

The Single Plan for Student Achievement

SCHOOL: Fall River Elementary School

County-District School (CDS) Code 45699896050272

Principal: Chris Knoch

Date of this revision: December 16, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Con App 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:

Contact Person: Chris Knoch

Position: Principal, Fall River Elementary School

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Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on February 11, 2015.

FORM A

LEA GOAL: All students will attain proficiency or better in reading/language arts and mathematics as measured by District benchmarks outlined on Grade level data sheets, by 2014-2015.

SCHOOL GOAL #1: By Spring, 2015 80% of all students and subgroups will be at or above grade level fluency standards and Renaissance STAR Reading Assessment per FRJUSD grade level data sheets.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Renaissance STAR Reading scores</p> <p>Grade Level Fluency Rates</p>	<p>At the end of 12/13 SY: K – 46% at letter sound fluency & 31% at letter naming fluency 1st – 41% of students at fluency 2nd – 48% of students at fluency 3rd – 42% of students at fluency</p> <p>At the beginning of 13/14 SY: 4th – 96% of students at fluency 5th – 61% of students at fluency 6th – 44% of students at fluency</p> <p>At the end of 13/14 SY: K–98% of students at letter sounds 100% of students at letter names 1st – 55% of students at fluency 2nd – 47% of students at fluency 3rd – 53% of students at fluency 4th – 80% of students at fluency 5th – 29% of students at fluency 6th – 32% of students at fluency</p> <p>At the end of 1st Trimester 14/15 SY: K – 1st trimester 68% proficient on Letter Naming Fluency 98% proficient on Letter Sounds 90% proficient on Letter Names 90% proficient on Beginning Sounds 65% proficient on Producing Rhyming 77% proficient on Sight Words 80% proficient on DRA</p> <p>1st – 1st trimester 85% proficient on Phonics Skills Tests 79% proficient on High Frequency Words 79% proficient on DRA 70% proficient on Writing Prompt</p> <p>The average growth of grades 2nd – 6th on Renaissance STAR Reading for the 1st trimester in 14/15 SY: 2nd –4 months 3rd – 6 months 4th – 4 months 5th – 4 months 6th – 6 months</p>	<p>Review of grade level and district assessments, progress monitoring, walk through monitoring by principal and Continuous School Improvement (CSI) team</p> <p>Note: Fluency rate changed from 2012/13 SY to 2013/14 SY.</p>
<p>STRATEGY: Continue to implement Treasures adopted ELA curriculum, CCSS supplemental materials, and continue with providing intervention services following Fall River Elementary’s current RTi model.</p>		

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. August 2013	All certificated staff and administration	Implementation of Treasures / Ongoing	LCAP
2. August 2013	All certificated staff and administration	Implementation of ELA RTi Intervention / Ongoing	Title 1 - \$3,964
3. Beginning and ending of each school year and end of each trimester	All certificated staff and administration	Provide RTi staff with data regarding student performance on essential standards for those students receiving intensive and boost ELA support for re-teaching purposes. / Ongoing	District Title 1 - \$723
4. August 2013	Administration	Retain RTi staff – Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$16,713 LCAP - \$16,259
5. August 2013	All certificated staff and administration	Continue to research and implement programs/curriculum that will increase student achievement of our struggling students. / Ongoing	Title 1
6. August 2013	All certificated staff and administration	Continual Professional Development for certificated and classified staff for implementation of Common Core Standards, adopted curriculum, and intervention curriculum	Title 1
7. January 2014	Administration, ELD Certificated Staff, Migrant Education, and certificated staff	Migrant Education Vocabulary Development and Homework Support	Migrant Ed. Grant - \$1,594.50
8. November 2014	ELD Certificated Staff, administration, certificated staff	Vocabulary Development Groups TK – 3 rd grades	LCAP - \$3,768
9. November 2014	ELD Certificated Staff, administration, certificated staff	Monitor stagnant CELDT scores and deliver appropriate interventions with input from ELD certificated staff	LCAP - \$3,768

