

# The Single Plan for Student Achievement

**School:** James Monroe Middle School  
**CDS Code:** 15-73742-6009617  
**District:** Sierra Sands Unified School District  
**Principal:** Clara Finneran  
**Revision Date:** October 31, 2013

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 19, 2013.**

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## School Vision and Mission

### James Monroe Middle School's Vision and Mission Statements

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

We believe:

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

The three goals established by the staff for the 2013-2014 school year are as follows:

- 1) We will increase by 10%, as compared to performance last year, the number of students scoring proficient or higher in Reading and Writing on quarterly benchmarks.
- 2) We will increase by 10%, as compared to performance last year, the number of students scoring proficient or higher in Mathematics on quarterly benchmarks.
- 3) We will implement schoolwide Positive Behavior Intervention Systems with fidelity, and the number of students receiving office referrals and suspensions will decrease by 10% compared to the same numbers last year. The number of students recognized at all school awards assemblies and grade level SWAGG celebrations at the end of each quarter will increase by 20% compared to the same numbers last year.

## School Profile

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

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

James Monroe Middle School serves an attendance area that includes portions of Ridgecrest, Johannesburg, and Randsburg, all communities located in the northeast corner of Kern County. The current enrollment is 480--158 sixth graders, 152 seventh graders, and 170 eighth graders. The ethnic distribution of the Monroe student body is: 60% White, 27% Hispanic, 7% African American, 2% Native Hawaiian or Pacific Islander, 2% Two or more Races, less than 1% American Indian or Alaska Native, less than 1% Asian, and less than 1% Filipino. 58% of students are identified as Socioeconomically Disadvantaged, 13% are Students with Disabilities, and 11% are English Learners.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

Parent surveys for 2013-2014 will be distributed with third quarter report cards in March, 2014. Because James Monroe is not a Title I designated school, parent surveys are not required, however district leaders, the principal, assistant principal and staff recognize the importance of parent feedback and will examine the results of the 2013-2014 survey and will respond to the results appropriately.

### **Classroom Observations**

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

### **Analysis of Current Instructional Program**

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

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

### **Standards, Assessment, and Accountability**

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

School-wide results of state and district assessments in Mathematics and Language Arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Common Core State Standards (CCSS) are being implemented, with many teachers utilizing both state standards and CCSS in their teaching. Full implementation and measurement of CCSS implementation will take place during the 2014-2015 school year. State and local assessment data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching toward the goal of improved student achievement. Teachers use benchmark results in Language Arts, Mathematics, Science and History as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in departmental and grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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

Similar to the use of state and local assessments, curriculum-embedded assessments are used across subjects, throughout the school year, at regular intervals, and whenever needed, to monitor student progress, modify instruction and improve student achievement. Assessment data from curriculum-embedded assessments are also warehoused in Illuminate and available by school, by teacher, by student group, and by student. Students at-risk are identified and instruction is modified or re-teaching occurs. Teachers work together in departmental and grade level groups to analyze curriculum-embedded assessment data, develop curriculum, create action plans and discuss, model and observe best practices. Use of all assessments assists teachers to identify students who have high priority needs during TLC (Tigers Learning the Core) time.

## Staffing and Professional Development

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

Two teachers do not meet the ESEA highly qualified requirements, but both are expected to meet the criteria by the end of the 2013-2014 school year.

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

All teachers at James Monroe hold a valid teaching credential, and professional development is offered in many formats. The district provides teacher learning opportunities such as hands-on training sessions regarding Illuminate (data warehouse), ABI (gradebook, student information), and special-education specific training. Training regarding SBE-adopted instructional materials is provided both by the district and outside the district, as are other opportunities such as Professional Learning Communities (PLC), Advancement Via Individual Determination (AVID), Common Core State Standards (CCSS), Explicit Direct Instruction (EDI), and Positive Behavior Intervention Systems (PBIS).

