Books And Supplies	General Unrestricted	35,805.00
5000-5999: Services And Other Operating	General Unrestricted	23,094.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,400.00
3000-3999: Employee Benefits	Intervention (BS/AS)	600.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	13,525.00
<b>Goal 2</b>	12,367.00
<b>Goal 3</b>	31,259.00
<b>Goal 4</b>	9,419.00
<b>Goal 5</b>	5,720.00

## 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
Kirsti Smith	X				
Tina Halterman			X		
Simon Austin		X			
Anthony Barnes		X			
Kate Champeny		X			
Michelle Lemke				X	
Danielle Mouw				X	
Brandy Keehan				X	
Zoe Stanford					X
Lesly Hernandez					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>

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

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

*Amy Bond*  
\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

*Stephanie Bailey*  
\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

*Lisa Danper*  
\_\_\_\_\_  
Signature

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

*Kim Hatterman*  
\_\_\_\_\_  
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 9, 2017.

Attested:

Kirsti Smith

Typed Name of School Principal

*Kirsti Smith*  
\_\_\_\_\_  
Signature of School Principal

11/9/17

Date

Michelle Lemke, Zoe Stanford

Typed Name of SSC Chairperson

*Michelle Lemke*  
*Zoe Stanford*  
\_\_\_\_\_  
Signature of SSC Chairperson

11/9/17

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)