Form B: Centralized Services for Planned Improvements in Student Performance
 The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #1: : **By Spring, 2015 80% of all students and subgroups will be at or above grade level fluency standards and Renaissance STAR Reading assessments per FRJUSD grade level data sheets.**

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Title 1 Certificated Staff	June 30, 2014 – July 1, 2015 Ongoing	\$16,713	\$16,713	Title 1
Paraprofessional Staff		\$ 8,221	\$ 8,221	LCAP
Intervention Materials:				
a. National Geographic - Cenergy materials		\$7,412	\$7,412	Title 1
b. Imagine Learning		\$3,706	\$3,706	Title 1
c. Renaissance Place		\$1,775	\$1,775	Title 1
e. Treasures Interventions		\$0	\$0	
f. Barton		\$0	\$0	
g. Second Step		\$1,540	\$1,540	Title 1
h. Other needed		\$0	\$0	
Professional Development		\$0	\$0	
Illuminate – Data Analysis		\$723	\$723	District
Intel Assess – Data Analysis				Title1
Migrant Ed. Vocabulary & Homework Development – Including Snacks		\$1,594.50	\$1,594.50	Migrant Ed. Grant

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

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

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

FORM A

LEA GOAL: All students will attain proficiency or better in reading/language arts and mathematics as measured by the CST's, by 2013-2014.

SCHOOL GOAL #2: By Spring, 2015 80% of all students and subgroups will be at or above grade level in Mathematics on Renaissance STAR Math 2nd-6th & Kindergarten & 1st grade District Benchmark.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Renaissance STAR Math Kindergarten & 1st District Benchmarks</p>	<p><u>2013/2014</u> K – 1st trimester – 97% were proficient or above (80% or above) 1st – 1st trimester – 87% were proficient or above (80% or above)</p> <p>The average growth of grades 2nd – 6th on Renaissance STAR Math for the 1st trimester in 13/14 SY:</p> <p>2nd – 6 months 3rd – 4 months 4th – 6 months 5th – 3 months 6th – 6 months</p> <p><u>2014/2015</u> K – 1st trimester 65% proficient in Counting 84% proficient in Recognizing Numerals 97% proficient in Counting Objects</p> <p>1st – 1st trimester – 83% were proficient or above (80% or above)</p> <p>The average growth of grades 2nd – 6th on Renaissance STAR Math for the 1st trimester in 14/15 SY:</p> <p>2nd – 5 months 3rd – 7 months 4th – 5 months 5th – 7 months 6th – 2 months</p>	<p>Review of grade level and district assessments, progress monitoring, walk through monitoring by principal and CSI team</p>

STRATEGY: Implement supplemental CCSS curriculum and en Vision and continue with providing intervention services following Fall River Elementary's current RTi model.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. August 2014	All certificated staff and administration	Implementation of Math Expressions / Ongoing	LCAP - \$70,382
2. August 2014	All certificated staff and administration	Implementation of Math RTi Intervention / Ongoing	Title 1
3. Beginning and ending of each school year and end of each trimester	All certificated staff and administration	Provide RTi staff with data regarding student performance on essential standards for those students receiving boost Math support for re-teaching purposes. / Ongoing	District Title 1 - \$723
4. August 2013	Administration	Retain RTi staff – Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$16,713 LCAP - \$16,259
5. August 2013	All certificated staff and administration	Continue to research and implement programs / curriculum that will increase student achievement of our struggling students /ongoing	Title 1
6. August 2013	All certificated staff and administration	Continual Professional Development for certificated and classified staff for implementation of Common Core Standards, adopted curriculum, and intervention curriculum	Title 1

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #2:

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Title 1 Certificated Staff	June 30, 2014 –	\$16,713	\$16,713	Title 1
Paraprofessional Staff	July 1, 2015	\$ 8,221	\$ 8,221	LCAP
	Ongoing	\$16,259	\$16,259	LCAP
Intervention Materials:				
a. Renaissance Place		\$1,775	\$1,775	Title 1
b. Math Expressions Interventions		\$0	\$0	
c. CCSS Supplemental Material		\$0	\$0	
d. Second Step		\$1,540	\$1,540	Title 1
e. Other needed		\$0	\$0	
Professional Development		\$0	\$0	Title 1
Illuminate – Data Analysis		\$723	\$723	District
Intel Assess - Data Analysis				Title 1

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
Centralized services do not include administrative costs.

