

The Single Plan for Student Achievement

School: James Monroe Middle School
CDS Code: 15-73742-6009617
District: Sierra Sands Unified School District
Principal: Dr. Bonny Porter
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

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School Vision and Mission

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 2016-2017 school year are as follows:

1. Provide safe, well maintained, and adequately equipped schools to ensure a positive learning environment.
2. Provide an academic program fully aligned to the Common Core State Standards.
3. Reduce the rate of students receiving a D or F in a core course.
4. Improve school connectedness and school climate for students.
5. Annually increase percent of ELs attaining English proficiency to 25.1% by 2017.

School Profile

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

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

James Monroe Middle School serves an attendance area that includes portions of Ridgecrest, Johannesburg, and Randsburg, all communities located in the northeast corner of Kern County. The current enrollment is 510--180 sixth graders, 170 seventh graders, and 160 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. Sixty percent of students are identified as Socioeconomically Disadvantaged, 15% are Students with Disabilities, and 5% 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

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

Standards, Assessment, and Accountability

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

District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Common Core State Standards (CCSS) are being implemented, with many teachers utilizing both state standards and CCSS in their teaching. Full implementation and measurement of CCSS implementation will take place during the 2016-2017 school year. State and local assessment data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching toward the goal of improved student achievement. Teachers use benchmark results in Language Arts, Mathematics, Science and History as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in departmental and grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers include our ELD Teacher Coordinator, and the Special Education Program Support Teachers, and our Technology Support Teacher. They support site teachers by offering model lessons, providing feedback on best practices and providing professional development opportunities. During the 2016-17 school year, teachers in each subject area between both middle schools in the district are meeting to reinforce AVID and other effective instructional strategies as well as develop common pacing guides and assessments, all the while discussing and activating implementation strategies for Common Core State Standards (CCSS).

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

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

Teaching and Learning

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

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

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

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

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

Teachers are guided to pace instruction according to the district pacing guides. Our school gives four benchmark 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 math adoption in 2014.

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. The ALEKS program (a computer-based, self-paced program) has been implemented for 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.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

Around Program

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

Language Acquisition Strategies) Class

- Our school communicates with parents through: Sixth Grade Parent/Student Orientation (including WEB), school website, Back to School Night & Open House, Parent-Teacher Conferences, ELAC meetings, PTSO meetings, Parent Portal (online access to student grades, attendance, etc.), Parent Square autodialer phone, text, and email system), and consistent administrative/teacher presence before and after school

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

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

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

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

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. 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 under-performing student at this school include: AVID, ALAS (Language Arts Intervention course), after school homework club, within school intervention, and paraprofessional support. Since the 2011-2012 school year, James Monroe has implemented a newcomer class for beginning level EL students and/or those students whose English language development is minimal. The newcomer class is taught during the time in which students are enrolled in English and history. This course addresses the particular needs of newcomers. AVID has proven successful for our 7th and 8th grade AVID students, as well as other students who are exposed to a college-going culture and AVID strategies such as Cornell Notes. Teachers work with struggling students to set goals, check progress, and celebrate successes. Translation services (Spanish) are provided as a centralized service through our District.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

The three goals established by the staff for the 2016-2017 school year are as follows:

1. Provide safe, well maintained, and adequately equipped schools to ensure a positive learning environment.
2. Provide an academic program fully aligned to the Common Core State Standards.
3. Reduce the rate of students receiving a D or F in a core course.
4. Improve school connectedness and school climate for students.

