

2015-2016 Single Plan for Student Achievement

Mountain Meadows 21st Century Learning Academy



The Single Plan for Student Achievement

School: Mountain Meadows 21st Century Learning Academy

District: Moorpark Unified School District

County-District School (CDS) Code: 56-73940-6106447

Principal: Marcia Hamilton

Date of this revision: 10/30/15

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 8, 2015.



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SCHOOL MISSION AND VISION STATEMENT

In a rigorous, academic climate, students are empowered to become active learners prepared for the technology and media-driven world of the 21st century. Students learn essential skills for success including critical thinking, problem-solving, communication and collaboration.

Mountain Meadows students:

- are responsible for their own learning,
- are balanced academically and socially,
- use Kagan Cooperative Learning structures,
- utilize teacher as a facilitator,
- engage in fun, hands-on learning including Inquiry/project based learning,
- integrate technology across the curriculum,
- are kind hearted children who are respectful with high levels of social and communication skills,
- enjoy enrichment opportunities,
- are provided excellent education preparing them socially and academically as balanced children who are confident, resilient and successful.

SCHOOL AND STUDENT PERFORMANCE DATA

The staff and School Site Council reviewed the following reports/data in order to determine our goals for 2015-2016. Copies of these reports are available online and/or on file in the Principal office.

- End of year District Benchmark Assessments
- 2014-2015 Standards-Based Report Card data including students scoring proficient in reading, writing and mathematics
- 2014-2015 Report Card data including students improving by at least one performance band in writing
- 2014-2015 Title III AMAO Report on CELDT Scores
- 2014-2015 CAASPP Results for Smarter Balanced Summative Assessment for Math & ELA, CAPA, & CST-Science

ANALYSIS OF DATA 2014-2015 School Year

The Mountain Meadows School Staff and School Site Council have analyzed the academic performance of all student groups based on goals written for the 2014-2015 school year. Below is an analysis of our students' performance.

Goal #1

Academic Focus: Writing

By the end of the 2014-15 school year, all students will score Proficient or increase their proficiency by one performance band, as measured by Overall Writing score on report card.

Category	Population	Goal	Result
Writing	All students	100%	78%

Goal # 2

Academic Focus: Language Development

By February 2015, the percentage of English Learners making one year's growth for one year in the program will increase from 65.5% to 67.5% as measured by CELDT.

Category	Population	Goal	Result
English proficiency	All EL students	67.5%	57.0%

Goal # 3

Academic Focus: Language Development

By February 2015, the percentage of English Learners meeting the CELDT criterion for English Language proficiency will increase as defined below:

- EL in program less than 5 years, 29.5%% to 31.5%

Category	Population	Goal	Result
English proficiency	All EL students	31.5%	21.6%

The staff and School Site Council (SSC) participate in a thorough analysis of school wide, grade level, class and individual data. The Principal prepares documents for the staff and SSC which included school demographics, standards-based report card data, trimester writing proficiency data, AMAO reports on CELDT scores, and CAASPP results for Smarter Balance Summative Assessment for Math & ELA, CAPA, and CST-Science. This study is conducted as a whole group, in grade level data teams and on an individual basis when scrutinizing individual student progress. This information is also shared with the School Site Council which gives input into identifying the areas of focus for the following year based on the data analysis. For the 2015-2016 school year, the staff and parents decided to continue the school wide focus on English Language Arts, Mathematics, and Parent Engagement. The staff will also focus on the

continued implementation of the California State Standards, the California ELA/ELD framework, and Kagan Cooperative Learning Structures.

Demographics:

Mountain Meadows had 482 students during the 14-15 school year. The following represents the percent of students in the following subgroups: females (48%), males (52%), Hispanic (48%), White (43%), Asian, American Indian or Alaskan Native (6%), Black (3%), English Learners (27%), Low Socio-Economic Status (37%), and Special Education Students (16%).