³ See Appendix A: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

FORM A

LEA GOAL: All students will graduate from high school and be prepared to enter college without remediation.

SCHOOL GOAL #3: All students will be reading at grade level by the end of third grade.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District Assessments Early Literacy Task Force County Level Data Renaissance STAR Reading	At the end of the 12/13 SY , 55% of 3 rd graders were reading at or above grade level. At the end of the 13/14 SY , 42% of 3 rd graders were at or above grade level on oral reading fluency , per RHS data . 50% of 3 rd graders were at or above grade level on comprehension , per RHS data . 53% of 3 rd graders were proficient on Oral Reading Fluency – GLDS 97% of 3 rd graders were proficient on McLeod - GLDS	Review of grade level and district assessments, progress monitoring, Early Literacy Task Force County Level Data, Renaissance STAR Reading, walk through monitoring by principal and CSI team

STRATEGY: To focus all additional support for our at-risk struggling early readers in Transitional Kindergarten – 3rd grades and continue to promote early intervention through Transitional Kindergarten and Young Fives.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. August 2013	All certificated staff and administration	Implementation of Treasures / Ongoing	LCAP
2. August 2013	All certificated staff and administration	Implementation of ELA RTi Intervention / Ongoing	Title 1 - \$3,964
3. August 2013	All certificated staff and administration	Reading to and with students one-to-one or two-to-one	LCAP - See below
4. Beginning and ending of each school year and end of each trimester	All certificated staff and administration	Provide RTi staff with data regarding student performance on essential standards for re-teaching purposes. / Ongoing	District Title 1 - \$723
5. August 2013	Administration	Retain RTi staff – Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$16,713 LCAP- \$16,259
6. August 2013	All certificated staff and administration	Continue to research and implement programs/curriculum that will increase student achievement of our struggling students/Ongoing	Title 1 - \$0
7. August 2013	All certificated staff and administration	Continual Professional Development for certificated and classified staff for implementation of Common Core Standards, adopted curriculum, and intervention curriculum	Title 1
8. January 2014	Administration, ELD Certificated Staff, Migrant Education, and certificated staff	Migrant Education Vocabulary Development and Homework Support	Migrant Ed. Grant - \$1,594.50

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #3: **All students will be reading at grade level by the end of third grade.**

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Title 1 Certificated Staff	June 30, 2014 –	\$16,713	\$16,713	Title 1
Paraprofessional Staff	July 1, 2015 Ongoing	\$ 8,221	\$ 8,221	LCAP
Intervention Materials:		\$16,259	\$16,259	LCAP
a. Imagine Learning		\$3,964	\$3,964	Title 1
b. Renaissance Place		\$1,775	\$1,775	Title 1
c. Treasures Interventions		\$0	\$0	
d. Barton		\$0	\$0	
e. Second Step		\$1,540	\$1,540	Title 1
f. Other needed		\$0	\$0	
Professional Development		\$0	\$0	
Illuminate – Data Analysis Intel Assess		\$723	\$723	District Title 1
Migrant Ed. Vocabulary & Homework Development – Including Snacks	January 2014	\$1,594.50	\$1,594.50	Migrant Ed. Grant

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

⁵ See Appendix A: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the Consolidated Application (ConApp).

