

The Single Plan for Student Achievement

School: Twelve Bridges Middle School
CDS Code: 31669510111385
District: Western Placer Unified School District
Principal: Daniela Thompson
Revision Date: November, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	8
School and Student Performance Data	10
Academic Performance Index by Student Group	10
English-Language Arts Adequate Yearly Progress (AYP).....	11
Mathematics Adequate Yearly Progress (AYP).....	12
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results	14
Title III Accountability (School Data)	15
Title III Accountability (District Data).....	16
Planned Improvements in Student Performance	17
School Goal #1	17
School Goal #2	20
School Goal #3	23
Centralized Services for Planned Improvements in Student Performance	24
Centralized Service Goal #1	24
Summary of Expenditures in this Plan	25
Total Expenditures by Object Type and Funding Source	25
Total Expenditures by Funding Source	26
Total Expenditures by Object Type.....	27
Total Expenditures by Goal.....	28
School Site Council Membership	29
Recommendations and Assurances.....	30

School Vision and Mission

Twelve Bridges Middle School's Vision and Mission Statements

Vision: To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Mission: The staff at Twelve Bridges Middle School, in cooperation with the students, parents, and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens.

Middle school serves as a bridge between a more sheltered elementary experience and the more independent high school years and is a time of transition for students and families. Students at Twelve Bridges have the support of their grade-level team, teachers, and administrative staff. Students are exploring a more challenging academic environment while at the same time, they are experiencing rapid personal, physical and emotional growth. It is our intention to challenge students academically, in a safe environment while providing them with appropriate support, and to be available to families with concerns, questions or needs during this transitional phase of their students.

School Profile

Twelve Bridges Middle School (TBMS) is one of two middle schools in Western Placer Unified School District, serving 825 sixth through eighth grade students. TBMS represents major suburban developments as well as rural areas. Our student body and families, therefore, are rich in diversity, representing both farming and non-farming families: 1.5% American Indian/Alaskan Native; 5.0% Asian; 0.2% Pacific Islander; 4.3% Filipino; 18.1% Hispanic; 2.0% African American; 65.8% Caucasian; and 3.0% Multiple Races.

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Facilities:

Twelve Bridges Middle School opened in Fall, 2006. The "spiral" design includes common areas of administration, library, drop-in computer lab, and multipurpose room. There is a central quad area which radiates out to three succinct clusters: one for each grade sixth, seventh, and eighth. Each of the clusters is flanked by two classroom buildings, with several classrooms paired for shared student computer space between them. At the ends of the seventh and eighth grade cluster is a science lab building, complete with student laboratory stations, space for lecture and demonstration, safety equipment and teacher preparation and storage areas. Separate grade-level student bathrooms are available in each quad area. An elective building and a gymnasium are near the multipurpose room. The elective building has a fully equipped art room including a kiln and an art courtyard. The gymnasium includes boys' and girls' locker rooms, plenty of storage and a full gym area with bleachers for athletics. The multipurpose room houses a full kitchen, an Associated Student Body (ASB) area, a small community kitchen, a large floor space with retractable cafeteria tables, a stage and a full music classroom, complete with practice rooms and an office. The facility is state-of-the-art, and is fully equipped with technological support. The school has been built for growth and could accommodate approximately 1000 students.

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Leadership:

Daniela Thompson became the third principal at Twelve Bridges Middle School in 2013. Mrs. Thompson has a Masters of Education Degree in Curriculum and Instruction, a Bachelor of Science in Arts and Letters with an English Minor, a Clear Administrative Credential, and a Clear Multiple Subject Teaching Credential with an English Authorization. Prior to TBMS, Mrs. Thompson was the Principal at Twelve Bridges Elementary, Assistant Principal at Glen Edwards, and was a classroom teacher at both the elementary and middle school levels for eleven years.