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of James Monroe Middle School's staff development has been primarily related to the Professional Learning Communities model. Through utilizing this model, we have focused on the best practice of consistent data analysis through faculty trainings and meetings regarding effective instruction and assessment. Other staff development opportunities have been in all of the areas listed above.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers include the ELD Teacher Coordinators, and the Special Education Program Support Teachers. They support site teachers by offering model lessons, providing feedback on best practices and providing professional development opportunities. During the 2012-2013 and 2013-2014 school year, facilitated by the district EL coordinators and project teachers, teachers in each subject area between both middle schools in the district are meeting to reinforce EDI, AVID and other effective instructional strategies as well as develop common pacing guides and assessments, all the while discussing and activating implementation strategies for Common Core State Standards (CCSS). All teachers participated in intense EDI (Explicit Direct Instruction) training in the spring of 2012 and fall 2013. EDI strategies, such as a clearly posted objective, non-volunteer response strategies, and pair-share, are being used in classrooms and are being reinforced by administrative observations.

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

James Monroe's teachers have grade level meetings at least once monthly and department meetings at least once monthly, during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams at our staff meetings. Teachers in all grade levels have attended training to learn to analyze data and design intervention strategies. The principal, who recognizes that many professional development opportunities are inaccessible in difficult financial times, offers professional development opportunities at staff meetings and other convenient times.

## Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. These textbooks and materials align with content and performance standards. Essential standards have been collaboratively determined for each Math, English, Science and Social Studies course offered. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly. Common Core State Standards are being implemented, and the transition is going smoothly, with full implementation of CCSS expected in 2014-2015.

The Media Center wishes to expand its current facility to incorporate a more advanced 21st century resource center designed to help students become successful in the hypercompetitive global economy that is powered by information and knowledge. This modernized resource center would have high interest materials, including multicultural materials and materials that reflect all subject areas, as well as technologically current materials such as: digital cameras, photo and video software, iPads, tablets and Podcasting software.

### 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.

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

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

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

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

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

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available, Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. The district completed a new English Language Arts/ ELL adoption for grades 6 (Glencoe) and 7-8 (Holt) that was implemented in 2012-2013 to address identified needs.

## Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In some courses students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Target students are identified and plans are made to meet their needs at grade level meetings. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. A new course entitled Acquisition of Math Skills (AMS) will be refined to address the needs of students who are two or more grade levels behind in mathematics. The ALEKS program (a computer-based, self-paced program) has been implemented for AMS and 8th grade Pre-Algebra. ALAS, a Language Arts intervention course, was implemented two years ago to meet the needs of English Language Learners as well as other students who are two or more grade levels behind in Language Arts.

The desire to integrate more structured intervention and enrichment programs into the school day has been expressed and was reinforced when several teachers and administrators attended a Professional Learning Communities conference in summer 2010. The spring semester 2011 saw an initial attempt to incorporate an intervention/enrichment period into the school day four times over the semester. This effort continued in fall 2011, with each student receiving intervention/enrichment in Mathematics or English for five days over three evenly spaced apart weeks. The current TLC (Tigers Learning the Core) intervention occurs every other week on Tuesdays, Wednesdays and Thursdays between third and fourth periods. Students go to a designated class (the first week of TLC it was first period, the next week of TLC it was second period, etc.) and receive re-teaching and/or Common Core-driven teaching.

### 14. Research-based educational practices to raise student achievement

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

## Parental Involvement

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

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

- SELPA services such as: Workability program, nurse, speech therapist, program specialist, psychologist, therapist
- District provided services such as: SARB (Student Attendance Review Board), translator, project teachers, EL Coordinator
- School Resource Officer
- Community resources utilized include: Family Resource Center, College Community Services, Kern Regional Center, Kern County Social Services, WrapAround Program
- Parent provided resources, through PTSO include: Volunteers, Tiger Reading Incentive Program
- School provided socio-emotional resources include: peer tutoring, peer mediating, sports, clubs, WEB (Where Everybody Belongs) Orientation and Support
- School provided academic resources include: instructional aides, TLC time, AVID Class (Advancement Via Individual Determination), ALAS (Academic Language Acquisition Strategies) Class, AMS (Acquisition of Math Skills) Class, ALAS Classes (Academic Language Acquisition Strategies), IRS (Intensive Responsibility Support) after school intervention
- Our school communicates with parents through: Sixth Grade Parent/Student Orientation (including WEB), Quarterly Coffee with Principal, school website, Back to School Night & Open House, Parent-Teacher Conferences, ELAC meetings, PTSO meetings, Edline, Parent Portal (online access to student grades, attendance, etc.), School Messenger (autodialer phone and e-mail system), consistent administrative/teacher presence before and after school

