

# The Single Plan for Student Achievement

**School:** Spring Grove Elementary  
**CDS Code:** 35 67504 6095202  
**District:** North County Joint Union School District  
**Principal:** Jennifer Bernosky  
**Revision Date:**

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

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

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

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## **School Vision and Mission**

### **Spring Grove Elementary's Vision and Mission Statements**

North County Joint Union School District Vision: Student Learning is our priority and purpose.

North County Joint Union School District Mission: Every Spring Grove Student will receive an engaging, enriching, and rigorous educational experience using state standards based curriculum and consistent measures of growth and support to ensure student success.

## **School Profile**

The North County Joint Union School District consists of one TK-8th grade school site: Spring Grove School. The school/district is located on the outskirts of Hollister and is surrounded by farms, fields, and a mountain range. Spring Grove School is considered a rural school with a great deal of history, culture, and generations of families who have attended over the years. 750 students currently attend the school with many of the students traveling from neighboring districts to receive a rigorous education which prepares students for high school and beyond. The staff at Spring Grove School are dedicated to providing a sound program with many additional supports: Rtl, sports, enrichment, theatre arts, and extra curricular activities.

## **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).

### **Classroom Observations**

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

Classroom observations are ongoing throughout the school year. The observations are done by administration for teachers who are being evaluated for the year. Board Members do a walk through at least once per year. The purpose of the walk throughs are to assess classrooms in terms of technology, materials and supplies, maintenance needs, and teaching strategies. The Director of Fiscal Services and Operations makes frequent observations in the classroom as well to assess cleanliness, technology needs, furniture needs, etc. The findings include clean classrooms, sufficient technology, good classroom lighting, inviting atmospheres, strong teaching strategies, and appropriate curriculum to support the CCSS.

### **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)

Local assessments are provided. District Writing Assessments are given and assessed in October, February, and May. K-2nd grades assess students on the BPST and Reading Results in September, February, and May. Grade level benchmarks are given in ELA and Math two times per year. The state testing, CAASPP, will be given for the first time in April and May.

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

The data gathered from the local and state assessments are used to determine student mastery and needs for interventions both in the classroom and outside of the classroom.

#### **Staffing and Professional Development**

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

All certificated teachers are highly qualified. Preliminary teachers are provided 2 years of support towards clearing their teaching credential through the BTSA and Induction program.

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

Teachers are provided professional development in the teaching of the CCSS in ELA and Math. Professional development is also provided in the use of technology, data assessment tools, curriculum to support RtI, and best teaching strategies.

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

Certificated staff were provided a survey in the 2013-2014 school year. The needs for staff development included: CCSS strategies for ELA and Math, development of pacing guides, technology use, and an assessment program. Training has been provided for all of these.

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

Four teachers are provided Instructional Coaches through BTSA and Induction. All certificated staff were offered instruction in the use of chrome books and google to support the CCSS. All certificated staff were provided training in teaching the CCSS in ELA.

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

Teachers collaborate by grade level every Thursday from 1:45-3:15. Teachers create an agenda that is provided to administration. Three times per year teachers score writing samples during collaboration.

## Teaching and Learning

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

All curriculum, instruction, and materials are aligned with the CCSS in ELA and math.

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

All grade levels meet the minimum numbers of minutes for reading/language arts, and mathematics. This is monitored by administration.

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

All grade levels have a lesson pacing guide for ELA. All grade level schedules include intervention time/courses.

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

All grade levels use the CCSS to support the instructional materials provided by the District.

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)

With the shift to the CCSS, all teachers use the currently adopted curriculum to teach CCSS in ELA. Teachers in grades 1, 6,7,8 are piloting math curriculum.

## Opportunity and Equal Educational Access

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

Response to Intervention tier 1 is provided in the classrooms from TK-5th grade. Tier 2 is provided for TK-2 five days per week. English Learners are provided ELD instruction for 30-50 minutes per day per week. Classrooms in grades TK-5th grade are provided push in support from an Intervention Support Specialist. Students in grades 4th-8th who need additional Tier 2 support attend Read 180 for ELA support.

14. Research-based educational practices to raise student achievement

The use of data from common formative assessments are provided at each grade level. The teachers determine from the data the needs of the students to raise achievement. Students who need Tier 2 support for ELA in 1st and 2nd grade receive the Language! program. Students in 4th-8th grade who are underperforming in ELA receive Read 180 instruction. These are all research based educational practices.