5. Annually increase percent of ELs attaining English proficiency to 25.1% by 2017.

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 60% of students considered Socioeconomically Disadvantaged, in combination with some highly advantaged students, makes closing these gaps challenging, yet possible. In addition, the unique characteristics of middle schools (students transitioning from elementary school to middle school), and those students who are going through physical, social, and emotional changes, make closing these gaps difficult. However, the Monroe staff is continually seeking ways to improve instruction and make students feel connected to their school. We look forward to further increasing our performance and assessment outcomes.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	177	186	172	184	172	184	97.2	98.4
Grade 7	160	171	151	169	151	166	94.4	98.3
Grade 8	149	158	147	157	146	157	98.7	98.7
All Grades	486	515	470	510	469	507	96.7	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2496.4	2485.6	11	10	28	22	27	33	34	35
Grade 7	2514.3	2510.6	12	8	25	26	25	29	38	37
Grade 8	2537.5	2551.8	10	12	28	36	30	24	31	29
All Grades	N/A	N/A	11	10	27	28	27	29	34	34

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	13	12	45	47	42	41
Grade 7	19	15	39	46	42	39
Grade 8	21	27	40	46	39	27
All Grades	17	18	42	46	41	36

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	17	15	49	38	34	47
Grade 7	13	15	44	48	43	37
Grade 8	21	21	45	45	34	34
All Grades	17	17	46	43	37	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	9	10	69	67	23	23
Grade 7	8	10	66	61	26	29
Grade 8	10	14	68	66	23	20
All Grades	9	11	68	65	24	24

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	177	186	174	184	174	182	98.3	98.4
Grade 7	160	171	151	169	151	166	94.4	98.3
Grade 8	149	158	146	157	145	157	98.0	98.7
All Grades	486	515	471	510	470	505	96.9	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2480.1	2485.0	9	7	16	16	34	42	41	35
Grade 7	2495.5	2498.7	9	7	15	17	33	37	44	39
Grade 8	2481.7	2503.6	5	8	13	12	23	31	58	50
All Grades	N/A	N/A	7	7	15	15	30	37	47	41

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	14	11	32	35	54	54	
Grade 7	12	13	38	36	50	52	
Grade 8	6	10	25	29	70	61	
All Grades	11	11	32	33	58	55	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	10	46	47	46	43
Grade 7	9	10	57	43	34	48
Grade 8	8	10	56	54	37	36
All Grades	8	10	53	48	39	42

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	10	10	52	54	39	36
Grade 7	11	10	67	57	23	33
Grade 8	8	8	43	55	48	36
All Grades	10	10	54	55	36	35

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		0	0		33	33	86	67	42	14	0	8		0	17
7		0	0	20	14	54	50	57	23	20	14	8	10	14	15
8	19	0	0	31	27	29	38	55	57	6	18	14	6	0	0
Total	9			21	26	41	52	59	38	12	11	9	6	4	13

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6					27	33	86	55	42	14		8		18	17
7		13		20	13	54	50	50	23	20	13	8	10	13	15
8	19			31	27	38	38	55	50	6	18	13	6		
Total	9	3		21	23	42	52	53	36	12	10	9	6	10	12

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	34	27	32
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	34	27	32
Number Met	16	11	16
Percent Met	47.1%	40.7%	50.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6	28	4	24	4	28
Number Met	--	--	--	7	--	10
Percent Met	--	--	--	29.2%	--	35.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	No	--	No

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

Conclusions based on this data:

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

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	307	352
Percent with Prior Year Data	100.0		100
Number in Cohort	306	307	352
Number Met	178	164	221
Percent Met	58.2	53.4	62.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	213	146	225	144	238	158
Number Met	42	69	49	54	69	77
Percent Met	19.7	47.3	21.8	37.5	29	48.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	2016-17 School Year	Principal, Assistant Principal, Classroom Teachers, & District Curriculum & Instruction Support Providers	Grade level and department teams will meet on late start Wednesdays to design and discuss strategies to implement curriculum based on the Common Core Standards.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt/Purchase Common Core instructional materials	2016-17 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Our District Curriculum & Instruction Department will guide us in the selection, adoption, and purchase of Common Core Language Arts materials.	None Specified	District Funded	0
Develop and implement Common Core assessments	2016-17 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Our District Curriculum & Instruction Department will guide us in the implementation of Common Core benchmark assessments as well as develop instruction based on the results of the assessments.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	2016-17 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	During late start Wednesdays, Department teams will have time to discuss best practices that align to CCSS.			
			Teachers will be given the opportunity to observe CCSS implementation in other classrooms.	1000-1999: Certificated Personnel Salaries	General Unrestricted	2,000
			Teachers will be given the opportunity to plan for assessment, instruction, and intervention during the summer.	1000-1999: Certificated Personnel Salaries	General Unrestricted	1,000
			Teachers will be given the opportunity to attend conferences and observe teachers from other Districts to improve instruction for CCSS implementation.	2000-2999: Classified Personnel Salaries	General Unrestricted	1,000
			Teachers will be given the opportunity to attend conferences and observe teachers from other Districts to improve instruction for CCSS implementation.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and roll out resources and technological tools as needed	2016-17 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Instructional coaches will assist with Chromebook and Go Math and Eno Board implementation.	None Specified	District Funded	
			Make sure administrators, teachers, support staff, and students have access to technology such as computers, printers document cameras, projectors and shredders.	4000-4999: Books And Supplies	General Unrestricted	2,000
			Purchase two laptop computers for administration and teachers to use.	4000-4999: Books And Supplies	General Unrestricted	2,000
Provide Illuminate training/coaching support	2016-17 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	During District Department Meetings, teachers will review and learn new strategies to use Illuminate technology.	None Specified	District Funded	
Provide Common Core Professional Development Opportunities for teachers	2016-17 School Year	District Curriculum & Instruction Support Providers, Principal, Assistant Principal & Classroom Teachers	During collaboration and District professional development meetings, teachers will become familiar with and learn how to utilize benchmark data to inform instruction.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work on a monthly instructional focus to help with implementation of CCSS.	2016-17	Classroom Teachers & Principal	Purchase a copy of Doug Lemov's "Teach Like A Champion" for all of the teachers. During staff meetings, we will discuss an instructional strategy to focus on and practice for the month.	4000-4999: Books And Supplies	General Unrestricted	500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designated students will receive 40 minutes of math and language arts intervention instruction.	2016-17 School Year	Principal, School Counselor, Classroom Teachers	For 20 minutes on Tuesday and Thursday mornings, designated 6th, 7th, and 8th grade students will receive math intervention and language arts intervention.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
During Wednesday collaboration time, teachers will discuss strategies to assist students who aren't mastering standards.	2016-17 School Year	Principal, Classroom Teachers	Collaboration times designated for intervention strategies.	None Specified	District Funded	0
AVID electives will be offered to students. The AVID electives focus on preparing students for a successful college experience.	2016-17 School Year	Principal, School Counselor, Classroom Teachers	Elective classes designed to support college and career readiness.	None Specified	District Funded	0
Students will be able to participate in an after-school Homework Club.	2016-17 School Year	Principal, 2 Certificated Teachers	Twice a week for an hour after school, students will be able to get homework help from a certificated teacher.	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3,000
Select students will be able to participate in a Math Games Group.	2016-17 School Year	Principal, 1 Paraprofessional	Wednesday mornings for a half an hour, students who are identified as needing assistance with basic skills will be able to participate in a Math Games Group.	2000-2999: Classified Personnel Salaries	Intervention (BS/AS)	1,000
Students will be able to participate in a technology class after school.	2016-17	Principal, 1 Paraprofessional	Tuesdays and Thursdays after school, students will have access to computers to work on homework and use technology in our school computer lab.	2000-2999: Classified Personnel Salaries	Intervention (BS/AS)	1,000
			Tuesdays and Thursdays after school, students will have access to computers to work on homework and use technology in our school computer lab.	2000-2999: Classified Personnel Salaries	General Unrestricted	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be awarded for making the honor roll list, perfect attendance, and merit awards.	2016-17	Principal, Classified Office Staff	Three times a year, students will be honored for their academic success and attendance.	4000-4999: Books And Supplies	General Unrestricted	1,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	2016-17 School Year	Principal	Speak with District HR Representatives to Discuss Staffing Needs	None Specified	District Funded	0
Custodial supplies and replaced damaged custodial equipment.	2016-17 School Year	Custodial Staff, Principal and Office Manager	Replace Damaged Custodial Equipment	4000-4999: Books And Supplies	General Unrestricted	6,490