Writing:

In the area of writing our goal was to have all students score proficient or increase their proficiency by one performance band as measured by the overall writing score on the report card. For the 14-15 school year Mountain Meadows had 482 students. When analyzing the data students attending Transitional Kindergarten, Special Day Classes, and for less than 2 trimesters were omitted from the sample bringing the total number of students analyzed to 435 students. Of those 435 students 299 students scored proficient and an additional 43 students made one performance band growth throughout the year bringing the total students to 342 students or 78% of students. Although this percent includes students Kindergarten – 5th grade it does closely align with the percent of students (76%) scoring At, Near, or Above on the Writing Claim for 14-15 CAASPP assessment results for 3rd – 5th grade students at Mountain Meadows. The percent of students scoring proficient or increasing by one performance band on their overall writing scores for the 13-14 school year was 76%.

English Learners AMAO 1 & 2:

In terms of the English Language Development goal of meeting the AMAO 1 objective of gaining one year's growth on the CELDT for every year of instruction, Mountain Meadows had a decrease in their proficiency. The performance target set by the state was 60.5% and the performance target set by the school based on previous years' growth was 67.5%. Mountain Meadows attained 57.0% proficiency, which was an 8.5% decrease from the previous years' score. However, Mountain Meadows only missed attaining the state target for 14-15 by 3.5%.

When analyzing progress made on the CELDT test we looked at students who had data from the previous year which eliminated 29 students leaving us with a total of 102 students. Of those 102 students 15 students were identified as either not making progress from prior year or remaining at the same level. Of those 15 students 4 are already identified as special education students who have additional language or learning processing deficits the remaining 11 students have all gone through our PRIDE (School Study Team) referral process to receive targeted interventions.

The second AMAO target of students scoring proficient (early advanced or advanced) on the CELDT was also not met. The state target for this year was 24.2% and the school target based on last years' performance was 31.5%. Mountain Meadows attained 21.6% which was 2.6% less than the state target.

There were 131 students who were assessed using the CELDT in 14-15. When using the students' overall score on the CELDT, of those 131 students 12 (9%) scored at Beginning Level, 32 (24%) scored at Early Intermediate Level, 50 (38%) scored at Intermediate Level, 27 (21%) scored at Early Advanced Level, and 10 (8%) scored at the Advanced Level.

Form A: Planned Improvements in Student Performance ELA

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.)* 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:

LCAP GOAL: Increase academic achievement for all students so they are career/college ready upon graduation (Priority 2, 3, 4, 6, 7, 8)

Elementary: Increase the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in ELA/Literacy.

SCHOOL GOAL: By the end of the 2015-16 school year, the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in ELA/Literacy will increase from 63% to 69%.

What data did you use to form this goal?

- 2015 Smarter Balanced Summative Assessment in ELA/Literacy
- Local assessments, benchmarks
- Report card marks

What were the findings from the analysis of this data?

Percentage of students who met or exceeded the standard on the Smarter Balanced Summative Assessment in ELA/Literacy:

All students:	63%
Economically-Disadvantaged:	37%
English Learners:	14%
Special Education:	23%
Hispanic:	42%
White:	83%

What metrics and/or tools will the school use to evaluate the progress of this goal?

- 2016 Smarter Balanced Summative Assessment in ELA/Literacy
- Local assessments, benchmarks
- Report card marks

STRATEGY: By the end of the third trimester of 2015-16 school year, the percentage of students in grades 1-5 who receive a mark of Proficient or higher in Overall Reading will increase from 64% to 67% as measured by the Overall Reading mark on the third trimester report card.

GRADE LEVEL GOALS:

Kindergarten: By the end of the third trimester of 2015-2016 school year, the percentage of students in grade Kindergarten who know their 26 letters (sounds and names), 5 long vowels (sounds and names), and blending or sight words will be 80% as measured by the third trimester report card.

1st Grade: By the end of the third trimester of 2015-16 school year, the percentage of students in grade 1 who receive a mark of Proficient or higher in Overall Reading will be 65% as measured by the Overall Reading mark on the third trimester report card.

2nd Grade: By the end of the third trimester of 2015-16 school year, the percentage of students in grade 2 who receive a mark of Proficient or higher in Overall Reading will increase from 54% to 58% as measured by the Overall Reading mark on the third trimester report card.

3rd Grade: By the end of the third trimester of 2015-16 school year, the percentage of students in grade 3 who receive a mark of Proficient or higher in Overall Reading will increase from 69% to 71% as measured by the Overall Reading mark on the third trimester report card.