James Monroe Middle School has a supportive Parent Teacher Student Organization. PTSO leaders have been pleased to see attendance at PTSO meetings slightly increase. Administrators and PTSO leaders would like to see more parent involvement and more family activities. Effective communication, as always, remains a top priority. To that end, the School Messenger (autodialer) system has been utilized so as to better communicate with parents and guardians. Last school year inservices regarding Edline (online homework/class activity posting) were offered to teachers, and there is still work to do in terms of the number of teachers utilizing Edline. Parent Portal (parent access to student grades and attendance) has been well received by parents, but many parents are unaware of its usefulness, so we have done some concerted outreach to ensure that more parents are aware of and utilizing this tool. The number of teachers using Edline and Parent Portal/ABI effectively has increased, due to informal training that has been offered on campus. Only one teacher is not using ABI/PAMS.

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

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

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

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership 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.



## Funding

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

Categorical services focused on the underperforming student at this school include: AVID, ALAS (Language Arts Intervention course), after school intervention, within school intervention, and paraprofessional support. During the 2011-2012 and 2012-2013 school years James Monroe implemented a newcomer class for beginning level EL students and/or those students whose English language development is minimal. The newcomer class was taught during the time in which students are enrolled in English and history. This course will address the particular needs of newcomers. During the 2013-2014 school year, the numbers of newcomer students did not warrant having a class. AVID has proven successful for our 8th grade AVID students as well as other students who are exposed to a college-going culture and AVID strategies such as Cornell Notes. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval.

### 18. Fiscal support (EPC)

Sierra Sands Unified School district in collaboration with James Monroe Middle School provides fiscal support through the aforementioned classes, programs and interventions to meet the needs of underperforming students. Fiscal support is provided through the general fund and some categorical funding, although this is in flux due to the state changes related to Local Control Funding Formula.

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

The three goals established by the staff for the 2013-2014 school year are as follows:

- 1) We will increase by 10%, as compared to performance last year, the number of students scoring proficient or higher in Reading and Writing on quarterly benchmarks.
- 2) We will increase by 10%, as compared to performance last year, the number of students scoring proficient or higher in Mathematics on quarterly benchmarks.
- 3) We will implement schoolwide Positive Behavior Intervention Systems with fidelity, and the number of students receiving office referrals and suspensions will decrease by 10% compared to the same numbers last year. The number of students recognized at all school awards assemblies and grade level SWAGG celebrations at the end of each quarter will increase by 20% compared to the same numbers last year.

As seen in the performance data in the following sections, James Monroe has some achievement gaps it has yet to close. The unique demographic compilation of the school, for example, with close to 58% of students considered Socioeconomically Disadvantaged, in combination with some highly advantaged students, makes closing these gaps challenging, yet possible. In addition, the unique characteristics of middle schools (students transitioning from elementary school to middle school), and their students who are going through physical, social and emotional changes, make closing these gaps difficult. However, James Monroe's API has increased over 100 points in the last eight years. We look forward to further increasing our performance and assessment outcomes.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	494	464	466	299	273	280	27	27	32	12	8	6
<b>Growth API</b>	739	752	782	759	788	808	617	628	748	809		
<b>Base API</b>	762	740	768	787	759	802	682	617	646	798	809	
<b>Target</b>	5	5	5	5	5	A						
<b>Growth</b>	-23	12	14	-28	29	6						
<b>Met Target</b>	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	127	134	126	48	52	53	249	239	259	68	71	63
<b>Growth API</b>	702	684	709	657	573	682	697	710	741	605	597	632
<b>Base API</b>	729	704	706	629	657	596	715	698	726	588	605	616
<b>Target</b>	5	5	5				5	5	5			
<b>Growth</b>	-27	-20	3				-18	12	15			
<b>Met Target</b>	No	No	No				No	Yes	Yes			