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold a Campus Pride Day	2016-17 School Year	Principal, Assistant Principal, ASB Coordinator, Director or Maintenance and Facilities, Custodial Staff	100 Students Assist With Campus Clean-up	None Specified	None Specified	0
Meet with the site custodial staff on regular basis.	2016-17 School Year	Principal, Assistant Principal, Custodial Staff	Hold quarterly meetings with custodial staff to discuss & solve issues related to maintaining a clean, safe campus	None Specified	None Specified	0
Have school pride murals painted in the school cafeteria.	2016-17 School Year	Principal & Assistant Principal	Pay an artist to help improve the school climate by painting murals on the school building.	5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	1,000
Provide updated materials for our library.	2016-17 School Year	Principal, Librarian, Office Manager	Purchase new, updated books for our library.	4000-4999: Books And Supplies	General Unrestricted	2,000
Revise the Monroe Safety Plan and update safety procedures.	2016-17 School Year	Principal, Assistant Principal, & Safety Committee	Provide release time for our Safety Committee to work on our Safety Plan and procedures.	1000-1999: Certificated Personnel Salaries	General Unrestricted	560
Teachers have access to print shop to make multiple copies of materials.	2016-17 School Year	Principal, Office Manager, & Teachers	Teachers can send instructional materials to the District Print Shop for copying.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2,000
Maintain school athletic equipment.	2016-17 School year	Principal, Assistant Principal, Office Manager	Purchase athletic equipment for our students.	4000-4999: Books And Supplies	General Unrestricted	2,000
Provide a leased copier for our school.	2016-17 School Year	Principal & Office Manager	Rent a copier for use in our workroom.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplies such as paper and pencils for our classroom teachers and office.	2016-17	Principal, Office Managers, & Teachers	Provide supplies for classrooms and office.	4000-4999: Books And Supplies	General Unrestricted	15,866.00
Work with District staff to update surveillance cameras and fire pull stations.	2016-17 School Year	Principal, Assistant Principal and District Staff	Add more surveillance cameras to areas not covered on our current system. Replace or repair fire pull stations that are currently not functioning properly.	None Specified	District Funded	0
Plan and implement a full evacuation and alternate evacuation routes for emergency drills.	2016-17 School Year	Principal, Assistant Principal and Monroe Safety Team	Plan a drill where the school is evacuated and posts such as command posts are set up. Establish more than one school evacuation route.	None Specified	None Specified	0
Work with District personnel to enclose the front of our school to make it safer for students.	2016-17 School Year	District personnel, Principal, Assistant Principal and Monroe Safety Team	Develop a plan for enclosing the front of the school and present it to District personnel for approval and funding.	None Specified	District Funded	0
Keep bottled water in the classroom so students have access to water in an emergency situation.	2016-17 School Year	District personnel and Monroe Safety Team	Keep a 24 pack of bottled water in the classrooms. Replace water when it expires.	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement strategies to improve school connectedness	2016-17 School Year	Principal, CJFS & GATE Coordinators, Office Manager	Provide support for programs such as CJFS and GATE by funding the cost of a bus so students can go on field trips.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
			Provide coverage for teachers when they go on conferences.	1000-1999: Certificated Personnel Salaries	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for students to participate in school sponsored volleyball and basketball teams.	2016-17 School Year	Principal, Vice Principal, Coaches	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide equipment and uniforms for the games.	4000-4999: Books And Supplies	General Unrestricted	2,000
Host after school activities such as school dances and a fall carnival.	2016-17 School Year	Principal, Vice Principal, ASB Coordinator & PTSO	Students will have the opportunity to attend after school activities such as school dances and carnivals.			0
Provide students the opportunity to participate in clubs.	2016-17 School Year	Principal, Assistant Principal, Teachers, Custodial Staff	Have clubs such as Art Club, Chess Clubs, Drama Club, Math Club, Computer Club, and Animal Club available for students.	4000-4999: Books And Supplies	General Unrestricted	400
Implement at Where Everybody Belongs (WEB) program.	2016-17 School Year	Principal, Assistant Principal, Teacher	Implement WEB Program that promotes a positive transition for our 6th grade students. 8th Grade WEB leaders create activities that help 6th graders feel welcome and comfortable at middle school. WEB shirts and prizes would be purchased through this fund.	4000-4999: Books And Supplies	General Unrestricted	700
			Provide a stipend for the teachers coordinating the WEB program.	1000-1999: Certificated Personnel Salaries	General Unrestricted	1,120