4th Grade: By the end of the 2015-16 school year, the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in ELA/Literacy will increase from 57% to 60%.

5th Grade: By the end of the 2015-16 school year, the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in ELA/Literacy will increase from 66% to 68%.

Action/Service/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	State Priorities (if applicable)	Unduplicated Pupils benefitting from action	Outcomes
By September, 2015, Identify struggling students through review of report cards, student ID cards, and beginning of year assessments	Principal, Classroom Teachers	Collect and analyze district- and school-level summative and formative ELA writing data; identify students from each grade level for writing interventions and their specific literacy needs.	LCFF GF LCFF GF Supplemental Title I, II, & III	2, 3, 4, 6, 7, 8	<ul style="list-style-type: none"> ✓ English Learners ✓ Low Income Students ✓ Foster Youth 	Increase the number of students proficient in Overall Reading
Ongoing, full implementation of CA CCSS	Classroom Teachers	Ensure all students access standards-based curriculum				Students literacy levels prepare them for College and Career Readiness
Ongoing, provide reading interventions and enrichment utilizing research-based programs	Classroom Teachers	Provide students with multiple opportunities for success including small group targeted instruction and conferencing with individual students				
Ongoing, identification and follow-up of struggling students and determination of targeted interventions	Principal, Classroom Teacher, Support Staff	<p>Tracking students to ensure interventions are working or developing new intervention plans</p> <p>Provide release time for teachers to collaborate and create intervention groupings</p> <p>Ongoing analysis of student data to monitor</p>	PRIDE \$2,500			Matching the most appropriate and effective interventions with students for improved achievement

September, January & April, 2015-16, chats with the Principal to discuss assessment data, strategies, and parent concerns/questions	Principal, Support Staff, Parents	growth and appropriate interventions in weekly PLCs Build relationships with community and family and communicate regarding literacy skills and best practices				Increase parent engagement with their child's learning ultimately increasing student achievement
Ongoing outreach to community and families	Principal, Classroom Teacher, Support Staff, Community, Parents	October Information & Loteria/Mariachi Night in which parents completed MM parent survey Review survey information and Identify outreach activities.	Title I Parent \$300			
		MM Reading and Information Night at the Local Library with families and communities members	Title I Parent \$370			
By September 2015, provided targeted students identified by teacher recommendation homework help 3 days per week for one hour	Classroom Teachers, Support Staff	Provide students with the opportunity to be successful as well as provide homework help support for those students who do not have it at home	HW Help \$22,000			Students' confidence increases, family buy-in increases, and student achievement increases
By September, 2015 Classroom teachers utilize Kagan Cooperative Learning structures within the classroom	Classroom Teachers	Provide students with structured ways for students to listen, speak, collaborate, and think critically	GF \$20,148			Increase student engagement & equitable student participation ultimately increasing student achievement,

		<p>Classroom teachers trained in 5 Days of Kagan Cooperative structures</p> <p>Classroom teachers using Kagan Cooperative structures in the classroom to increase student engagement in reading, writing, listening and speaking</p> <p>Classroom teachers receive a Coaching session from trained coach from Kagan</p> <p>Provide parent education on the use and benefits of Kagan Structures in the classroom</p>				also builds language skills, & increases comprehension
By October, 2015 Classroom teachers trained in CHAMPS (Safe & Civil Skills)	Classroom Teachers	Build relationships with students and provide them with explicit instruction of behavioral expectations through positive reinforcement	Title II			Increase student time on task, connection to the classroom, engagement, and capacity for learning
By December, 2015 Classroom teachers implement CHAMPS strategies	Classroom Teachers, Support Staff					
By April, 2016, train students in the mechanics/technology skills needed to take summative assessment to ensure the test is assessing reading	Classroom Teachers, Support Staff	Ensure that students have the technology skills needed to successfully participate in the summative assessment so that test validity is accurate				Students have the skills to successfully take the summative computer-based state test