Randy Woods has been the Assistant Principal at TBMS since the school opened in 2006. Mr. Woods has a Masters of Education Degree, a Bachelor of Science in Mathematics, a Clear Administrative Credential and a Clear Single Subject Credential in Mathematics. Prior to TBMS, Mr. Woods was a math instructor at Glen Edwards Middle School.

Other Leadership Roles:

- Site Based Leadership Team: Comprised of teachers, staff members, parents, students, and administration, which meets monthly. Purpose is to review school goals, develop the Single Plan for Student Achievement, Site Safety Plan, and the School Accountability Report Card.
- Leadership Team: Comprised of ten members including a teacher from each grade level, special education, physical education, site secretary, and administration. Monthly meetings address site level assessments, curriculum, learning climate, and school procedures.
- Special Education Team: Comprised of two part time school psychologists, three resource specialists, two speech therapists, two special day class teachers, and administration, which meets every other Monday to address the needs and concerns of special needs students.
- Student Success Team Meetings: Comprised of parent(s), teacher, administration, and other support staff as appropriate, to address academic/social/emotional concerns of students, as needed.
- Professional Learning Communities: Teachers meet in grade level teams as a Professional Learning Community a minimum of two times a month to evaluate student performance and develop strategic plans based on data to address the academic and social needs of their students, which may include intervention or enrichment. PLCs are lead by Curriculum Leads, which are classroom teachers.
- Teachers also choose to be involved in district wide committees such as Technology, Special Ed/General Ed Work Group, and curriculum work related to the Common Core State Standards. They also participate in professional development opportunities which have focused on: Professional Learning Communities, Common Core Standards, Technology, Writing, GLAD, GATE, and Differentiation.
- Associated Student Body: Leadership is a class offered to students in grades 6-8, which is lead by a teacher. The Student Council makes decisions and plans for school events such as Red Ribbon Week, Veteran's Day Assembly, Dances, Spirit Days, and other school events.
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Instruction:

Sixth grade students are assigned to a team of teachers for most of their day for instruction in the core areas of language arts, math, social science and science. The team concept in the 6th grade helps with the transition from a single class K-5 environment to a more involved 6-8 curriculum. Students in the 7th and 8th grade have a more traditional period schedule to help prepare them for a high school environment. Students also have an Enrichment class such as: Astronomy, Art, Digital Art, Music Appreciation, Choir, Band, Movies/Novels, Leadership, Forensics, Robotics, Yearbook, Global Studies or Teaching Assistant. In addition, all students also have a Physical Education class.

Students are provided with a standards-based curriculum, which has been designed to help each student achieve the best results possible. Students with special needs are served through a variety of programs such as: Gifted and Talented, Resource, Special Day Class, Special Day Class-Behavior, and Speech. Students that need additional help in language arts or math may be placed in a support class specifically for those subjects.

The GATE (Gifted and Talented Education) program currently focuses on GATE/High Achiever (HA) cluster classes in math and language arts. At each grade level, one or more teaching teams or teachers are identified as the GATE/HA teacher. Parents choosing this option have the benefit of having their children clustered with other GATE-identified students for academic challenges and social/emotional support, including advanced math and Honors English curriculum.

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services with accommodations to meet their learning needs. The SDC and SDC-Behavior program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

Student progress toward academic goals continually updated on Teacher Ease, a program that parents can access on line. Report cards are mailed home at the end of each trimester. Parent conferences are offered after the first six weeks of school, at the end of first trimester, and periodically at teacher or parent request.

Programs and Practices:

Twelve Bridges Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of spirit and after-school activities, and through on-line school-home communication. Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of

warnings, lunch detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills for fire, lockdown, and earthquake further assist in keeping TBMS students and staff safe.

Our Athletic Director, Student Council, and Leadership Class plan regular spirit activities, decorate the campus for special occasions and trimester dances. Trimester Perfect Attendance and trimester Honors activities also contribute to the positive atmosphere at TBMS. After-school activities include athletics: cross country, boys and girl's volleyball and basketball, softball, track and wrestling.