## Parental Involvement

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

The District provides Supplemental Educational Services to students who qualify. The District also provides additional library support after school two days per week. Math support is provided for two evenings per week.

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)

NA

## Funding

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

Supplemental Educational Services are provided from Title I funds. Extended Day Intervention for 1st-3rd graders are provided as outlined in the Local Control Accountability Plan.

### 18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

Barriers which are related to the school goals include the following:

1. Student attendance- the District goal for actual student attendance is 96.5%. Students who have poor attendance have a difficult time reaching mastery on the CCSS at their grade level.
2. Parent support and involvement- Parent trainings on the CCSS are provided, as well as after school interventions to support students. Many parents do not take advantage of the opportunities provided to support their students and their academics.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	561	578		4	236		0	1		0	7	
<b>Growth API</b>	845	852			887							
<b>Base API</b>	837	850		875								
<b>Target</b>	A	A										
<b>Growth</b>	8	2										
<b>Met Target</b>	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	285	302		112	123		230	129		56	48	
<b>Growth API</b>	812	819		754	764		792	788		689	743	
<b>Base API</b>	800	815		740	755		803	796		632	696	
<b>Target</b>	A	A		5	5		A	4				
<b>Growth</b>	12	4		14	9		-11	-8				
<b>Met Target</b>	Yes	Yes		Yes	Yes		No	No				

#### Conclusions based on this data:

1.



## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--	100		--	100	
Number At or Above Proficient	359	361		--	174		--			--		
Percent At or Above Proficient	64.0	62.5		--	73.7		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	154	160		45	46		119	54		19	16	
Percent At or Above Proficient	54.0	53.0		40.2	37.4		51.7	41.9		33.9	33.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		No	No		--	--	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--	100		--	100	
Number At or Above Proficient	381	396		--	170		--			--		
Percent At or Above Proficient	67.9	68.5		--	72.0		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	172	196		57	73		130	80		23	20	
Percent At or Above Proficient	60.4	64.9		50.9	59.3		56.5	62.0		41.1	41.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		No	Yes		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>					2	50	2	50				4
<b>1</b>	1	5	6	29	11	52	3	14				21
<b>2</b>	2	8	6	24	14	56	1	4	2	8		25
<b>3</b>	2	11	5	26	11	58	1	5				19
<b>4</b>			5	33	7	47	3	20				15
<b>5</b>			4	25	10	63	2	13				16
<b>6</b>			2	29	4	57	1	14				7
<b>7</b>			6	60	3	30	1	10				10
<b>8</b>			4	67			1	17	1	17		6
<b>Total</b>	5	4	38	31	62	50	15	12	3	2		123

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					11	39	6	21	11	39	28
<b>1</b>	1	4	7	30	11	48	4	17			23
<b>2</b>	2	8	6	23	15	58	1	4	2	8	26
<b>3</b>	2	11	5	26	11	58	1	5			19
<b>4</b>			5	33	7	47	3	20			15
<b>5</b>			4	25	10	63	2	13			16
<b>6</b>			2	29	4	57	1	14			7
<b>7</b>			6	60	3	30	1	10			10
<b>8</b>			4	67			1	17	1	17	6
<b>Total</b>	5	3	39	26	72	48	20	13	14	9	150

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	109	78	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	109	78	
Number Met	71	37	
Percent Met	65.1%	47.4%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	87	37	86	34		
Number Met	17	22	12	9		
Percent Met	19.5%	59.5%	14.0%	26.5%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	No		

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

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	109	78	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	109	78	
Number Met	71	37	
Percent Met	65.1	47.4	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	87	37	86	34		
Number Met	17	22	12	9		
Percent Met	19.5	59.5	14.0	26.5		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	No		