<p>versus technology skills</p> <p>By September, 2015 hire highly qualified credentialed teachers to implement standards and interventions with fidelity</p>		<p>Hire and train Literacy Intervention Credentialed Teachers to provide target interventions and designated EL instruction</p> <p>Hire and train Literacy Intervention para educators to help reduce numbers of students in groups for intervention and designated EL services</p>	<p>Title I \$33,996</p> <p>Title I \$1,000 Title III \$20,412 GF – Supp \$42,791</p>			<p>Increase student achievement in literacy</p>
<p>Ongoing high quality instruction within the classroom aligned to CA CCSS</p>	<p>Classroom Teachers, Support Staff</p>	<p>Kindergarten use of 200 Phonics, Sight Word Program, Daily Journal Writing, zoo phonics, SIPPS, Moby Max</p> <p>1st Grade use of writing workshop, guided writing, journal writing, poetry notebooks, small group/one-on-one reading, parent tutors, SIPPS, Moby Max</p> <p>2nd Grade use of</p>				<p>26/26 letters/sound recognition, mastery of sight words, implementation of applying sight words/sounds, increased use of writing mechanics</p> <p>Letter/sounds recognition, sight word recognition, reading fluency, blending & segmenting words, reading comprehension, writing complete sentences, writing 3 types of writing (narrative, opinion, & informational)</p> <p>Mastery of CA ELA</p>

		<p>reading/writing workshop, CAFÉ mini lessons, reading comprehension, fluency, accuracy, vocabulary, Units of study lessons for narrative, opinion & informational writing, spelling inventory, weekly spelling tests, SIPPS, Read Naturally, & Soar to Success, Moby Max</p> <p>3rd Grade use of Writing workshop, 6 + 1 Trait Writing, Step Up to Writing, Focus Strategies Series, Houghton-Mifflin, Read Works, Studies Weekly, Story Works, Read Naturally, & Soar to Success, & ELA/ELD framework, Moby Max</p> <p>4th Grade use of Story works (1 story per week), Reading Counts, Scholastic News/Science Spin, Typing Agent, Read Naturally, & Soar to Success, & ELA/ELD framework, Moby Max</p>				<p>standards, increase phonics and spelling skills</p> <p>Increase academic achievement for all students through SBAC, CA CCSS to prepare students for college and career readiness</p> <p>Increase student achievement within the CA standards, provide students with rigorous curriculum aligned to the DOK levels on the summative assessment, improve reading fluency, increase student lexile levels, improve</p>
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		<p>5th Grade use of Writers workshop, SRI, Reading Counts, Tumblebooks, Story Works, Scholastic News, and Read Naturally, & Soar to Success, & ELA/ELD framework, Moby Max</p>				<p>students ability to read and respond to nonfiction reading, improve key boarding skills</p> <p>Increase student achievement including improved lexile levels, response to non-fiction texts, and written responses to both literature and non-fiction texts.</p>
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Form A: Planned Improvements in Student Performance Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.)* 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:

LCAP GOAL: Increase academic achievement for all students so they are career/college ready upon graduation (Priority 2, 3, 4, 6, 7, 8)

Elementary: Increase the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in Math.

SCHOOL GOAL: By the end of the 2015-16 school year, the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in Math will increase from 53% to 57%.

GRADE LEVEL GOAL:

Kindergarten: By the end of the third trimester of 2015-2016 school year, the percentage of students in grade Kindergarten who count to 100 by 1s and 10s, represents a number of objects with a written numeral to 20, and solves addition and subtraction word problems within 10 using objects and drawings will be 80% as measured by the third trimester report card.

1st Grade: By the end of the third trimester of 2015-16 school year, the percentage of students in grade 1 who receive a mark of Proficient or higher in Overall Math will be 70% as measured by the Overall Math mark on the third trimester report card.

2nd Grade: By the end of the third trimester of 2015-16 school year, the percentage of students in grade 2 who receive a mark of Proficient or higher in Overall Math will increase from 81% to 83% as measured by the Overall Math mark on the third trimester report card.

3rd Grade: By the end of the third trimester of 2015-16 school year, the percentage of students in grade 3 who receive a mark of Proficient or higher in Overall Math will increase from 77% to 79% as measured by the Overall Math mark on the third trimester report card.

4th Grade: By the end of the 2015-16 school year, the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in Math will increase from 50% to 54%.