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host a graduation ceremony for 8th grade students.	May, 2017	Principal, Assistant Principal, Teachers	Host a graduation ceremony for 8th grade students.	4000-4999: Books And Supplies	General Unrestricted	500
			Rent the facility for the ceremony.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
Provide supplies for our music program.	2016-17 School Year	Principal, Assistant Principal, & Music Teacher	Purchase supplies for our music program.	4000-4999: Books And Supplies	General Unrestricted	1,800
Provide rentals, leases & repairs for our music instruments.	2016-17 School Year	Principal, Assistant Principal & Music Teachers	Provide rentals, leases & repairs for our music instruments.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,200
Provide information to parents via the Parent Square.	2016-17 School Year	School Principal Web Coordinator	Use Parent Square to provide information to our community about school events.	None Specified	None Specified	0
Invite parents to attend PTSO and SSC meetings to provide input for school activities.	2016-17 School Year	School Principal PTSO President	Invite parents to give input at PTSO and SSC meetings.	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2016-17 School Year	District curriculum & instruction support providers, Principal & Teachers	Our District Curriculum and Instruction Department will provide administrator and teacher training based on the ELA/ELD instructional model and designated, integrated instruction.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Discuss how to implement ELD standards during late start Wednesday meetings.	2016-17 School Year	Principal, Teachers	Discuss how to implement examples of ELD standards in general ed. classrooms.	None Specified		0
During ELAC meetings, encourage parents to send their students to our after school Homework Club for assistance with homework.	2016-17 School Year	Principal, ELD Coordinator, Teachers	During ELAC meetings, inform parents of EL students about our Homework Club and encourage them to send their students.	None Specified	District Funded	0
Provide a specialized English Language instruction in our ELD1 and ALAS classes.	2016-17 School Year	Principal, ELD Coordinator, Teachers	Enroll students designated as English Learners in ELD1 and ALAS to provided specialized academic instruction in English.	None Specified	District Funded	0
Have Parent Square messages translated into Spanish for our Spanish speaking parents.	2016-17 School Year	Principal, District Translator	Send home translated Parent Square messages to our Spanish speaking parents.	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2016-17	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12803.98
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	4431.54

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	52,836.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
General Unrestricted	52,836.00
Intervention (BS/AS)	5,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	17,235.52

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	8,180.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	37,256.00
5000-5999: Services And Other Operating Expenditures	7,400.00
5800: Professional/Consulting Services And Operating	1,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	5,180.00
2000-2999: Classified Personnel Salaries	General Unrestricted	2,000.00
4000-4999: Books And Supplies	General Unrestricted	37,256.00
5000-5999: Services And Other Operating	General Unrestricted	7,400.00
5800: Professional/Consulting Services And	General Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3,000.00
2000-2999: Classified Personnel Salaries	Intervention (BS/AS)	2,000.00
None Specified	None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,500.00
Goal 2	7,000.00
Goal 3	32,116.00
Goal 4	9,220.00
Goal 5	0.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bonny Porter	X				
Amy Self		X			
Derek Akin		X			
Leif Liberg		X			
Cathy Melendez		X			
Malissa Charlon			X		
Colleta Baker				X	
Denise Allen				X	
Holly Farris				X	
Alissa Herrera					X
Largo Milheim					X
Logan Allen					X
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)




Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 9, 2016.

Attested:

Dr. Bonny Porter _____  11/9/16
Typed Name of School Principal Signature of School Principal Date

Mr. Leif Liberg _____  11/9/16
Typed Name of SSC Chairperson Signature of SSC Chairperson Date