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

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
All students will reach mastery on the grade level math essential standards.
<b>SCHOOL GOAL #1:</b>
All students will reach mastery on the grade level math essential standards.
<b>Data Used to Form this Goal:</b>
The data will be created based on the benchmark assessments (common formative assessments) given at each grade level. The assessments will be based on the math essential standards at each grade level K-8th.
<b>Findings from the Analysis of this Data:</b>
The students at Spring Grove School have been able to reach the goal set in the past years with the California Content Standards. Attention to data analysis at each grade level takes place to determine areas that need to be addressed in teaching the Common Core State Standards at each grade level.
<b>How the School will Evaluate the Progress of this Goal:</b>
The common formative assessments results will be used to monitor and evaluate the data and growth. The benchmarks will be given at predetermined times during the school year. The results will be discussed at each grade level during PLC's with administration. The results will also be shared with the School Site Council and the Board of Trustees. Math best practices learned during professional development and shared at grade level PLC meetings. Curriculum maps/pacing guides at each grade level. Intervention Support Specialists to provide push in support to students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Local Assessments	Start Date: 8/2015 Completion Date: 6/2016	Teachers/administration	<p>Create 3-5 essential math standards at each grade level.</p> <p>Create common formative assessments at each grade level to determine mastery of each essential math standard.</p> <p>Create District adopted benchmarks for grades TK-8th to be given 2 times per year, prior to the state testing.</p> <p>Analyze math assessments and benchmarks for mastery. Plan interventions for reteaching and enrichment strategies based upon results of data.</p>			
			District adopted benchmark assessments		LCFF - Supplemental	3705
Math pacing guides and strategies	Start Date : 8/2015 Completion Date : 6/11/2016	Teachers/administration	<p>Spring Grove staff will review existing pacing guides for Math and update/revise guides to align with the CCSS.</p> <p>Spring Grove staff will embed existing curriculum and best practice strategies into the pacing guides.</p>			



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Reading/Language Arts</b>
<b>LEA GOAL:</b>
All students will reach mastery on the grade level English Language Arts essential standards.
<b>SCHOOL GOAL #2:</b>
All students will reach mastery on the grade level English Language Arts essential standards.
<b>Data Used to Form this Goal:</b>
District created benchmark assessments, grade level created common formative assessments,
<b>Findings from the Analysis of this Data:</b>
The students at Spring Grove School have been able to reach the goal set in the past years. Attention to data analysis at each grade level takes place to determine areas that need to be addressed in teaching the Common Core State Standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
State testing, Adequate Yearly Progress (AYP), District adopted benchmark exams State adopted curriculum assessments. Common formative assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA local assessments CCSS	Start date: 8/2015 Completion date: 6/2016	Teachers/administration	<p>Create 3-5 essential ELA standards at each grade level.</p> <p>Create common formative assessments at each grade level to determine mastery of each essential ELA standard.</p> <p>Create District adopted benchmarks for grades K-8th to be given 2 times per year, prior to the state testing.</p> <p>Analyze ELA assessments and benchmarks for mastery. Plan interventions for reteaching and enrichment strategies based upon results of data.</p> <p>District adopted ELA benchmark Assessments</p>		LCFF - Supplemental	3705
Curriculum Maps and Pacing Guides for ELA	4/21/2014-6/11/2016	administration/teachers	1) Spring Grove staff will review existing pacing guides for ELA and update/revise guides to align with the CCSS, including Houghton-Mifflin (K - 5), Prentice-Hall (6 - 8), Saxon Phonics (K - 2) every semester by grade level and grade span.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Daily CCSS Review of English Language Arts	Start date: 8/2015 Completion Date: 6/2016	Spring Grove administration/ Spring Grove Teachers	Provide daily practice of English Language Arts standards. Provide direct instruction on CCSS based material. 5-10 minute transition in every classroom 1st-8th CCSS curriculum	0000: Unrestricted	Lottery: Instructional Materials	3,935

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
Planned Improvement in Program for LEP Students All English Learners will increase proficiency in all Annual Measurable Achievement Objectives: 1) English Learners will progress in English Proficiency Levels according to the CELDT Assessment. 2) English Learners will be reclassified within 5 years according to the District targets. 3) English Learners will increase in proficiency in English Language Arts and Mathematics.
<b>Data Used to Form this Goal:</b>
For the 2013-2014 and the 2014-2015 school years the CELDT scores, District writing samples, and grades were used to form this goal.
<b>Findings from the Analysis of this Data:</b>
Students who are not reclassified within 5 years do not continue to progress according to the CELDT scores. Therefore, more emphasis needs to be placed on moving students to proficiency in English Language Arts and Mathematics.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of CELDT using Data Management System of the School-Plan, state testing results, District adopted benchmark exams, Report cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish English Learner Advisory Committee/SSC Member	8/2015-6/2016	Assistant Principal	Establish English Learner Advisory Committee responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Exit LEP students from program within 5 years	4/6/2010-6/2016	EL teachers, classroom teachers, Assistant Principal	1) Provide intensive English Language instruction for all English Learners using Reach (K-3rd) ELD standards, Read 180 (6th-8th) and High Point				
			2) Provide classroom teachers with CELDT levels				
			READ 180 Support		Title I	2,950	
			3) Full time ELD teacher		LCFF - Supplemental	34,799	
						Title I	34,799