5th Grade: By the end of the 2015-16 school year, the percentage of students meeting or exceeding the standard on the Smarter Balanced Summative Assessment in Math will increase from 61% to 64%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2015 Smarter Balanced Summative Assessment in Math • Local assessments, benchmarks • Report card marks 	<p>What were the findings from the analysis of this data?</p> <p>Percentage of students who met or exceeded the standard on the Smarter Balanced Summative Assessment in Math:</p> <table border="1" data-bbox="783 332 1312 544"> <tr> <td>All students:</td> <td>53%</td> </tr> <tr> <td>Economically-Disadvantaged:</td> <td>27%</td> </tr> <tr> <td>English Learners:</td> <td>14%</td> </tr> <tr> <td>Special Education:</td> <td>12%</td> </tr> <tr> <td>Hispanic:</td> <td>35%</td> </tr> <tr> <td>White:</td> <td>68%</td> </tr> </table>	All students:	53%	Economically-Disadvantaged:	27%	English Learners:	14%	Special Education:	12%	Hispanic:	35%	White:	68%	<p>What metrics and/or tools will the school use to evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • 2016 Smarter Balanced Summative Assessment in Math • Local assessments, benchmarks • Report card marks
All students:	53%													
Economically-Disadvantaged:	27%													
English Learners:	14%													
Special Education:	12%													
Hispanic:	35%													
White:	68%													

STRATEGY: By the end of the third trimester of 2015-16 school year, the percentage of students in grades 1-5 who receive a mark of Proficient or higher in Overall Math will increase from _71% to _73% as measured by the Overall Math mark on the third trimester report card.

Action/Service/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	State Priorities (if applicable)	Unduplicated Pupils benefitting from action	Outcomes
By September, 2015, Identify struggling students through review of report cards, student ID cards, and beginning of year assessments	Principal, Classroom Teachers	Collect and analyze district- and school-level summative and formative math data; identify students from each grade level for math interventions and their specific needs.	LCFF GF LCFF GF Supplemental Title I, II, & III	2, 3, 4, 6, 7, 8	<ul style="list-style-type: none"> ✓ English Learners ✓ Low Income Students ✓ Foster Youth 	Increase the number of students proficient in Overall Math
Ongoing, full implementation of CA CCSS and district adopted math curriculum	Classroom Teachers	Ensure all students access standards-based curriculum				
Ongoing, provide math interventions and enrichment utilizing research-based	Classroom Teachers	Provide students with multiple opportunities for success including small group targeted				Students problem solving skills prepare them for College and Career Readiness

programs		instruction and conferencing with individual students				
Ongoing, identification and follow-up of struggling students and determination of targeted interventions	Principal, Classroom Teacher, Support Staff	Tracking students to ensure interventions are working or developing new intervention plans Provide release time for teachers to collaborate and create intervention groupings Ongoing analysis of student data to monitor growth and appropriate interventions in weekly PLCs	PRIDE \$2,500			Matching the most appropriate and effective interventions with students for improved achievement
September, January & April, 2015-16, chats with the Principal to discuss assessment data, strategies, and parent concerns/questions	Principal, Support Staff, Parents	Build relationships with community and family and communicate regarding math strategies & mathematical practices				Increase parent engagement with their child's learning ultimately increasing student achievement
Ongoing outreach to community and families	Principal, Classroom Teacher, Support Staff, Community, Parents	October Information & Loteria/Mariachi Night in which parents completed MM parent survey Review survey information and Identify outreach activities.	Title I Parent \$300			
By September 2015, provided targeted students, identified by	Classroom Teachers, Support Staff	Provide students with the opportunity to be successful as well as	HW Help \$22,000			Students' confidence increases, family buy-in increases, and

<p>teacher recommendation, homework help 3 days per week for one hour</p> <p>By September, 2015 Classroom teachers utilize Kagan Cooperative Learning structures within the classroom</p>	Classroom Teachers	<p>provide homework help support for those students who do not have it at home</p> <p>Provide students with structured ways for students to verbalize mathematical reasoning</p> <p>Classroom teachers trained in 5 Days of Kagan Cooperative Learning Structures</p> <p>Classroom teachers using Kagan Cooperative structures in the classroom to increase student engagement in mathematics</p> <p>Classroom teachers receive Coaching session from trained coach from Kagan</p> <p>Provide parent education on the use and benefits of Kagan Structures in the classroom</p>	GF \$20,148			<p>student achievement increases</p> <p>Increase student engagement & equitable student participation ultimately increasing student achievement, also builds reasoning skills, & increases comprehension</p>
<p>By October, 2015 Classroom teachers trained in CHAMPS (Safe & Civil Skills)</p>	Classroom Teachers	<p>Build relationships with students and provide them with explicit instruction of behavioral expectations through positive reinforcement</p>	Title II			<p>Increase student time on task, connection to the classroom, engagement, and capacity for learning</p>
<p>By December, 2015 Classroom teachers</p>	Classroom Teachers,					