#### Conclusions based on this data:

1. The Growth API for all students increased 30 points from 2012 to 2013. Growth API scores for all subgroups, when compared between 2012 and 2013, have increased, with the largest increases seen in the African-American group, with a 120 point increase, and Socioeconomically Disadvantaged, with a 131 point increase. Despite achievement gaps that still exist, we are very proud of the continuous improvement we are seeing schoolwide, and will continue and refine the interventions and supports we have in place for students.
2. We notice an API of over 800 (802) for our White students. We are proud of this achievement, and would like to see the API for all subgroups reach over 800.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	99	100	99	100	100	100	100	100	100
Number At or Above Proficient	232	234	235	152	157	154	8	10	16	9	--	
Percent At or Above Proficient	47.1	50.5	50.4	50.8	57.5	55.0	30.8	37.0	50.0	75.0	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	100	99	99	99	100	98	99
Number At or Above Proficient	48	47	44	15	8	17	97	105	110	24	27	20
Percent At or Above Proficient	37.8	35.3	34.9	31.2	15.7	32.1	39.1	44.1	42.5	35.3	38.6	31.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	--	--	--	No	Yes	No	--	--	--

#### Conclusions based on this data:

- Overall there were two subgroups that saw significant increase or decrease in achievement: African-American students, and English Learners. For African-American students, the ELA percent proficient increased from 37% to 50% from 2012 to 2013. And for English Learners the percent proficient increased from 15.7% to 32.1% from 2012 to 2013.
- Overall performance in ELA is stagnant, with the percent at or above proficient hovering around 50%. This percent proficient is significantly lower than the NCLB Act expectation of 89.2% proficient. As ELA teachers are becoming comfortable with the new curricular materials and CCSS, the percent proficient should increase.
- The achievement gaps between subgroups, such as between white students at 55% proficient or advanced, and Hispanic students at 34.9% proficient or advanced, need to continue to be addressed through continued intervention and attention to individual student achievement.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	99	100	99	100	100	100	100	100	100
Number At or Above Proficient	199	206	204	129	142	135	5	4	11	7	--	
Percent At or Above Proficient	40.4	44.4	43.8	43.1	52.0	48.2	19.2	14.8	34.4	58.3	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	No	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	100	99	100	99	99
Number At or Above Proficient	46	43	40	14	9	16	83	87	88	24	20	17
Percent At or Above Proficient	36.2	32.1	31.7	29.2	17.3	30.2	33.5	36.4	34.0	35.3	28.2	27.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	--	--	--	No	No	No	--	--	--

#### Conclusions based on this data:

- Overall there were two subgroups that saw significant increase or decrease in achievement: African-American students, and English Learners. For African-American students, the Mathematics percent proficient increased from 14.8% to 34.4% from 2012 to 2013. And for English Learners the percent proficient increased from 17.3% to 30.2% from 2012 to 2013.
- Overall performance in Mathematics is stagnant, with slight fluctuations over the last few years, and the percent at or above proficient hovering around 44% in 2013. This percent proficient is significantly lower than the NCLB Act expectation of 89.5% proficient. As Mathematics teachers become comfortable with CCSS and adopt new material, the percent proficient should increase.
- The achievement gaps between subgroups, such as between white students at 48.2% proficient or advanced, and African-American students at 34.4% proficient or advanced, need to continue to be addressed through continued intervention and attention to individual student achievement.

## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	0	0	3	33	5	56	0	0	1	11	9
7	0	0	3	20	7	47	4	27	1	7	15
8	3	33	2	22	4	44	0	0	0	0	9
<b>Total</b>	3	9	8	24	16	48	4	12	2	6	33

#### Conclusions based on this data:

1. Monroe assessed three English Learners who scored at the early intermediate level, and we will ensure that they receive EL instruction throughout their day.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	0	0	3	25	5	42	3	25	1	8	12
7	0	0	3	20	7	47	4	27	1	7	15
8	3	30	2	20	5	50	4	27	1	7	10
<b>Total</b>	3	8	8	22	17	46	7	19	2	5	37

#### Conclusions based on this data:

1. Of the 33 EL students assessed, most fall in the Intermediate level. All EL students will receive EL instruction, and their progress will be monitored to ensure growth each year.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	28	40	33
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	28	40	33
Number Met	--	29	13
Percent Met	--	72.5%	39.4%
NCLB Target	54.6	56.0	57.5
Met Target	*	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	26	8	33	8	27
Number Met	--	--	--	20	--	--
Percent Met	--	--	--	60.6%	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<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 NCLB Act target of 57.5% was not met. English Language Learners need to receive additional targeted instruction through ALAS Class, TLC, and other direct teacher interventions.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>Yes</b>

#### Conclusions based on this data:

1. For 2012-2013 data indicates that the district did not meet its AMAO I target for annual growth, but did meet AMAO II and III for attaining English proficiency and adequate yearly progress. Based on this data, the district will continue to provide targeted services to our English Learners to increase success.