Parents are informed regarding academic progress through Teacher Ease and report cards are mailed home each trimester. TBMS teachers place their daily assignments on their teacher page, which can be found on the school's website for parent/student reference.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Feedback is gathered informally from teachers, staff, and parents at least once per month. This may be in the form of meetings, conferences, or informal surveys via GoogleDocs. Avenues utilized include the Parent Teacher Club, Site Based Leadership Team, Leadership Team (teachers), Student Council, Professional Learning Communities, Office Meetings, and Special Education Meetings.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal, in conjunction with the assistant principal, conduct both informal and formal classroom observations. Probationary teachers are formally observed three times a year during their first two years of employment. Once permanent, teachers are formally observed every other year. Whether observed three times, or every other year, there is a Summary Evaluation at the end of the school year, which encompasses the entire school year and includes informal, formal, and overall performance.

Teachers are evaluated based on the California Standards for the Teaching Profession: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Students for Learning; and Developing as a Professional Educator.

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

At the beginning of each school year, California Standardized Testing results are analyzed by administration and faculty to determine areas of needed growth or improvement. Additionally, trimester math and language arts testing is utilized to determine the curriculum needs of students throughout the school year. Chapter and unit informative assessments provide further feedback to teachers to modify instruction and improve student achievement.

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

Teachers meet at least twice per month as content area professional learning communities to analyze data and monitor student progress. Teachers utilize OARS, which is a software program, to monitor student progress on particular assessments, standards, skills, and concepts. Instruction is adjusted accordingly to reteach, review, or adjust instruction, as appropriate.

Staffing and Professional Development

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

All teachers meet the requirements and are highly qualified.

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

Teachers have access to state adopted instructional materials and participate related professional development opportunities, as appropriate or needed.

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

Professional Development opportunities offered by the school district and/or Placer County Office of Education include: Common Core State Standards, GATE/Differentiation, Love and Logic, Special Education, Mental Health, Professional Learning Communities, Technology, and Positive Behavior Intervention Systems.

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

Instructional assistance and support is provided through a district Peer Coach related to Common Core State Standards in the areas of English Language Arts and Mathematics.

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

The district provides two Early Release Days per month for teacher collaboration. Teachers use this time to monitor student

performance, evaluate current practices, create common assessments, and determine improvements for programs. There are times when this time is utilized across sites to increase articulation as a department, grade level, or vertically with elementary or high school.

In addition, the master schedule is designed so that content area and special education teachers have common preparation periods. This provides an additional opportunity for collaboration to continue the work from early release days, etc.

Teaching and Learning

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

Curriculum and materials are currently aligned to the California State Standards in the areas of language arts, mathematics, social science, science, physical education, and art. However, teachers have been immersed in professional development related to the Common Core State Standards and are making the appropriate adjustments in relation to lessons and assessments in preparation for this transition.

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

Instructional minutes for reading/language arts is 55 minutes per day as is mathematics. Students also engage in reading and writing while in social science and science.

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

Teachers in all content areas utilize a common pacing guide, which is reviewed from year to year. In addition, teachers create common assessments and revise annually, as appropriate. Math and Language Arts Exploration classes are offered during the school day for students who need additional support. This intervention class is in lieu of the student's enrichment class.

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

Grade level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available through math and language arts exploration classes, RSP (Resource Specialist Program), SDC (Special Day Class), and SDC-Behavior.

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)

All general education, intervention, and special education materials are standards-aligned and adopted based on the California Department of Education criteria.

Opportunity and Equal Educational Access

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

Students who scored Far Below Basic or Below Basic on the California Standards Language Arts or Math test are enrolled in our intervention program (exploration classes). In addition, many teachers are available before and/or after school for individual support, as needed. Teachers also review/reteach as a standard practice. If there are more intense needs, a teacher may refer a student for a Student Success Team Meeting (SST) to develop a more comprehensive support plan.

