

# The Single Plan for Student Achievement

**School:** James Monroe Middle School  
**CDS Code:** 15-73742-6009617  
**District:** Sierra Sands Unified School District  
**Principal:** Dr. Bonny Porter  
**Revision Date:** October 29, 2014

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 January 15, 2015.**

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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 2014-2015 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 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--170- sixth graders, 152 seventh graders, and 158 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**

In October of 2014, we will conduct a parent survey to see what activities parents and students would like to see implemented at the school. 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 (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 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 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.

### **Staffing and Professional Development**

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

Four teachers do not meet the ESEA highly qualified requirements, but both are expected to meet the criteria by the end of the 2014-2015 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 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 Advancement Via Individual Determination (AVID), Common Core State Standards (CCSS).

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 training's 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 our Math Coach, 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).

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. 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 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.

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
- 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, and ALAS Classes (Academic Language Acquisition Strategies)
- 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), 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 School Messenger (autodialer) 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 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.

### 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 homework club, within school intervention, and paraprofessional support. Since the 2011-2012 school year, James Monroe 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 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 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 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 2014-2015 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 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, 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

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	464	466		273	281		27	32		8	6	
Growth API	752	782		788	806		628	748				
Base API	740	768		759	802		617	646		809		
Target	5	5		5	A							
Growth	12	14		29	4							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	134	125		52	53		239	259		71	65	
Growth API	684	713		573	682		710	741		597	635	
Base API	704	706		657	596		698	726		605	616	
Target	5	5					5	5				
Growth	-20	7					12	15				
Met Target	No	Yes					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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	234	235		157	154		10	16		--		
Percent At or Above Proficient	50.5	50.4		57.5	54.8		37.0	50.0		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	99		98	99	
Number At or Above Proficient	47	44		8	17		105	110		27	20	
Percent At or Above Proficient	35.3	35.2		15.7	32.1		44.1	42.5		38.6	30.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	206	204		142	135		4	11		--		
Percent At or Above Proficient	44.4	43.8		52.0	48.0		14.8	34.4		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		99	99	
Number At or Above Proficient	43	40		9	16		87	88		20	19	
Percent At or Above Proficient	32.1	32.0		17.3	30.2		36.4	34.0		28.2	29.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	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 (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6					6	86	1	14			7
7			2	20	5	50	2	20	1	10	10
8	3	19	5	31	6	38	1	6	1	6	16
<b>Total</b>	3	9	7	21	17	52	4	12	2	6	33

#### 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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6					6	86	1	14			7
7			2	20	5	50	2	20	1	10	10
8	3	19	5	31	6	38	1	6	1	6	16
<b>Total</b>	3	9	7	21	17	52	4	12	2	6	33

#### 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		
	2011-12	2012-13	2013-14
Number of Annual Testers	40	33	34
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	40	33	34
Number Met	29	13	16
Percent Met	72.5%	39.4%	47.1%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	8	33	8	27	6	28
Number Met	--	20	--	--	--	--
Percent Met	--	60.6%	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<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		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>