## 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: ELA</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #1:</b>
We will increase by 10%, as compared to performance last year, the number of students scoring proficient or higher in Reading and Writing on quarterly benchmarks.
<b>Data Used to Form this Goal:</b>
We utilized 2011-2013 CST data as well as 2012-2013 benchmark data.
<b>Findings from the Analysis of this Data:</b>
Student performance in English Language Arts has improved slightly over the last three years, especially for White students. Continued study of previous and ongoing assessment results is necessary in order to modify teaching and learning activities to meet the needs of all students.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will assess results of formative and summative assessments, especially quarterly benchmarks and the end of year Smarter Balanced assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2013 CST data and 2013-2014 benchmark data will be analyzed in order to identify areas of needed instructional improvement, as well as to identify students in need of particular attention.	Biweekly August 2013 to May 2014	Principal Teachers	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	200
Intervention will be provided to students after school as well as through daily classroom instruction, including ALAS class and TLC (every other week all school intervention).	Ongoing	Principal Teachers	Personnel	1000-1999: Certificated Personnel Salaries	General Fund	2256.50
			Personnel Benefits	3000-3999: Employee Benefits	General Fund	243.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will have the opportunity to participate in conferences and in-services that prepare staff members to use research-based teaching strategies.	Ongoing	Principal	Travel Substitutes	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	2500
Common Core State Standards will be examined and integrated into current practice. The Smarter Balanced Testing materials will be reviewed and teaching methodology adjusted as necessary.	Ongoing	Principal Teachers	Travel to County and Other PD Opportunities	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	300
			Substitutes	1000-1999: Certificated Personnel Salaries		700
The Media Center will be enhanced with new books as well as other materials such as software and cameras.	By March 2014	Principal Library Specialist	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	3,000
Materials and equipment, such as projectors, document cameras, screens, and printers will be replaced as needed.	Ongoing	Principal	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	8,000
Develop and implement intense homework/study skills intervention: Intensive Responsibility Support (IRS) to meet 4 days week after school.	Begin Mid-November	Principal	Personnel Salary	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1,000
Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at least once each grading period. Review topics such as: Monroe promotion requirements, CST and benchmark results, goal setting. Also work specifically with students on cusp of scoring proficient in either/both ELA and Math on CST.	Ongoing	Principal	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Qualified GATE students will be provided with enhanced educational experiences in the core academic subject areas.	Ongoing	Principal GATE Advisor(s)	Teacher Time Substitutes (for field trips)	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1,500
			Field Trip Costs	5000-5999: Services And Other Operating Expenditures	General Fund	500
Technology tools, such as Chromebooks, will be utilized. English teachers will receive training regarding classroom use.	By December, 2013	District project teachers Principal Faculty				

