

The Single Plan for Student Achievement

School: Maxson Elementary School
CDS Code: 19-64816-6020747
District: Mountain View School District
Principal: Dr. Aileen J. La Corte
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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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School Vision and Mission

Maxson Elementary School's Vision and Mission Statements

Our vision is to create a cooperative and stimulating environment that supports all areas of curriculum; empowering the school community to foster student success in academics, personal growth and citizenship.

Maxson's school community envisions its students developing the academic, artistic, physical and social skills needed to overcome today's barriers to success and establish a solid base for their entry into the 21st century. This demands a relentless search for ways to enrich the curricula; motivate students; maintain a safe learning environment; and foster community support and participation.

School Profile

Founded in 1948, Maxson School is one of 12 schools in the Mountain View School District. It is located in El Monte, in the West San Gabriel Valley, on the corner of Felipe and Bryce. The school is the educational and social center of an active community. Instruction is provided to students in State Pre-School, Head Start and Kindergarten through grade six. The school's significant subgroups are Hispanic, English Learners and Socially Economic Disadvantaged.

The vast majority of students and parents are Hispanic. The ethnic make-up of the Maxson School community is 96% Hispanic, 3% Asian, 0.6% White and 0.25% other. 100% of the students are identified as Title 1 or educationally disadvantaged. Many of our students enter kindergarten with limited or no English proficiency. The socio-economic background is low poverty to middle class with a mixture of educational levels among our parents. All students are provided a free breakfast and lunch. The home language for the majority of our students is Spanish. 55 percent of our students are English Learners (ELs) with Spanish spoken by the majority of the EL students. The students at Maxson school generally have very good attendance typically 96.5% or higher.

The staff of Maxson Elementary School consists of 20 general education teachers, 6 instructional assistants, an office manager, an office clerk, a health aide, 4 custodians, a community liaison, a librarian technician, a media resource clerk, a computer technician, other support staff, and, finally, one principal. The staff works collaboratively toward the goals for student achievement toward the goals for student improvement as outline in this plan. The school is known for its positive climate, high academic standards, and the strong partnership with home and community. Also, the majority of the teaching staff is Hispanic. Every teacher has been trained in Systematic ELD and GLAD strategies. All teachers meet NCLB requirements, are considered highly qualified and have SDAIE certification to meet the needs of our English Learner students. Special education students are serviced by one full-time regionalized class teacher, one full-time Resource Specialist Program (RSP) teacher and one part-time speech/language specialist. The school receives part time services from a school psychologist, a school nurse, and one counselor. An instrumental music program is provided to all students in grade six.

Another large investment is technology. Each classroom has access to the Internet. All classes access the Internet on a regular basis. Throughout each grade level, Neo wireless computers are used to supported curriculum in the classrooms. The facilities at the school include a library and two computer labs, both of which support the school's Accelerated Reader and of intervention programs designed to develop independent readers and other research- based technology programs. Our school also provides supplemental intervention programs during the instructional day.

In addition, Maxson has a three-hour after-school program, THINK Together, that focuses on students needing additional learning time. Students at Maxson have several opportunities to participate in a variety of extracurricular activities that include student council, monthly assemblies, winter performance, and after school performing arts clubs. Students are recognized monthly and at each grading period for citizenship, academic achievement, and attendance.

All K-6 classrooms have an average of 32 students. As a Title 1 schoolwide program and SBCP school, all State and federal programs will be coordinated. The school will avoid the isolation and segregation of Title 1, English Learner, special needs and GATE students. The CST results for each student and the school are shared with parents annually through district mailing and informational flyers. Maxson is in Year 4 of Title I Program Improvement. All teachers meet NCLB highly qualified teacher status. The Mountain View District Office staff provides technical assistance for Title I Program Improvement purposes such as Curriculum Alignment, District Benchmarks and Data Reflection processes.