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$ LCFF
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$ LCFF
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$ 0
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$ 0
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$ LCFF
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$ 0
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]) Unrestricted Lottery (Block Grant), Migrant Ed. Grant	\$ 18,076
Total amount of state categorical funds allocated to this school	\$ 18,076

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 63,626
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 0
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$ 0
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$ 0
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe)	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe)	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe)	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 63,626
Total amount of state and federal categorical funds allocated to this school		\$ 81,702

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

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁷ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Chris Knoch	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessyca Tubbs	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeannette Bucher	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristi Osborne	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa Tucker	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheri Crane	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Jeanne Norris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Karen Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lacey Cordova	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jenny Ibarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Julia Earnest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kim Myers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	0

⁷ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

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

Attested:

Chris Knoch
Typed name of School Principal

Signature of School Principal

Date

Jeanne Norris
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix C: School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the School Site Council (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Race and Ethnicity
- Table 2: English-language Arts Adequate Yearly Progress (AYP)
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Multi-Purpose Form

Table 1: API by Race and Ethnicity (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api>.)

	ACADEMIC PERFORMANCE INDEX (API) DATA BY SIGNIFICANT STUDENT GROUP																							
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					White				SED				Hispanic or Latino											
	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum	Y	Y	Y	S	Y	Y	Y	S
																r	r	r	u	r	r	r	u	
API																								
Growth	839	862	826	-13	862	893	868	+6	798	818	789	-9	817 (N - 44)	808 (N - 41)	742 (N - 53)	-75								
Values																								

Trends indicated by the data: possible challenges, if any, and additional information needed

API for All students decreased 13 points over 3 years.
 API for white students increased 6 points over 3 years.
 API for SED students decreased 9 points over 3 years.
 API for Hispanic or Latino students decreased 75 points over 3 years.

Table 2: English-language Arts AYP Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				WHITE				SED			
	2011	2012	2013	Dif	2011	2012	2013	Dif	2011	2012	2013	Dif
AYP Target	67.6	78.4	89.2	+10.8	67.6	78.4	89.2	+10.8	67.6	78.4	89.2	+10.8
Percent At or Above Proficient	62.4 (103)	65.2 (107)	59.4 (107)	-5.8	68.3 (68.3)	74.0 (77)	69.3 (79)	-4.7	53.9 (48)	55.4 (51)	49.1 (57)	-6.3
Met AYP Criteria	No	Yes* SH	No		YES	YES* SH	No		YES* SH	YES* SH	No	

Trends indicated by the data: possible challenges, if any, or additional information needed

Percent At or Above Proficient for All students decreased by 5.8%
 Percent At or Above Proficient for White students decreased by 4.7%
 Percent At or Above Proficient for SED students decreased by 6.3%

Table 3: Mathematics AYP Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				WHITE				SED			
	2011	2012	2013	Dif	2011	2012	2013	Dif	2011	2012	2013	Dif
AYP Target	68.5	79	89.5	+10.5	68.5	79	89.5	+10.5	68.5	79	89.5	+10.5
Percent At or Above Proficient	70.3 (116)	75.5 (123)	64.4 (116)	-11.1	76.2 (77)	82.5 (85)	74.6 (85)	-7.9	59.6 (53)	67.4 (62)	56.9 (66)	-10.5
Met AYP Criteria	YES	YES* SH	No		YES	YES	No		NO	YES* SH	No	

Trends indicated by the data: possible challenges, if any, or other information needed

Percent At or Above Proficient for All students decreased by 11.1%
 Percent At or Above Proficient for White students decreased by 7.9%
 Percent At or Above Proficient for SED students decreased by 10.5%

Table 4: CELDT Data 2013-2014

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	0 (0.0%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (4.0%)
Early Advanced	1 (7.0%)	3 (33.3%)	3 (30.0%)	0 (0.0%)	1 (25.0%)	2 (50.0%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	10 (19.0%)
Intermediate	0 (0.0%)	3 (33.3%)	3 (30.0%)	7 (78.0%)	3 (75.0%)	1 (25.0%)	2 (66.6%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	19 (36.0%)
Early Intermediate	3 (21.0%)	1 (11.1%)	3 (30.0%)	1 (11.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	9 (17.0%)
Beginning	10 (72.0%)	1 (11.1%)	1 (10.0%)	1 (11.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	13 (24.0%)
Number Tested	14 (100.0%)	9 (100.0%)	10 (100.0%)	9 (100.0%)	4 (100.0%)	4 (100.0%)	3 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	53 (100.0%)