#### Conclusions based on this data:

- 2013-2014 data indicates that the district did not meet its AMAO I and AMAO II target for annual growth, but did meet AMAO III for attaining 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: LEAP #4, State Priority #1-Basic Services</b>	
<b>LEA GOAL:</b>	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
<b>SCHOOL GOAL #1:</b>	
Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.	
<b>Data Used to Form this Goal:</b>	
Spring 2014 District Student Survey results	
<b>Findings from the Analysis of this Data:</b>	
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual Target for 2015 Increase student survey results to 43% agree	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Collaborate with district personnel to communicate staffing needs.	2014-15 School Year	Principal	Speak with District HR Representatives to Discuss Staffing Needs		
Custodial supplies and replaced damaged custodial equipment.	2014-15 School Year	Custodial Staff, Principal and Office Manager	Replace Damaged Custodial Equipment	4000-4999: Books And Supplies	General Unrestricted 6,500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Hold a Campus Pride Day	September 2014	Principal, Assistant Principal, ASB Coordinator, Director or Maintenance and Facilities, Custodial Staff	130 Students Assist With Campus Clean-up		
Meet with the site custodial staff on regular basis.	2014-15 School Year	Principal, Assistant Principal, Custodial Staff	Hold Monthly Meetings With Custodial Staff to Discuss & Solve Issues Related to Maintaining a Clean, Safe Campus		
Have school pride murals painted on the school building.	2014-15 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	1,000
Provide update materials for our library.	2014-15 School Year	Principal, Librarian, Office Manager	Purchase new updated books for our library.	4000-4999: Books And Supplies	2,000
Revise the Monroe Safety Plan and update safety procedures.	2014-15 School Year	Principal, Assistant Principal, & Safety Committee	Provide release time for our Safety Committee to work on our Safety Plan and procedures.	1000-1999: Certified Personnel Salaries	560
Teachers have access to print shop to make multiple copies of materials.	2014-15 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	1,000
Maintain school athletic equipment.	2014-15 School year	Principal, Assistant Principal, Office Manager	Purchase athletic equipment for our students.	4000-4999: Books And Supplies	1,000
Provide a leased copier for our school.	2014-15 School Year	Principal & Office Manager	Rent a copier for use in our workroom.	5000-5999: Services And Other Operating Expenditures	2,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide supplies such as paper and pencils for our classroom teachers and office.	2014-15	Principal, Office Managers, & Teachers	Provide supplies for classrooms and office.	4000-4999: Books And Supplies	General Unrestricted
					18,412

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: LEAP # 1, State Priority #2-Implementation of Common Core State Standards</b>
<b>LEA GOAL:</b>
Provide an academic program fully aligned to the Common Core State Standards
<b>SCHOOL GOAL #2:</b>
Provide an academic program fully aligned to the Common Core State Standards
<b>Data Used to Form this Goal:</b>
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
<b>Findings from the Analysis of this Data:</b>
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2015 APS Rubric 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Develop Common Core instructional materials	2014-15 School Year	Principal, Assistant Principal, Classroom Teachers, & District Curriculum & Instruction Support Providers	Every two months, Monroe teachers will focus on a different instructional strategy aligned to the Common Core (Writing to Learn, Multiple Forms of Media, Written Reflections, and Critical Reading)  Grade-level and department teams will meet on a monthly basis discuss designated strategies and implementation.		Amount
Adopt/Purchase Common Core instructional materials	2014-15 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 materials.	None Specified	District Funded
Develop and implement Common Core common assessments	2014-15 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 assessments.	None Specified	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Identify best practices of CCSS	2014-15 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Each month, grade-level and department teams will have time during staff meetings 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	560
Identify and roll out resources and technological tools as needed	2014-15 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Instructional coaches will assist with Chromebook and Go Math implementation.  After school, monthly technology support classes will be made available to teachers at the school site.  Make sure teachers and students have access to technology such as computers, printers document cameras, and shredders.	None Specified  None Specified  4000-4999: Books And Supplies	District Funded  District Funded  General Unrestricted 2,000
Provide Illuminate training/coaching support	2014-15 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide staff with the opportunity to attend professional development training.	2014-15 School Year	District Curriculum & Instructional Support Providers, Principal, Assistant Principal & Classroom Teachers	Provide teachers the opportunity to attend professional development conferences related to Common Core.	None Specified	District Funded
			Teacher Time Substitutes (for field trips)		

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: LEAP # 1, #3, and #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>
<b>LEA GOAL:</b>
Reduce rate of students receiving a D or F in a core course
<b>SCHOOL GOAL #3:</b>
Reduce rate of students receiving a D or F in a core course
<b>Data Used to Form this Goal:</b>
Semester D/F rates in core courses
<b>Findings from the Analysis of this Data:</b>
Baseline data:
English:
Semester 1: 17.2%
Semester 2: 20.0%
History:
Semester 1: 24.0%
Semester 2: 22.0%
Math:
Semester 1: 23.7%
Semester 2: 30.6%
Science:
Semester 1: 25.3%
Semester 2: 28.8%

**How the School will Evaluate the Progress of this Goal:**

Annual targets for 2015:

English:

Semester 1: 16.2%

Semester 2: 19.0%

History:

Semester 1: 23.0%

Semester 2: 21.0%

Math:

Semester 1: 22.7%

Semester 2: 29.6%

Science:

Semester 1: 24.3%

Semester 2: 27.8%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Establish effective interventions for Grades 6-8	2014-15 School Year	Principal, Assistant Principal, & School Counselor	Our School Counselor will meet and set academic goals with students receiving 3 or more D's or F's. Students will be invited to attend a special event such as a movie party if they meet their goals.	None Specified	District Funded
Review, revise, and implement current homework policies and evaluate/revise as needed.	2014-15 School Year	Principal, Assistant Principal, & School Counselor	During Staff Meetings, teachers will discuss and make revisions to homework policies so that homework assignments support students' academic success.		
Identify indicators in AERIES Analytics to monitor at-risk students	2014-15 School Year	Principal, Assistant Principal, & School Counselor	Teachers will use Aeries.net to analyze student's grade by class.		



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Staff/parent training on district supported internet programs	2014-15 School Year	Principal, Assistant Principal, & School Counselor	District curriculum & instruction support staff will provide training for teachers and parents on internet programs.	None Specified	District Funded
Identify, develop, and/or implement parent outreach programs	2014-15 School Year	Principal, Assistant Principal, & School Counselor	Provide information at 6th Grade Parent Orientation, Back to School Night, on our Website and in our PTSO Newsletter about programs such as Parent Portal and our Homework Club.		
Analyze disaggregated data for subgroup performance	2014-15 School Year	Principal, Assistant Principal, & School Counselor	Each quarter, teachers will be provided with a list of students receiving 3 or more D's or F's. Teachers will be asked to establish strategies they will use in the classroom to assist the designated students.		
Implement a Students Who Are Getting the Grades (SWAGG) program.	2014-15 School Year	Principal, Assistant Principal, & School Counselor	Each progress reporting period, students who do not have any D's or F's on their progress report will receive a special treat from the Principal and Assistant Principal. For each report card, students who do not receive any D's or F's will be invited to attend a special event such as a movie and popcorn day.	4000-4999: Books And Supplies	880

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a Homework Club to assist students who need additional support completing homework assignments.	2014-15 School Year	Principal and Selected Teachers	On Tuesdays and Thursdays for an hour after school, 2 teachers will be available to assist students with homework.	1000-1999: Certificated Personnel Salaries	General Unrestricted	2500
				3000-3999: Employee Benefits	General Unrestricted	280
			On Tuesdays and Thursdays for an hour after school, 2 teachers will be available to assist students with homework.	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
Schedule Assemblies to engage students in school activities.	2014-15 School Year	Principal, Assistant Principal, Office Manager		3000-3999: Employee Benefits	Intervention (BS/AS)	500
			Schedule assemblies based on social awareness and academic interest.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,200

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>	
<b>LEA GOAL:</b>	
Improve school connectedness and school climate for students	
<b>SCHOOL GOAL #4:</b>	
Improve school connectedness and school climate for students	
<b>Data Used to Form this Goal:</b>	
2014 District Student Survey	
2012-13 Data:	
Suspension Rate	
Expulsion Rate	
Attendance Rate	
Dropout Rate	
Graduation Rate	
<b>Findings from the Analysis of this Data:</b>	
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey	
2012-13 Data:	
Suspension Rate: 8.8%	
Expulsion Rate: 0.5%	
Attendance Rate: 95%	
Dropout Rate: 1.0%	
Graduation Rate: 92.7%	

### How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	2014-15 School Year	Principal	Send out a survey to see how our school can attract more parent volunteers.		
Develop and implement strategies to improve school connectedness	2014-15 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.  Provide coverage for teachers when they go on conferences.	General Unrestricted  General Unrestricted	500  500
Provide opportunities for students to participate in school sponsored volleyball and basketball teams.	2014-15 School Year	Principal, Vice Principal, Coaches	Students will have the opportunity to try out for a school sponsored volleyball and basketball team.	General Unrestricted	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Host after school activities such as school dances and a fall carnival.	2014-15 School Year	Principal, Vice Principal, ASB Coordinator & PTSO	Students will have the opportunity to attend after school activities such as school dances and carnivals.		
Provide students the opportunity to participate in clubs.	2014-15 School Year	Principal, Assistant Principal, Teachers, Custodial Staff	Have clubs such as math clubs, Chess Clubs, Cross Club, Robotics Club, and Board Game Club available for students to participate in.		
Provide our staff with the opportunity to attend Professional Development conferences related to school connectedness.	2014-15 School Year	Principal, Teachers, Office Manager	Provide our staff opportunities to attend professional development conferences related to school connectedness. Provide coverage for teachers who attend conferences.	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	1,000 500
Implement at Where Everybody Belongs (WEB) program.	2014-15 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. Provide a stipend for the teachers coordinating the WEB program.	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	500 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, 2014	Principal, Assistant Principal, Teachers	Host a graduation ceremony for 8th grade students.	4000-4999: Books And Supplies	General Unrestricted 350
			Rent the facility for the ceremony.	5000-5999: Services And Other Operating Expenditures	General Unrestricted 500
Provide supplies for our music program.	2014-15 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.	2014-15 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