Maxson School is in Year 5 of Program Improvement. With that designation, the school has prepared a plan to address the learning

needs of students while attaining safe harbor targets to exit program improvement status. Grade level teams have identified key standards, created their own pacing plans, formulated common assessments, plan to monitor instruction daily and through common and benchmark assessments, meet as grade level teams to reflect on student assessments and performance of mastering standards.

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).

In May 2013, the district administered a Title I parent survey with results linked to each school. 258 families returned the survey which is estimated at 50-60% of the Maxson families. 95% of survey respondents stated that they felt welcome at the school. 91% reported that the school environment is clean and promotes learning. 89% of respondents shared that they felt their child is respected at school. Three concerns were noted through the survey: 1.) 81% of respondents stated that their child is receiving good instruction; 2.) 81% stated that they were provided ideas/suggestions to use at home to help their child with school work; and 3.) 82% of respondents stated the school has the necessary materials for learning.

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 observation of instructional practices are done at Maxson Elementary on a daily basis. For 2013-2014, teachers and staff have developed school-wide "Focus on Learning" goals in writing and ELD which include best practice strategies. Specific strategies are observed in instruction on a weekly basis, such as graphic organizers and constructed response. Based on CST results from 2012-2013, the goals chosen previously by the staff showed improvement in academic achievement.

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)

The STAR and CELDT results are analyzed along with the results of ongoing benchmark assessments in language arts and mathematics including the breakdown of cluster strands. Grade level, classroom and individual student data are examined by teachers in grade level and staff meetings resulting in agreed upon plans for grade levels to be utilized to improve instruction and student achievement.

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

Maxson is a curriculum alignment school with teacher designed standards based tests being administered every 6-8 weeks. Assessments implemented at each grade level determine student academic levels and measure growth. Data is gathered and grade level reflection meetings are held to evaluate student data and determine how best to modify instruction. In addition, all teachers in grade 1-5 administer the Accelerated Reader STAR reading test three times a year to assess reading achievement. State and local assessments are analyzed throughout the school year to modify and improve instruction.

Staffing and Professional Development

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

All Maxson Elementary teachers are considered highly qualified while the instructional assistants have at least 2 years or more of college education or the equivalent.

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

Maxson teachers receive ongoing professional development. During summer and throughout the school year, District trainings take place in language arts, ELD, and mathematics. All teachers have access to State and District adopted instructional materials that are standards based. All teachers at Maxson have attended training in SBE-adopted instructional materials.

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

At Maxson Elementary, staff development is and has been standards based. Decisions on professional development are guided by student data, student needs and grade level decisions. The focus on training is on curriculum alignment, common core State standards, nutrition, School City assessment program, Constructed Meaning, Susanna Duto Systematic ELD kits and best practices in writing.

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

Teachers have support from grade level leaders and the school principal. Maxson has 2 teachers who are District trainers in the Common Core State Standards. As well as scheduled District trainings, Maxson offers ongoing teacher training at faculty meetings. In ELD, Maxson has 1 teacher who are considered a content expert who presents to teachers at faculty meetings. In addition, teacher teams will be participating in Shadowing Long Term English Learners in collaboration with other districts.

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

At ongoing data reflection meetings, grade levels meet to analyze students data, collaborate and share instructional practices and develop common agreements. Grade level and across grade level articulation occurs among the staff on an ongoing basis.

Teaching and Learning

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

Maxson's integrated and balanced language arts, mathematics, science, social studies, and ELD is based on the California State Content Standards and Framework. Each year, teachers design an instructional program that is aligned to the standards. Instruction is guided by standards and best practices. Curriculum alignment will continue across all grade levels and time is provided for teachers to align all instruction, assessments and curriculum to the standards.

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

Each year, Maxson teachers develop individual classroom daily schedules. The recommended instructional minutes in reading/language arts and mathematics are incorporated into their schedules. The principal provides both the District Office and the teachers with the school's instructional minutes chart.

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

At Maxson, lesson pacing reflects the District pacing requirements. This pacing includes time for intervention strategies. Teachers utilize whole group instruction, small group instruction and classroom centers to incorporate the interventions. Computer programs are standards based and target both individual academic and specific skill needs.