Conclusions indicated by the data:

Students are advancing from a Beginning level on the CELDT in Kindergarten to either being re-designated or at a higher level on the CELDT in 6th grade. This is indicated by 14 EL students in Kindergarten and most of them at a Beginning or Early Intermediate CELDT level and only 3 EL students in 6th grade with 1 who is at Early Intermediate level and 2 who are at Intermediate level.

Table 4: CELDT Data 2014-2015

Performance Level	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (11.1%)	1 (25.0%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (4.0%)
Early Advanced	0 (0.0%)	0 (0.0%)	1 (11.1%)	1 (8.3%)	3 (30.0%)	5 (55.6%)	2 (67.7%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	10 (19.0%)
Intermediate	0 (0.0%)	3 (33.3%)	6 (66.7%)	7 (58.4%)	4 (40.0%)	2 (22.2%)	1 (33.3%)	1 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	19 (36.0%)
Early Intermediate	1 (50%)	4 (44.5%)	2 (22.2%)	3 (25.0%)	2 (20.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	9 (17.0%)
Beginning	1 (50%)	2 (22.2%)	0 (0.0%)	1 (8.3%)	1 (10.0%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	13 (24.0%)
Number Tested	2 (100%)	9 (100.0%)	9 (100.0%)	12 (100.0%)	10 (100.0%)	9 (100.0%)	3 (100.0%)	1 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	53 (100.0%)

Conclusions indicated by the data:

Students are advancing from a Beginning level on the CELDT in Kindergarten to either being re-designated or at a higher level on the CELDT in 6th grade. This is indicated by 11 EL students in Kindergarten and/or Transitional Kindergarten and most of them at a Beginning or Early Intermediate CELDT level and only 1 EL student in 6th grade who is at Intermediate level.

Appendix I: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the ConApp. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm (Outside Source)
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CAPA	California Alternative Performance Assessment	http://www3.cde.ca.gov/scripts/tehis.exe/webinator/search?pr=default&query=California%20Alternative%20Performance%20Assessment%20&submit=GO
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST (Outside Source)
CCSS	Common Core State Standards	http://www.cde.ca.gov/ci/
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp

ACRONYM	STANDS FOR	WEB ADDRESS
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSCS	California School Climate Survey	http://cscs.wested.org/ (Outside Source)
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CST	California Standards Tests	http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov (Outside Source)
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
DSLTL	District/School Liaison Team	http://star.cde.ca.gov/star2010/
EC	<i>Education Code</i>	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)
EIA	Economic Impact Aide	http://www.cde.ca.gov/fg/
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
ELSSA	English Learner Subgroup Self Assessment	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
EO	English-Only (Monolingual English)	

ACRONYM	STANDS FOR	WEB ADDRESS
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html (Outside Source)
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected School wide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
IDEA	Individuals with Disabilities Education Act (IDEA)	http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/ (Outside Source)
ISSSD	Inventory of Supports and Services for Students with Disabilities	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LCFF	Local Control Funding Formula	http://www.cde.ca.gov/fg/
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	

ACRONYM	STANDS FOR	WEB ADDRESS
NAEP	National Assessment of Educational Progress	http://www.nagb.org (Outside Source)
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association	http://www.pta.org (Outside Source)
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
RTi	Response to Intervention	http://www.cde.ca.gov/sp/
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SCE	State Compensatory Education	
SEA	State Education Agency	http://www.cde.ca.gov
SESM	<i>Special Education Supports Module</i>	http://cscs.wested.org/survey_content/tesis (Outside Source)
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org (Outside Source)