14. Research-based educational practices to raise student achievement

Teachers participate in Professional Learning Communities, follow common pacing guides, and utilize common formative assessments. They have also attended trainings offered by the DuFours, Mattos, Response to Intervention, Effective Direct Instruction, GLAD strategies, differentiation, and GATE.

Parental Involvement

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

There are many resources available to support under-achieving students. The school offers Math or Language Arts Exploration classes during the school day as a form of intervention. There are also Student Success Team meetings, which can be initiated by a parent, teacher, or administrator to develop a comprehensive plan to assist students with academic, behavioral, or emotional needs. Parent-Teacher Conferences are regularly scheduled to address concerns at the end of the first six weeks of the school year, then at the end of each trimester. Between conference days, teachers are available to meet with parent requests. The school library is open before, during, and after school for students to access materials and/or computers as needed.

The school district offers adult Education English Learner programs. There is also a series of Love and Logic classes to assist parents at home with student behavior/interactions.

The Lighthouse Counseling Center in Lincoln offers services for family, parent, student counseling and guidance services. Any community member may make their own referral.

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

The Site Based Leadership Team (SBLT) is comprised of elected members of parents, teachers, other school personnel, and students. The SBLT meets on the third Thursday of each month at 3:15pm. The purpose is to develop the Single Plan for Student Achievement, School Safety Plan, and School Academic Report Card. Participants inquire, suggest, and recommend in all areas of school improvement. Participants review data, budgets, and reports to ensure they are informed for decisions.

Funding

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

Intervention Service Providers in the area of language arts and mathematics provide support to identified under performing students. This service is provided during the school day for 55 minutes daily.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Several issues traditionally impair student achievement:

- Some family environments are unstable and inconsistent. Children may lack proper overall care by parents/guardian. Educational progress is not a priority in some homes with lack of support from parents.
- Some language barriers
- Inadequate or poor study skills
- Poor attendance patterns
- Families unable to assist their students at home due to academic or scheduling issues
- Need for ongoing communication between school and home
- State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students, yet expectations for progress remain the same.
- Categorical budget cuts equal less for student programs, services, and educational materials (tutoring, school counselor, materials, technology, etc.).

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	771	779	809	479	509	526	15	15	17	41	34	43
Growth API	890	895	881	892	896	887	820	874	853	937	925	928
Base API	886	890	896	888	892	898	921	820	871	898	937	924
Target	A	A	A	A	A	A						
Growth	4	5	-15	4	4	-11						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	145	145	150	50	46	58	169	155	153	85	96	101
Growth API	865	874	845	813	792	789	821	831	840	669	648	652
Base API	861	865	875	740	813	796	812	821	832	687	669	650
Target	A	A	A				A	A	A			
Growth	4	9	-30				9	10	8			
Met Target	Yes	Yes	Yes				Yes	Yes	Yes			

Conclusions based on this data:

1. When all three years of Growth API are averaged, All Students have an average API of 888; White 891; African-American 849; Asian 930; Hispanic 861; English Learners 798; Socioeconomically Disadvantaged 830; and Students with Disabilities 656. Asian students are clearly outperforming when compared to other student groups. English Learners are only 2 points away from being "proficient." Students with Disabilities are at 656, but the average Base API is 668; this is a difference of 12 points.
2. Socioeconomically Disadvantaged Students have continued to improve from year to year with their Growth API. From 2012 to 2013, Asian, Socioeconomically Disadvantaged, and Students with Disabilities increased in their Growth API when the number included also increased.
3. All students, White, Hispanic, and Socioeconomically Disadvantaged met their target.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	591	624	622	372	419	419	9	12	12	32	27	36
Percent At or Above Proficient	76.7	80.1	76.9	77.7	82.3	79.7	60.0	80.0	70.6	78.0	79.4	83.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	100	100	100	100	100	100	100	99	100
Number At or Above Proficient	105	102	102	29	23	29	104	105	110	30	42	49
Percent At or Above Proficient	72.4	70.3	68.0	58.0	50.0	50.0	61.5	67.7	71.9	35.3	43.8	48.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	58.0	50	50	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1. Asian, Socioeconomically Disadvantaged, and Students with Disabilities has a trend of increasing from year to year over three years for the Percent At or Above Proficient. As has the actual number of students.
2. Hispanic has declined for the Percent At or Above Proficient from year to year, but the number of students has stayed about the same. The participation rate was 99% for two of the three years.
African-American has had about a 10% swing in either direction from year to year, even though the actual number is about the same.
3. Over 70% of students are performing At or Above Proficiency over three years as an average in the areas of: All 78; White 80; African-American 70; Asian 80; and Hispanic 70. English Learners and Students with Disabilities have the lowest three year average of 53 and 43 respectively.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	99	99	99	100	100	100	100	100	100
Number At or Above Proficient	550	549	548	345	373	364	11	7	9	37	26	35
Percent At or Above Proficient	71.6	70.5	67.8	72.3	73.3	69.2	73.3	46.7	52.9	90.2	76.5	81.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	100	100	100	99	100	99	98	99	99
Number At or Above Proficient	95	92	90	29	19	28	97	86	81	33	28	32
Percent At or Above Proficient	66.0	63.4	60.0	58.0	41.3	48.3	58.1	55.5	53.3	39.8	29.2	32.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	58.0	41.3	48.3	Yes	No	No	--	--	--

Conclusions based on this data:

1. From 2012-2013 African-American, Asian, English Learners, and Students with Disabilities all had an increase in the Percentage of Students At or Above Proficient.
2. Over three years, All Students, Hispanic, and Socioeconomically Disadvantages decreased from year to year. The participation rate has also been inconsistent over three years, which does have an impact on scores.
3. In Mathematics, students performing At or Above Proficiency over three years are averaging: All 70; White 72; African-American 58; Asian 83; Hispanic 63; English Learners 49; Socioeconomically Disadvantaged 56; Students with Disabilities 34. With the exception of Asian, all student groups are performing lower when compared to English-Language Arts scores.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	9.0	7	64.0	2	18.0	0	0.0	1	9.0	11
7	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	6
8	0	0.0	6	67.0	2	22.0	1	11.0	0	0.0	9
Total	1	4.0	16	62.0	7	27.0	1	4.0	1	4.0	26

Conclusions based on this data:

1. The majority of students who took the CELDT in 2012-2013 scored Advanced or Early Advanced , which is a total of 17 students out of 26; 65%.
2. Sixth grade had 11 students, of which at least once could be considered for Reclassification, if appropriate. The seven other 6th graders will need to be monitored for this consideration as well.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	9.0	7	64.0	2	18.0	0	0.0	1	9.0	11
7	3	30.0	3	30.0	4	40.0	0	0.0	0	0.0	10
8	0	0.0	7	70.0	2	20.0	1	10.0	0	0.0	10

Conclusions based on this data:

1. There is a relative equal number of students at each grade level given all of the CELDT assessments. The majority scored Early Advanced, which was 17 students out of 31; 55% of the group.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	17	25	26
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	17	25	26
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	16	4	24	1	25
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	29	23	29
Met Percent Proficient or Above	58.0	50	50
Mathematics			
Met Participation Rate	29	19	28
Met Percent Proficient or Above	58.0	41.3	48.3

Conclusions based on this data:

1. AMAO 1: The percent that met the NCLB Target for Annual Growth has increased each year over three years with an overall total of 2.9% growth.
2. AMAO 2: The percent that met the NCLB Target for attaining English Proficiency has increased in each category every year for three years. Students with less than 5 year of EL Instruction have increased by 2.7%. Students with 5 or More Years of EL Instruction have increased by 3.8%.
3. AMAO 3: The percentage that met the NCLB Target for AYP English Learner Subgroup as stagnated in English-Language Arts for the last two years. The percent in mathematics increased by 7% the last two years; however, has dropped by 9.7% over three years.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	634
Percent with Prior Year Data	100	99.4	100.0
Number in Cohort	614	635	634
Number Met	339	400	369
Percent Met	55.2	63.0	58.2
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	530	222	515	251	473	266
Number Met	113	104	122	142	112	139
Percent Met	21.3	46.8	23.7	56.6	23.7	52.3
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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

Conclusions based on this data:

1. As a district, the AMAO 1 and AMAO 2 targets have been met in each category for three consecutive years. However, for AMAO 3, the target has not been met for three years even though the participation rate has been met.

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: Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #1:
In the area of Language Arts, increase student academic achievement as measured by end of trimester letter grades on report cards by at least 2% at the end of the school year: 6th Grade: Increase percent w/grades of A-B from 76.8% to 78.8%; Increase percent w/grades in the range of A-C from 91.1% to 93.3%; Decrease percent w/grades in the range of D-F from 8.1% to 6.1%. 7th Grade: Increase percent w/grades of A-B from 81.4% to 83.4%; Increase percent w/grades in the range of A-C from 93.2% to 95.2%; Decrease percent w/grades in the range of D-F from 6.4% to 4.4%. 8th Grade: Increase percent with/grades of A-B from 71.3% to 73.3%; Increase percent w/grades in the range of A-C from 87.3% to 89.3%; Decrease percent w/grades in the range of D-F from 11.8% to 9.8%.
Data Used to Form this Goal:
English Language Arts End of Trimester Grades: 6th grade: "A" 37.5%; "B" 39.3%; "C" 14.3%; "D" 7.7%; and "F" 0.4% 7th grade: "A" 51.1%; "B" 30.3%; "C" 11.8%; "D" 4.1%; and "F" 2.3% 8th grade: "A" 46.6%; "B" 24.7%; "C" 16%; "D" 5.9%; and "F" 5.9%
Findings from the Analysis of this Data:
Growth and development is still needed in all areas of Language Arts, especially as it relates to writing. There is inconsistent performance from grade to grade, which may be attributed to one or more of the following: teacher criteria for grading; assessments utilized; how grades are computed/weighted; and teacher expectations. Teachers may be similar or different within a grade and/or vertically from grade to grade, which creates inconsistencies in measuring student learning vs. effort.
How the School will Evaluate the Progress of this Goal:
End of trimester reports will be generated utilizing Aeries, which is the software teachers use for assigning grades.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Common Core State Standards:	Early Release Days 2x/month;	Teachers; Administration	No cost to categorical funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analysis of standards; curriculum mapping; determining essential standards; developing common assessments; evaluating curriculum for relevance.	Common Prep Periods; On-going; As Needed					
Improvement of Instructional Strategies/Materials: Common preparation time to increase collaboration; utilization of OARS to create and analyze student assessments; release days for essay scoring.	Monthly; Trimester	Teachers; Administration	9 teachers @ 3 days each; \$110/day for subs to score essays. Mentoring Minds/Critical Thinking CCSS flipbooks for Language Arts and/or Intervention. Differentiation and/or Depth and Complexity Icon Support Materials Library Books	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	School and Library Improvement Program Block School and Library Improvement Program Block Gifted and Talented Education Economic Impact Aid	2970.00 300.00 250.00 600.00
Extended Learning Time: Language Arts Intervention/Exploration Class (3 class periods; one for each grade; daily)	Daily	Intervention Support Provider	Classified ISP Salary @ \$14.76/hour; 3 hours/day; 117 workdays. Classified ISP Extended time for remainder of school year for 63 additional days @ same rate and time.	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Economic Impact Aid Economic Impact Aid	6553.44 2789.64
Staff development and professional collaboration: Trainings and workshops to increase knowledge base related to Common Core Standards, GATE/Differentiating Instruction, Effective First Instruction, and/or Writing.	As opportunities are offered	Teachers; Administration	Registration fees; Sub costs	1000-1999: Certificated Personnel Salaries	Gifted and Talented Education	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Staff, Parents, and Community:</p> <p>Utilization of TeacherEase for student progress, grades, and parent-teacher communication.</p> <p>Student planners as organizational tool for all sixth graders and as desired for grades seven and eight.</p>	Daily	Teachers; Staff; Administration; Parents	No cost for categorical funds. Paid through ASB, PTC, or donations.			
<p>Monitoring Program Implementation and Results:</p> <p>TeacherEase progress reports to parents</p> <p>Use of OARS as assessment tool to monitor student progress</p> <p>Curriculum Lead Teachers (English and History) to act as a liason and articulate with teacher colleagues and administration.</p>	Daily; Monthly; Trimester	Teachers; Administration	Curriculum Lead Stipend (2 teachers)	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1600.00