## 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: Math</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #2:</b>
We will increase by 10%, as compared to performance last year, the number of students scoring proficient or higher in Mathematics on the CST and quarterly benchmarks.
<b>Data Used to Form this Goal:</b>
We utilized 2011-2013 CST data as well as 2012-2013 benchmark data.
<b>Findings from the Analysis of this Data:</b>
Math performance has been stagnant at James Monroe, with some evidence of improved performance, for example in Algebra. Achievement gaps between particular subgroups need to be addressed. Continued study of previous and ongoing assessment results and instructional strategies is necessary in order to modify teaching and learning activities to meet the needs of all students.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will assess results of formative and summative assessments, especially quarterly benchmarks and the end of year Smarter Balanced assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2013 CST data and 2013-2014 benchmark data will be analyzed in order to identify areas of needed instructional improvement, as well as to identify students in need of particular attention.	Biweekly August 2013 to May 2014	Principal Teachers	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	200
Mathematics intervention will be provided to students after school as well as through daily classroom instruction, including AMS class and TLC (every other week all school intervention).	Ongoing	Principal Teachers	Personnel	1000-1999: Certificated Personnel Salaries	General Fund	2256.50
			Personnel Benefits	3000-3999: Employee Benefits	General Fund	243.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will have the opportunity to participate in conferences and in-services that prepare staff members to use research-based teaching strategies, especially as it relates to implementation of CCSS and Mathematics.	Ongoing	Principal	Travel	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	2,000
			Substitutes	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	425
Common Core State Standards will be examined and integrated into current practice. The Smarter Balanced Testing materials will be reviewed and teaching methodology adjusted as necessary.	Ongoing	Principal Teachers	Travel to County and Other PD Opportunities	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3,000
The Media Center will be enhanced with new STEM books as well as other materials such as software and cameras.	By March 2014	Principal Library Specialist	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,500
Develop and implement intense homework/study skills intervention: Intensive Responsibility Support (IRS) to meet 4 days week after school.	Begin Mid-November	Principal	Personnel Salary	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1,000
Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at least once each grading period. Review topics such as: Monroe promotion requirements, CST and benchmark results, goal setting. Also work specifically with students on cusp of scoring proficient in either/both ELA and Math on CST.	Ongoing	Principal	Supplies	4000-4999: Books And Supplies	District Funded	250
				4000-4999: Books And Supplies	School and Library Improvement Program Block	1,000
Qualified GATE students will be provided with enhanced educational experiences in the core academic subject areas.	Ongoing	Principal GATE Advisor(s)	Teacher Time Substitutes (for field trips)	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology tools, such as Chromebooks, will be utilized. Mathematics teachers will receive training regarding classroom use.	By June, 2014	District Project Teachers Principal Faculty				

## 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: ELD</b>
<b>LEA GOAL:</b>
Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
<b>SCHOOL GOAL #3:</b>
All students taking the CELDT will advance at least one performance band on the CELDT. Among ELD students the percent scoring proficient or better on both Mathematics and English Language Arts benchmarks will increase by at least 10 percent.
<b>Data Used to Form this Goal:</b>
2012 CELDT data and 2012-2013 CST scores and benchmark scores.
<b>Findings from the Analysis of this Data:</b>
EL students are not scoring at proficient or better at a rate that is satisfactory to James Monroe staff.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will assess results of formative and summative assessments, such as the 2013 CELDT data, quarterly benchmarks in Mathematics and English Language Arts, and 2014 Smarter Balanced assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2013 CST data, 2012 CELDT data, 2013 CELDT data, and 2014 SBAC data will be analyzed in order to identify the needs of EL students and necessary areas of instructional changes/improvement.	Ongoing	Principal Teachers	Supplies	4000-4999: Books And Supplies	EIA-LEP Carryover	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ALAS teachers will teach EL students utilizing most current and appropriate strategies. They will work with other ALAS teachers as well as with grade level and English department teachers in order to improve performance of English Learners.	Ongoing	Principal Teachers	Personnel	1000-1999: Certificated Personnel Salaries	LCFF-EL	23434.80
			Personnel	3000-3999: Employee Benefits	LCFF-EL	9056.61
			Personnel	1000-1999: Certificated Personnel Salaries	LCFF-EL	11342
			Personnel	3000-3999: Employee Benefits	LCFF-EL	4487.76
AVID teachers will teach SED/EL students utilizing most current and appropriate strategies. They will work with other teachers to ensure college and career readiness for students.	Ongoing	Principal Teachers	Personnel	1000-1999: Certificated Personnel Salaries	LCFF-ED	8927.60
			Personnel	3000-3999: Employee Benefits	LCFF-ED	4227
			Personnel	1000-1999: Certificated Personnel Salaries	LCFF-ED	15066.40
			Personnel	3000-3999: Employee Benefits	LCFF-ED	4889.99
Common Core State Standards will be examined and integrated into current practice, with particular focus on EL students and strategies that are successful with EL students. The Smarter Balanced Testing materials will be reviewed and teaching methodology adjusted as necessary.	Ongoing	Principal Teachers	Travel to County and Other PD Opportunities	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	2,000
The Media Center will be enhanced with new books, especially those that are relevant to EL students as well as other materials such as software and cameras.	By March 2014	Principal Library Specialist	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	500
A district EL project teacher will provide support through coaching and professional development.	Ongoing	Principal EL Coordinator Teachers	Personnel Release Time			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at least once each grading period. Review topics such as: Monroe promotion requirements, CST and benchmark results, goal setting. Also work specifically with students on cusp of scoring proficient in either/both ELA and Math on CST.	Ongoing	Principal	Supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	270