<p>implement CHAMPS strategies</p> <p>By April, 2016, train students in the mechanics/technology skills needed to take summative assessment to ensure the test is assessing mathematics versus technology skills</p> <p>By September, 2015 hire highly qualified credentialed teachers to implement standards and interventions with fidelity</p> <p>Ongoing high quality instruction within the classroom aligned to CA CCSS</p>	<p>Support Staff</p> <p>Classroom Teachers, Support Staff</p> <p>Classroom Teachers, Support Staff</p>	<p>Ensure that students have the technology skills needed to successfully participate in the summative assessment so that test validity is accurate</p> <p>Hire and train Intervention Credentialed Teachers to provide target interventions</p> <p>Hire and train Literacy Intervention para educators to help reduce numbers of students in groups for intervention</p> <p>Kindergarten use of enVision math curriculum, daily calendar skills, math workbooks, dancing numerals, daily journals, "I have, who has" – whole class, math their way tubs, IXL, Moby Max</p> <p>1st Grade use of IXL, timed tests, Moby Max, math tubs, math journals, small group instruction, whole group guided practice</p>	<p>Title I \$33,996</p> <p>Title I \$1,000 Title III \$20,412 GF – Supp \$42,791</p>			<p>Students have the skills to successfully take the summative computer-based state test</p> <p>Increase student achievement in mathematics</p> <p>Students will be able to count, recognize numbers to 30, use 10 frames for addition/subtraction, count by 10s, 1:1 correspondence, number concept of quantity</p> <p>Increase number fluency, improve number sense and concepts, increase problem solving skills</p>
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		<p>2nd Grade use of Engage NY modules 1-8, weekly strategy, timed tests, Moby Max, IXL, Sum Dog, Math wall</p> <p>3rd Grade use of EnVision math, Engage NY modules & videos, Math Talks, Jeff Linder Problem Solving, Everyday Math journals, Context for Learning, and Georgia Math, IXL, Moby Max</p> <p>4th Grade use of math teaming (1 hour, 20 min. 4 times per week), IXL math, Active Expressions timed tests, EnVision math, Moby Max</p> <p>5th Grade use of IXL, supplemental Engage NY worksheets, EnVision curriculum, math antics, manipulative, leveled grouping, math talks, Context for Learning</p>				<p>Master CA standards with a higher DOK, increase fluency of math facts, refine ability to explain mathematical reasoning, increase to more complex problem solving, build math vocabulary</p> <p>Increased academic achievement for all students preparing them for college and career readiness</p> <p>Meeting individual math needs increasing achievement, closing gaps in knowledge and practicing new skills increase student performance, increase math fluency</p> <p>Increase academic achievement for all students by meeting their individual needs</p>
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Form A: Planned Improvements in Student Performance English Learners

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.)* 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:

LCAP GOAL: Increase percentage of English Learners (ELs) making annual progress in English. (Priority 2, 3,4, 6, 7,8)

Elementary: By February 2016, the percentage of English Learners making one year's growth for one year in the program will increase from 60.5% to 62.0% as measured by CELDT.

SCHOOL GOAL: By February 2016, the percentage of English Learners making one year's growth for one year in the program will increase from 57.0% to 62.0% as measured by CELDT.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
<ul style="list-style-type: none"> • CELDT results • ADEPT results • Title III Accountability results • Student grades in academic classes • SRI scores • Student progress comparisons in EADMS 	<p>57.0% of ELs made one year's growth for one year in the program.</p>	<ul style="list-style-type: none"> • CELDT results • ADEPT results • Title III Accountability results • Student grades in academic classes • SRI scores • Student progress comparisons in EADMS

STRATEGY: By February 2015, the percentage of English Learners making one year's growth for one year in the program will increase from 65.5% to 67.5% as measured by CELDT.