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: Mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #2:
In the area of Mathematics, increase student academic achievement as measured by end of trimester letter grades on report cards by at least 5% at the end of the school year: 6th Grade: Increase percent w/grades of A-B from 58% to 63%; Increase percent w/grades in the range of A-C from 84.6% to 89.6%; Decrease percent w/grades in the range of D-F from 15.4% to 10.4%. 7th Grade: Increase percent w/grades of A-B from 51.3% to 56.3%; Increase percent w/grades in the range of A-C from 75.2% to 80.2%; Decrease percent w/grades in the range of D-F from 24.3% to 19.3%. 8th Grade: Increase percent with/grades of A-B from 68% to 73%; Increase percent w/grades in the range of A-C from 93.1% to 98.1%; Decrease percent w/grades in the range of D-F from 6.8% to 1.8%.
Data Used to Form this Goal:
Mathematics End of First Trimester Grades: 6th grade: "A" 26.2%; "B" 31.8%; "C" 26.6%; "D" 12.1%; and "F" 3.3% 7th grade: "A" 22.4%; "B" 28.9%; "C" 23.9%; "D" 13.9%; and "F" 10.4% 8th grade: "A" 25.1%; "B" 42.9%; "C" 25.1%; "D" 4.2%; and "F" 2.6%
Findings from the Analysis of this Data:
Growth and development is still needed in mathematics, especially in seventh grade. There is inconsistent performance from grade to grade, which may be attributed to one or more of the following: teacher criteria for grading; assessments utilized; how grades are computed/weighted; and teacher expectations. Teachers may be similar or different within a grade and/or vertically from grade to grade, which creates inconsistencies in measuring student learning vs. effort.
How the School will Evaluate the Progress of this Goal:
End of trimester reports will be generated utilizing Aeries, which is the software teachers use for assigning grades.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with Common Core State Standards:	Early Release Days 2x/month;	Teachers; Administration	No cost to categorical funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analysis of standards; curriculum mapping; determining essential standards; developing common assessments; evaluating curriculum for relevance.	Common Prep Periods; On-going; As Needed					
Improvement of Instructional Strategies/Materials: Common preparation time to increase collaboration; utilization of OARS to create and analyze student assessments.	Monthly; Trimester	Teachers; Administration	Mentoring Minds/Critical Thinking CCSS Flipbooks for mathematics and/or intervention.	4000-4999: Books And Supplies	School and Library Improvement Program Block	362.00
			Differentiation and/or Depth and Complexity Icon Support Materials	4000-4999: Books And Supplies	Gifted and Talented Education	250.00
			Additional materials for intervention/tutoring, as needed.	4000-4999: Books And Supplies	Economic Impact Aid	49.48
Increased educational opportunity/Extended learning time: Math Intervention/Exploration Class (3 class periods; one for each grade level; daily). Or, after school tutoring, if available.	Daily	Teachers; Intervention Service Provider; Administration	Classified ISP Salary @ \$14.76/hour; 3 hours/day; 117 days.	2000-2999: Classified Personnel Salaries	Economic Impact Aid	6553.44
Staff development and professional collaboration: Staff trainings and workshops to increase knowledge base related to Common Core Standards, GATE/Differentiating Instruction, Effective First Instruction, and/or Writing	As opportunities are offered	Teachers; Administration	Registration fees; Sub Costs	5800: Professional/Consulting Services And Operating Expenditures	Gifted and Talented Education	501.00
Involvement of	Daily	Teachers; Staff;	No impact on			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff/Parents/Community:</p> <p>Utilization of TeacherEase for student progress, grades, and parent-teacher communication.</p> <p>Student planners as organizational tool for all sixth graders and as desired for grades seven and eight.</p>		Administration; Parents	categorical funds. Paid through ASB, PTC, or Donations			
<p>Monitoring Program Implementation and Results:</p> <p>TeacherEase progress reports to parents</p> <p>Use of OARS as assessment tool to monitor student progress</p> <p>Curriculum Lead Teachers (Math and Science) to act as a liaison and articulate with teacher colleagues and administration.</p>	Daily; Monthly; Trimester	Teachers; Administration	Curriculum Lead Stipends (2)	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1600.00