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

Material selection is driven by the State of California timelines. Teachers utilize District-adopted standards-based materials in reading/language arts, mathematics, English language development, science and social studies. Maxson is 100% compliant in having standards based instructional materials available to students as evidenced through full compliance with the Williams Act, a yearly audit performed by the State of California.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students use SBE-adopted and standards-aligned instructional materials--the District adopted Mcmillan-McGraw-Hill math for grades K-6 in 2008-2009, Houghton Mifflin language arts program in 2003-2004, and Systematic ELD for our English Learner population in 2008. All literacy, math and supplemental purchases are standards-based and based on research based best practices. Funds from the school budget are utilized to purchase intervention materials and any supplemental standards based instructional materials. Teachers submit request for need instructional materials which are then approved and purchased with funds.

Opportunity and Equal Educational Access

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

All students have equal access to educational opportunities address grade level standards during the school day. Teachers in K-3 have been trained in CELL in order to provide instruction to all students based on assessed need. Every Maxson teacher was trained in Project GLAD and Systematic ELD. There are extended day education opportunities for intervention and enrichment programs. The THINK Together program provides a strong after school program to support students in grades 1-6 with academic assistance, along with social development. Educational assemblies provide enrichment to students in the area of language arts, mathematics, science and social studies if funds are available.

14. Research-based educational practices to raise student achievement

All intervention programs, classroom instruction, and after school programs use research based best practices. Teachers and staff have been trained in lesson presentation, visuals, energizers, use of the "I Do, We Do, You Do" and "Think-Pair-Share" strategies, etc., to assist in raising student achievement. Positive discipline and character counts is a school wide focus which allows students to have better self esteem and to contribute to the school through community service.

Parental Involvement

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

Title I funds are used to pay for outside District approved intervention programs and school intervention programs for under-achieving students. Maxson's community liaison paraprofessional, as well as Head Start presenters, collaborate to provide research-based training to parents. At Maxson, we will focus on offering parenting classes. On-going professional trainings will be offered to parents regarding language development, early literacy, testing, nutrition and parenting skills. Parents are given the opportunity to attend school, community and District functions. A Parent Action Team will continue to involve families in the school's path for high academic achievement. District and Maxson's Parent Advisory Committee (PAC) and English Language Action Committees (ELAC) are held regularly to determine the needs of the community and receive parent feedback.

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

The School Site Council and English Learner Action Committee, which includes parents, teachers, and staff, evaluate, write and approve the school plan. Monthly, the School Site Council and ELAC review the school budget and look at assessment data.

Funding

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

Categorical funds provide the funding for intervention programs, teacher professional development, supplemental instructional materials, workshops, library, SST referral meetings, team teaching, computer lab and technology programs, parent participation, professional learning communities and educational assemblies/trips.

18. Fiscal support (EPC)

90% of categorical funds pays personnel costs. Categorical dollars are limited to fulfill the vision of Maxson to meet the achievement gap of its under-performing students.

Description of Barriers and Related School Goals

100% of Maxson's students are eligible for free and reduced lunch. 53% of our students are identified ELL, 43% of our parents have not completed high school. Families agree to and sign a Title I Home-School Compact annually. Through improved instructional practices, better home to school communication and appropriate curriculum, these particular barriers will be addressed and student needs will be answered. All pertinent school and classroom materials and communications are translated for our families. A parent handbook is distributed to parents to assist with communication and school information.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	485	465	413	2	2	2	0	0	0	17	16	13
Growth API	765	758	759							901	931	930
Base API	751	766	758							898	901	932
Target	5	5	5									
Growth	14	-8	1									
Met Target	Yes	No	No									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	466	447	398	329	332	290	484	465	148	23	27	17
Growth API	760	752	754	747	751	756	765	758	731	700	708	677
Base API	747	761	752	726	747	751	751	766	758	678	700	708
Target	5	5	5	5	5	5	5	5	5			
Growth	13	-9	2	21	4	5	14	-8	-27			
Met Target	Yes	No	No	Yes	No	Yes	Yes	No	No			