Action/Service/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	State Priorities (if applicable)	Unduplicated Pupils benefitting from action	Outcomes
By September, 2015, Identify long-term ELs and collect pertinent language acquisition data	Principal, Classroom Teachers, Support Staff	<p>Review 2014-2015 data</p> <p>Administer ADEPT to all ELs in the fall and spring</p> <p>Assure flexible groupings for ELs for ELD and Rtl interventions</p> <p>Provide release time for teachers to collaborate and create ELD groupings</p> <p>Train/review with teachers how to best use ADEPT results to provide targeted ELD instruction.</p> <p>Ongoing analysis of student data to monitor growth and appropriate placement for ELD services</p>	<p>LCFF GF</p> <p>LCFF GF Supplemental</p> <p>Title I, II, III</p> <p>PRIDE \$2500</p>	2, 3, 4, 6, 7, 8	<p>✓ English Learners</p> <p>✓ Low Income Students</p> <p>✓ Foster Youth</p>	<p>Increase the percent of EL students making one year's growth on the CELDT</p> <p>Regular analysis of student progress to ensure one year's growth on CELDT</p>
By January, 2016, Provide professional development for teachers/admin in ELA/ELD Framework	Principal and Classroom Teachers	<p>CLU CRLP to provide 2 full days of Professional development on ELA/ELD framework & practical application to the classroom</p> <p>December staff meeting grade level chapters from the ELA/ELD framework</p> <p>January full day in-service on grade level ELA/ELD</p>	Title II			<p>Teachers implementing integrated and designated EL services with research based strategies that demonstrate student achievement</p>

<p>Ongoing, implementation of designated and integrated EL instruction</p>	<p>Principal, Classroom Teachers, Support Staff, and Parents</p>	<p>chapters and developing grade level integrated and designated units</p> <p>Provide additional opportunities for parent outreach/education to parents of English Learners (Library night, etc.)</p>				<p>Increase the number of parents from EL families participation in school-based activities</p>
<p>Ongoing, outreach to parents and community members</p>		<p>October Information & Loteria/Mariachi Night in which parents completed MM parent survey</p> <p>Review survey information and Identify outreach activities.</p>	<p>Title I Parent \$300</p>			<p>Provide information and modeling for families and community members of best practices in literacy</p>
<p>Ongoing use of strategies to focus on listening, speaking, and collaborating</p>		<p>MM Reading & Information Night at the Local Library with families and communities members</p> <p>Classroom teachers trained in 5 Days of Kagan Cooperative structures</p> <p>Classroom teachers using Kagan Cooperative structures in the classroom to increase student engagement in reading, writing, listening and speaking</p> <p>Classroom teachers receive Coaching session from trained coach from Kagan</p> <p>Provide parent education on</p>	<p>Title I Parent \$370</p> <p>GF – Kagan \$20,148</p>			<p>Increase student engagement in the classrooms including speaking, listening, collaboration, and thinking critically</p>

<p>By September, 2015 have high quality credentialed teachers to provide literacy interventions & EL services</p>		<p>the use and benefits of Kagan Structures in the classroom</p> <p>Hire and train Literacy Intervention ELD Credentialed Teachers to provide target interventions and designated EL instruction</p> <p>Hire and train Literacy Intervention ELD para educator to help reduce numbers of students in groups for intervention and designated EL services</p>	<p>Title I \$33,996</p> <p>Title I \$1,000 Title III \$20,412 GF – Supp \$42,791</p>			<p>Provide targeted interventions and designated EL services using research-based strategies proven to impact student achievement positively</p>
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Form A: Planned Improvements in Student Performance English Learners

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.)* 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:

LCAP GOAL: Increase percentage of EL's making annual progress in English (Priority 2,3,4, 6,7,8)

Elementary: By February 2016, the percentage of English Learners meeting the CELDT criterion for English Language proficiency will increase as defined below:

- EL in program less than 5 years 24.4% to 26.0%

SCHOOL GOAL: By February 2016, the percentage of English Learners meeting the CELDT criterion for English Language proficiency will increase as defined below:

- EL in program less than 5 years, 21.6% to 24.2%

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
<ul style="list-style-type: none"> • CELDT results • ADEPT results • Title III Accountability results • Student grades in academic classes • SRI scores 	<ul style="list-style-type: none"> • EL in program less than 5 years, 21.6% 	<ul style="list-style-type: none"> • CELDT results • ADEPT results • Title III Accountability results • Student grades in academic classes • SRI scores

STRATEGY: By February 2016, the percentage of English Learners meeting the CELDT criterion

Action/Service/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	State Priorities (if applicable)	Unduplicated Pupils benefitting from action	Outcomes
By September, 2015, Identify long-term ELs and collect pertinent language acquisition data	Principal, Classroom Teachers, Support Staff	<p>Review 2014-2015 data</p> <p>Administer ADEPT to all ELs in the fall and spring</p> <p>Assure flexible groupings for ELs for ELD and Rtl interventions</p> <p>Provide release time for teachers to collaborate and create ELD groupings</p> <p>Train/review with teachers how to best use ADEPT results to provide targeted ELD instruction.</p> <p>Ongoing analysis of student data to monitor growth and appropriate placement for ELD services</p>	<p>LCFF GF</p> <p>LCFF GF Supplemental</p> <p>Title I, II, III</p> <p>PRIDE \$2500</p>	2, 3, 4, 6, 7, 8	<p>✓ English Learners</p> <p>✓ Low Income Students</p> <p>✓ Foster Youth</p>	<p>Increase the percent of EL students making one year's growth on the CELDT</p> <p>Regular analysis of student progress to ensure one year's growth on CELDT</p>
By January, 2016, Provide professional development for teachers/admin in ELA/ELD Framework	Principal and Classroom Teachers	<p>CLU CRLP to provide 2 full days of Professional development on ELA/ELD framework & practical application to the classroom</p> <p>December staff meeting grade level chapters from the ELA/ELD framework</p> <p>January full day in-service on grade level ELA/ELD</p>	Title II			<p>Teachers implementing integrated and designated EL services with research based strategies that demonstrate student achievement</p>

<p>Ongoing, implementation of designated and integrated EL instruction</p>	<p>Principal, Classroom Teachers, Support Staff, and Parents</p>	<p>chapters and developing grade level integrated and designated units</p> <p>Provide additional opportunities for parent outreach/education to parents of English Learners (Library night, etc.)</p> <p>October Information & Loteria/Mariachi Night in which parents complete MM parent survey</p> <p>Review survey information and Identify outreach activities.</p> <p>MM Reading & Information Night at the Local Library with families and communities members</p> <p>Classroom teachers trained in 5 Days of Kagan Cooperative structures</p> <p>Classroom teachers using Kagan Cooperative structures in the classroom to increase student engagement in reading, writing, listening and speaking</p> <p>Classroom teachers receive a Coaching session from trained coach from Kagan</p> <p>Provide parent education on</p>	<p>Title I Parent \$300</p> <p>Title I Parent \$370</p> <p>GF – Kagan \$20,148</p>			<p>Increase the number of parents from EL families participation in school-based activities</p> <p>Provide information and modeling for families and community members of best practices in literacy</p> <p>Increase student engagement in the classrooms including speaking, listening, collaboration, and thinking critically</p>
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		the use and benefits of Kagan Structures in the classroom				
		Hire and train Literacy Intervention ELD Credentialed Teachers to provide target interventions and designated EL instruction	Title I \$33,996			Provide targeted interventions and designated EL services using research-based strategies proven to impact student achievement positively
		Hire and train Literacy Intervention ELD para educator to help reduce numbers of students in groups for intervention and designated EL services	Title I \$1,000 Title III \$20,412 GF – Supp \$42,791			

Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$36,435	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$671	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$20,412	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marcia Hamilton	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patti Deegan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Tynan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homero Magana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Cooper (Chairperson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Lucente (Parliamentarian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carlos Soto (Vice Chairperson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shelah Delarosa (Secretary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	4	N/A

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ 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: 11/5/15.

Attested:

Marcia Hamilton
School Principal

Ashley Cooper
SSC Chairperson

Marcia Hamilton 11/10/15
Signature of School Principal Date

Ashley Cooper 11/10/15
Signature of SSC Chairperson Date