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Other</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
Implement and Refine Response to Intervention- Spring Grove staff will implement and refine a Response to Instruction and Intervention (RtI) Model which will include: a strong core program, moderate interventions, and intensive interventions.
<b>Data Used to Form this Goal:</b>
Data from the Response to Intervention classes, results from the K-2 BPST/Reading Results and benchmark scores from Spring Grove students were used to form this goal.
<b>Findings from the Analysis of this Data:</b>
Response to Intervention model is in its fifth year of implementation. The analysis of the CST scores led to this goal.
<b>How the School will Evaluate the Progress of this Goal:</b>
RtI Model will be defined with interventions determined at each level: strong core program, moderate interventions, and intensive interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide RtI Tier 2 support to students not at grade level	4/21/2014-6/10/2016	Teachers, administration, Intervention Support Specialists	Identify students who need additional intervention support in ELA and/or Math. Provide Tier 2 intervention support during the school day. Exit and enter students into Tier 2 RtI as needed.			
Provide extended day intervention services to students in 1st-3rd grade	Extended Day Intervention teachers/classroom teachers/administration	4/21/2014-6/10/2016	Identify students in grades 1st-3rd who need remediation and reteaching of grade level standards in ELA/Math. 2) Hire highly qualified teachers to teach the extend day intervention. 3) Assess student mastery of retaught standards. 4) Exit and enter students mid year based on mastery of standards. Contracted Services and Staff Stipends		LCFF - Supplemental	9,602

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Professional Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
Spring Grove teachers will participate in professional development to support the implementation of the Common Core State Standards and Professional Learning Communities.
<b>Data Used to Form this Goal:</b>
The continual discussion of student achievement is vital to the success of students. State assessments, benchmark results, and common formative assessments are used during discussion at weekly PLC meetings. A teacher survey was provided. Teachers have a need to learn how to provide instruction in the CCSS to assist students reaching mastery.
<b>Findings from the Analysis of this Data:</b>
In order to improve State assessment scores, data must be analysed on a weekly basis. The data includes benchmark scores, common formative assessments, teacher created assessments, and state adopted assessments from District adopted textbooks.
<b>How the School will Evaluate the Progress of this Goal:</b>
PLC agendas, state testing results, professional development sign in sheets for attendance, administration walk thru,



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities	8/1/2013-6/11/2015	Principal, Administration and certificated staff	<p>1) Spring Grove Teachers and Administrators will determine a PLC schedule which includes grade level and grade span meetings.</p> <p>2) Spring Grove teachers will provide a weekly agenda which will include student achievement, assessment and instructional strategies.</p> <p>3) Teachers and administrators will be provided professional development to support an effective Professional Learning Community.</p> <p>PLC training</p>		LCFF - Supplemental	9,807

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Common Core State Standards	4/29/2014-6/10/2015	Administration and certificated staff	1) Determine needs of certificated staff for implementation CCSS 2) Contact professional development experts to set up professional development 3) Provide release time or days outside of the contract for professional development (curriculum maps/pacing guides 4) Implement curriculum maps/pacing guides/strategies learned from professional development		LCFF - Supplemental	24,235

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	85,853.00
Lottery: Instructional Materials	3,935.00
Title I	37,749.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,935.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	85,853.00
0000: Unrestricted	Lottery: Instructional Materials	3,935.00
	Title I	37,749.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	3,705.00
<b>Goal 2</b>	7,640.00
<b>Goal 3</b>	72,548.00
<b>Goal 4</b>	9,602.00
<b>Goal 5</b>	34,042.00

## 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
Merrigrace Montoya		X			
Kim Lawson				X	
Amy Donati				X	
Jenny Bernosky	X				
Katie Pacheco		X			
Michelle Perez-Picha		X			
Dorothy Balochie			X		
Chris Klein				X	
Julie Rossi				X	
Pam Brister				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

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

Attested:

Jennifer Bernosky

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Pam Brister

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date