

The Single Plan for Student Achievement

SCHOOL: Fall River Elementary School

County-District School (CDS) Code 45699896050272

Principal: Chris Knoch

Date of this revision: January 22, 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:

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Fall River Joint Unified School District

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

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, 2014 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.

<p>What data did you use to form this goal? Renaissance STAR Reading scores</p> <p>Grade Level Fluency Rates</p>	<p>What were the findings from the analysis of this data? Students in grades 2nd – 6th grade have shown an average of more than 4 months growth from between the beginning of the school year and the end of the 1st trimester.</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>How will the school evaluate the progress of this goal? Review of grade level and district assessments, progress monitoring, walk through monitoring by principal and Continuous School Improvement (CSI) team</p>
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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.

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	Instructional Materials Funds (IMF) - \$2,110
2. August 2013	All certificated staff and administration	Implementation of ELA RTi Intervention / Ongoing	Title 1 - \$7,835 Restricted Lottery - \$949.50
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 - \$723.0

4. August 2013	Administration	Retain RTi staff -- Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$15,751 EIA/LEP/SCE - \$19,526 LCFF
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 - \$1,495
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

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, 2014 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, 2013 – July 1, 2014	\$15,751 \$ 7,696	\$15,751 \$ 7,696	Title 1 EIA/SCE/LEP
Paraprofessional Staff	And Ongoing	\$11,830	\$11,830	EIA/SCE/LEP LCFF
Intervention Materials: a. REACH materials b. Imagine Learning c. Renaissance Place e. Treasures Interventions f. Barton g. Other needed		\$7,835 \$949.50	\$7,835 \$949.50	Title 1 Restricted Lottery
Professional Development		\$1,495	\$1,495	Title 1
Illuminate – Data Analysis Intel Assess – Data Analysis		\$723	\$723	District Title 1
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, 2014 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?
Renaissance STAR Math Kindergarten & 1 st District Benchmarks	<p>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 for the 1st trimester in 13/14 SY: 2nd – 6 months 3rd – 4 months 4th – 6 months 5th – 3 months 6th – 6 months</p>	Review of grade level and district assessments, progress monitoring, walk through monitoring by principal and CSI team

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 2013	All certificated staff and administration	Implementation of enVision Math / Ongoing	Instructional Materials Funds (IMF) - \$0
2. August 2013	All certificated staff and administration	Implementation of Math RTi Intervention / Ongoing	Title 1 - \$2,936
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 - \$15,751 EIA/LEP/SCE - \$19,526 LCFF
5. August 2013	All certificated staff and administration	Continue to research and implement programs / curriculum that will increase student	Title 1 - \$0

		achievement of our struggling students /ongoing	
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 - \$1,905

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 Paraprofessional Staff	June 30, 2013 – July 1, 2014 And Ongoing	\$15,751 \$ 7,696 \$11,830	\$15,751 \$ 7,696 \$11,830	Title 1 EIA/SCE/LEP EIA/SCE/LEP LCFF
Intervention Materials: a. iPass b. Renaissance Place c. enVision Interventions d. CCSS Supplemental Material e. Other needed		\$2,936	\$2,936	Title 1
Professional Development		\$1,905	\$1,905	Title 1
Illuminate – Data Analysis Intel Assess - Data Analysis		\$723	\$723	District 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.	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	Instructional Materials Funds (IMF) - \$2,110
2. August 2013	All certificated staff and administration	Implementation of ELA RTi Intervention / Ongoing	Title 1 - \$7,835
3. August 2013	All certificated staff and administration	Reading to and with students one-to-one or two-to-one	EIA/LEP/SCE – See below LCFF - 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 - \$15,751 EIA/LEP/SCE - \$19,526 LCFF
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 - \$1,495
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, 2013 – July 1, 2014	\$15,751 \$ 7,696	\$15,751 \$ 7,696	Title 1 EIA/SCE/LEP
Paraprofessional Staff	And Ongoing	\$11,830	\$11,830	EIA/SCE/LEP LCFF
Intervention Materials: a. Imagine Learning b. Renaissance Place c. Treasures Interventions d. Barton e. Other needed		\$7,835	\$7,835	Title 1
Professional Development Illuminate – Data Analysis Intel Assess		\$2,110	\$2,110	Instructional Materials Funds
Professional Development Illuminate – Data Analysis Intel Assess		\$1,495	\$1,495	Title 1
Migrant Ed. Vocabulary & Homework Development – Including Snacks	January 2014	\$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/fq/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 checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 108,542
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$ 12,709
<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 checked="" 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	\$ 24,616
Total amount of state categorical funds allocated to this school	\$ 145,867

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 85,299
<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		\$ 85,299
Total amount of state and federal categorical funds allocated to this school		\$ 231,166

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"/>
Tess Dobson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forrest Frasier	<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"/>
Kortney Woodward	<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"/>
Jeff Cook	<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"/>
Debbie Mayer	<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

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																	
NUMERICALLY SIGNIFICANT STUDENT GROUPS																	
	All Students					White					Hispanic or Latino						
	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum	Y r 1	Y r 2	Y r 3	Sum	
API	839	862	826	-13	862	893	868	+6	798	818	789	-9	817	808	742	-75	
Growth																	
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	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	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	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		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%)	0 (0.0%)	0 (0.0%)	2 (4.0%)
Early Advanced	1 (7.9%)	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%)	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%)	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%)	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%)	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%)	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.

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/textis.exe/webinarator/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/cil
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/gl/
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/iepl/ (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	Special Education Supports Module	http://cscs.wested.org/survey_content/thesis (Outside Source)
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/ref/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org (Outside Source)

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 Delia Aceves _____ 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

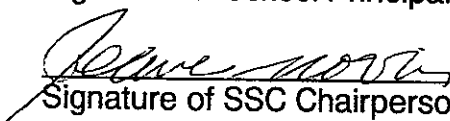
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of 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

Jeanne Norris
Typed name of SSC Chairperson


Signature of School Principal 1-27-14
Date


Signature of SSC Chairperson 1-27-14
Date