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>	
<b>LEA GOAL:</b>	
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)	
<b>SCHOOL GOAL #5:</b>	
Annually increase percent of English Language Learners attaining English proficiency to 23.1%.	
<b>Data Used to Form this Goal:</b>	
2012-13 Annual AMAO 2 (CELDT) Results	
<b>Findings from the Analysis of this Data:</b>	
2012-13 AMAO 2-CELDT: 22.1%	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual target for 2015: AMAO 2-CELDT: 23.1%	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2014-15 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Discuss how to implement ELD standards during Staff Meetings.	2014-15 School Year	Principal, Teachers	Discuss how to implement examples of ELD standards and how to implement them during Staff Meetings.		Amount
During ELAC meetings, encourage parents to send their students to our after school Homework Club for assistance with homework.	2014-15 School Year	Principal, ELD Coordinator, Teachers	During ELAC meetings, inform parents of EL students about our Homework Club and encourage them to send their students.		
Provide a specialized English Language instruction in our ALAS classes.	2014-15 School Year	Principal, ELD Coordinator, Teachers	Enroll students designated as English Learners in ALAS to provided specialized academic instruction in English.	None Specified	District Funded



## 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	49,062	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	49,062.00
Intervention (BS/AS)	5,000.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,240.00
3000-3999: Employee Benefits	780.00
4000-4999: Books And Supplies	34,442.00
5000-5999: Services And Other Operating Expenditures	7,600.00
5800: Professional/Consulting Services And Operating	1,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	5,740.00
3000-3999: Employee Benefits	General Unrestricted	280.00
4000-4999: Books And Supplies	General Unrestricted	34,442.00
5000-5999: Services And Other Operating	General Unrestricted	7,600.00
5800: Professional/Consulting Services And	General Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,672.00
Goal 2	2,560.00
Goal 3	9,860.00
Goal 4	8,970.00

## 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]	[ ]	[ ]	[ ]	[ ]
Kevin Hill	[ ]	[X]	[ ]	[ ]	[ ]
Leif Liberg	[ ]	[X]	[ ]	[ ]	[ ]
Maureen Flatebo	[ ]	[X]	[ ]	[ ]	[ ]
Cathy Melendez	[ ]	[X]	[ ]	[ ]	[ ]
Cheryl Sturdy	[ ]	[ ]	[X]	[ ]	[ ]
Barbara Cook	[ ]	[ ]	[ ]	[X]	[ ]
Florence Bagnaschi	[ ]	[ ]	[ ]	[X]	[ ]
Sondra Hertz	[ ]	[ ]	[ ]	[X]	[ ]
Alyssa Auld	[ ]	[ ]	[ ]	[ ]	[X]
Kelsey Stephey	[ ]	[ ]	[ ]	[ ]	[X]
Sophie Peek	[ ]	[ ]	[ ]	[ ]	[X]
<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):

- ☐ State Compensatory Education Advisory Committee
- ☒ English Learner Advisory Committee
- ☐ Special Education Advisory Committee
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ District/School Liaison Team for schools in Program Improvement
- ☐ Compensatory Education Advisory Committee
- ☒ Departmental Advisory Committee (secondary)
- ☐ Other committees established by the school or district (list):

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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 13, 2014.

Attested:

Dr. Bonny Porter

Typed Name of School Principal

Signature of School Principal

Date

11-14-14

Mr. Leif Liberg

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

11-14-14