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: Attendance
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
Increase monthly attendance rate by at least 0.5% from 95.13% to 95.63% for the 2013-2014 school year.
Data Used to Form this Goal:
Previous average attendance rate for three years to establish a starting baseline of 95.13%, as reported by District Office.
Findings from the Analysis of this Data:
There has been an ongoing trend of average attendance increasing over the last several years: 2010/2011: 95.00% 2011/2012: 95.64% 2012/2013: 95.60% 2013/2014: 96.87% (as of October)
How the School will Evaluate the Progress of this Goal:
Monthly site and district attendance reporting; increase of students recognized from trimester to trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Perfect Attendance Recognition (Certificates/Discount Opportunities in conjunction with the Sacramento Kings)	Approx. every 4 weeks	Attendance Clerk; Administration	Student Recognition Program in partnership with the Sacramento Kings @ No cost			
End of Trimester Student Recognition	Approx. every 12 weeks	Attendance Clerk/Administration	Certificate/Activity	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	500.00

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 Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate ELL programs with District Program Specialist for Interventions	August 2013-June 2014	Principal	Monitoring of ELL students through CELDT and ADEPT Assessments.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	494.00

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	Gifted and Talented Education	500.00
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program	6,170.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	15,896.52
4000-4999: Books And Supplies	Economic Impact Aid	649.48
4000-4999: Books And Supplies	Gifted and Talented Education	500.00
4000-4999: Books And Supplies	School and Library Improvement Program	662.00
5000-5999: Services And Other Operating	School and Library Improvement Program	500.00
5800: Professional/Consulting Services And	Gifted and Talented Education	501.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	16,546.00
Gifted and Talented Education	1,501.00
School and Library Improvement Program Block	7,332.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,670.00
2000-2999: Classified Personnel Salaries	15,896.52
4000-4999: Books And Supplies	1,811.48
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating	501.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,563.08
Goal 2	9,315.92
Goal 3	500.00

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
Daniela Thompson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randy Woods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janene Malatesta	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Krystal Arnold	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kellie Darbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristen Monson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethen Darbo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jose Lazaro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
April Mananquil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category:	1	1	2	2	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)**:

- | | |
|--|--|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):
Leadership Team
Grade Level Professional Learning Communities: Math, Language Arts,
Science, and History
Special Education Team | <hr style="border: 0.5px solid black;"/> 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 October 17, 2013.

Attested:

Daniela Thompson		
Typed Name of School Principal	Signature of School Principal	Date

Kellie Darbo		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date