Conclusions based on this data:

1. Maxson School made a slight (1 point) increase in its overall API score from the previous year -- from 758 to 759. This growth was mainly due to an increase gain in the area of mathematics.
2. Growth was reflected in our English Language Learners subgroup gaining 5 API points from 751 to 756. The Hispanic sbgroup gained 2 API points - 752 to 754.
3. The Socially Disadvantaged subgroup scores declined from the previous year from 765 to 731 - a 27 point decline. Much of this decline is due to the redefinition of the disadvantaged subgroup.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	--	--		100	100	100
Number At or Above Proficient	215	214	164	--	--		--	--		13	16	11
Percent At or Above Proficient	44.3	46.0	39.7	--	--	--	--	--	--	76.5	100.0	84.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	96	100	100
Number At or Above Proficient	201	198	152	131	144	111	215	214	52	11	14	4
Percent At or Above Proficient	43.1	44.3	38.2	39.8	43.4	38.3	44.4	46.0	35.1	47.8	51.9	23.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	Yes	Yes	No	No	No	No	--	--	--

Conclusions based on this data:

1. Maxson did not meet the 2013 AYP target in language arts and did not achieve safe harbor in any subgroup. At the end of the 2013 school year, schoolwide 39.7% of the students assessed were proficient/advanced in the area of Language Arts. This was a drop of 6.3% from 46.0% to 39.7%.
2. Significant subgroups dropped about 5-6 percentile points from the previous year with the exception of Socially Disadvantaged. Socially Disadvantaged data cannot be compared to the prior year due to the change in criteria for identifying students.
3. English Language Arts scores have dropped each year for the past 3 years schoolwide and for all subgroups.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	--	--		100	100	100
Number At or Above Proficient	245	239	222	--	--		--	--		15	15	12
Percent At or Above Proficient	50.5	51.4	53.8	--	--	--	--	--	--	88.2	93.8	92.3
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	96	100	100
Number At or Above Proficient	228	223	209	163	164	159	245	239	67	13	17	9
Percent At or Above Proficient	48.9	49.9	52.5	49.5	49.4	54.8	50.6	51.4	45.3	56.5	63.0	52.9
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	No	Yes	No	No	No	--	--	--

Conclusions based on this data:

1. Maxson students demonstrated growth of 2.4% in the area of Mathematics with 53.8% of the students scoring at or above proficient in the area of mathematics at the end of the 2013 school year. Maxson did not meet the 2013 AYP target in mathematics.
2. All students within our Hispanic and English Learner subgroups did demonstrate a slight growth in mathematics with our English Learner population achieving the safe harbor target of 54.8%.
3. Students in grades 3 and 4 realized the highest scores in mathematics with 67% and 55% respectively. Grade 6 has made steady progress over the past 4 years increasing from 22% at or above proficient in 2010 to 40% in 2013.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	0	0	0	0	0	0	0
1	3	5	12	18	21	32	20	30	10	15	66
2	2	4	10	19	16	30	21	40	4	8	53
3	4	6	19	28	29	43	14	21	2	3	68
4	3	8	17	43	16	40	4	10	0	0	40
5	3	7	9	21	28	67	2	5	0	0	42
6	5	12	12	29	19	45	4	10	2	5	42
Total	20	6	79	25	129	41	65	21	18	6	311

Conclusions based on this data:

1. At Maxson, the greatest percentage of EL Learners are at the Intermediate, Early Advanced, and Advanced Levels in grade 4, 5, and 6.
2. The number of ELs test in grades 4, 5 and 6 is relatively similar with 40-42 EL in each grade level.
3. The number of students reclassified in grades 4, 5 and 6 does not impact the overall EL count.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0.0%	1	2	15	23	19	29	31	47	66
1	3	4	12	18	22	33	20	30	10	15	67
2	2	4	10	19	16	30	21	39	5	9	54
3	4	6	19	28	29	43	14	21	2	3	68
4	3	8	17	43	16	40	4	10	0	0.0%	40
5	3	7	9	21	28	67	2	5	0	0.0%	42
6	5	12	12	28	19	44	4	9	3	7	43
Total	20	5	80	21	145	38	84	22	51	13	380