## 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: Climate</b>
<b>LEA GOAL:</b>
Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
<b>SCHOOL GOAL #4:</b>
We will implement schoolwide Positive Behavior Intervention Systems (PBIS) with fidelity, and the number of students receiving office referrals and suspensions will decrease by 10% compared to the same numbers last year. The number of students recognized at all school awards assemblies and grade level SWAGG celebrations at the end of each quarter will increase by 20% compared to the same numbers last year.
<b>Data Used to Form this Goal:</b>
Review of suspension and referral data as well as data from school awards assemblies and grade level SWAGG celebrations.
<b>Findings from the Analysis of this Data:</b>
Staff-wide need and desire to decrease suspension and referral rate as well as staff-wide need and desire to increase numbers of students recognized at all school awards assemblies and grade level SWAGG celebrations.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monthly review of suspension and referral data and quarterly review of awards assembly and SWAGG data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze suspension, referral, awards assemblies, and SWAGG data, share with teachers, and plan actions to respond appropriately to the data.	Monthly	Principal Assistant Principal Teachers	Supplies	4000-4999: Books And Supplies	LCFF-ED	400
Train 2-3 teachers in PBIS through professional learning opportunities.	By March, 2014	Principal Teachers	Personnel Substitute Costs	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer and explore expanding Mathletes, Math Field Day, MathCounts, Science Fair, Chess Competitions, and Spelling Bee as well as other co-and extra-curricular activities.	Ongoing	Principal	Substitutes Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,500
Host Coffee with the Principal	At Least Quarterly	Principal	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	250
Expand school-wide assemblies into weekly and monthly rewards/incentives programs; work with student store and with PTSO	Weekly	Principal Teachers	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block  LCFF-ED	800  949.01
Increase use of school website, Edline, Parent Portal, and School Messenger; explore possibility of a school app	Ongoing	Principal	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,000

## 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 English Language Arts and Math</b>
<b>SCHOOL GOAL #1:</b>
Provide support services to improve classroom instruction and meet the needs of parents and students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	4,599.77
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	1,299.04
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	5,148.62
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	4,688.61
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	191.68

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	28,425	0.00
Title I Part A: Allocation	0	0.00
Title I Part A: Parent Involvement	0	0.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	5,770	0.00
LCFF-ED	34,460	0.00
LCFF-EL	48,321	-0.17

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	250.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	2,000.00
EIA-LEP Carryover	200.00
EIA-SCE Carryover	5,770.00
General Fund	5,500.00
LCFF-ED	34,460.00
LCFF-EL	48,321.17
School and Library Improvement Program Block	28,425.00

## 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
Clara Finneran	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rochelle Ramirez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maureen Flatebo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathy Melendez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Haynes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sondra Hertz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emily Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Runnells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aden Ostash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alexa Morales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jordan Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jordan Walters, Alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alora Morales, Alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacob Pilkington, Alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</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**):

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input type="checkbox"/>            | State Compensatory Education Advisory Committee                 | _____<br>Signature                   |
| <input type="checkbox"/>            | English Learner Advisory Committee                              | _____<br>Signature                   |
| <input type="checkbox"/>            | Special Education Advisory Committee                            | _____<br>Signature                   |
| <input type="checkbox"/>            | Gifted and Talented Education Program Advisory Committee        | _____<br>Signature                   |
| <input type="checkbox"/>            | District/School Liaison Team for schools in Program Improvement | _____<br>Signature                   |
| <input type="checkbox"/>            | Compensatory Education Advisory Committee                       | _____<br>Signature                   |
| <input checked="" type="checkbox"/> | Departmental Advisory Committee (secondary)                     | <i>Sandra Burkhardt</i><br>Signature |
| <input type="checkbox"/>            | Other committees established by the school or district (list):  | _____<br>Signature                   |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 19, 2013..

Attested:

Clara Finneran	<i>Clara Finneran</i>	11/21/2013
Typed Name of School Principal	Signature of School Principal	Date
Sondra Hertz / Michelle Runnells	<i>Michelle Runnells</i>	11/21/13
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date