Conclusions based on this data:

1. The percentage of students scoring at the Beginning and Early Intermediate levels from K-6 shows a pattern of reduction from a high of 31 in kindergarten to 3 in grade 6 at the Beginning level and from a high of 19 in kindergarten to a low of 4 in grade 6 in the early intermediate levels.
2. The number of students scoring advanced from grades 1-6 remains pretty constant with a range of 2-5 students per grade level.
3. The majority of ELs are grouped at the intermediate levels with a range of 23.0% to 67.0%.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	378	344	311
Percent with Prior Year Data	100.0%	99.4%	100.0%
Number in Cohort	378	342	311
Number Met	201	182	151
Percent Met	53.2%	53.2%	48.6%
NCLB Target	54.6	56.0	57.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	348	98	323	101	296	83
Number Met	71	29	63	44	64	27
Percent Met	20.4%	29.6%	19.5%	43.6%	21.6%	32.5%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	No	No	No	Yes	No

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

Conclusions based on this data:

1. English Learners did not meet their Title III Accountability goals in most areas as measured by AMAO I, II, and III. For the AMAO I, 48.6% of students met their NCLB Target (Goal 57.5%); .
2. AMAO 2 results demonstrated that those EL students who have had less than 5 years of EL instruction met their NCLB target of 21.6% (Goal 21.4%). However, those EL students with 5 or more years of instruction did not meet their target of 47.0%, scoring only 32.5%.
3. For AMAO 3, Maxson met their CST testing participation rate, however, did not reach their target for proficient or above in either language arts or math as measured by the results on the CST.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	4,011	4,035	3,848
Percent with Prior Year Data	100	99.8	100.0
Number in Cohort	4,011	4,025	3,848
Number Met	2,112	2,455	2,058
Percent Met	52.7	61.0	53.5
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3,493	1,388	3,321	1,484	3,224	1,412
Number Met	721	561	804	709	714	625
Percent Met	20.6	40.4	24.2	47.8	22.1	44.3
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	No	Yes	Yes	Yes	No

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

Conclusions based on this data:

1. For AMAO 1 100% of annual English Learner testers were administered the CELDT test; however, only 53.5% out of 57.5% the cohort made annual progress in learning English as measured by the CELDT.
2. For AMAO 2a 22.1% of the cohort achieved the target of 21.4% in proficiency in English as measured by the CELDT. For AMAO 2b 44.3% of the cohort achieved the target of 47.0% in proficiency in English as measured by the CELDT.
3. For AMAO 3 the District met the participation rate targets on the CSTs in English-Language Arts and Mathematics; however, the proficiency rates on the English-Language Arts and Mathematics California Standards Test were not met.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts
LEA GOAL:
Each student will increase by one proficiency level or maintain proficient or advanced level in language art and math.
SCHOOL GOAL #1:
All students including each significant sub-group will attain academic achievement as measured by the Adequate Yearly Progress (AYP) goal of 100% students being proficient for the 2013-2014 school year or meet/exceed safe harbor target of 45.7%.
Data Used to Form this Goal:
California Standards Test (CST) in English Language Arts scores; grade level common assessments; or District language arts benchmark test results.
Findings from the Analysis of this Data:
<p>Maxson did not meet the 2013 AYP target in English Language Arts and did not achieve safe harbor in any subgroup. At the end of the 2013 school year, schoolwide 39.7% of the students assessed were proficient/advanced in the area of Language Arts. English Language Arts scores have dropped each year for the past 3 years schoolwide and for all subgroups.</p> <p>Although vocabulary instruction does appear to be standards-based, Maxson students continue to have challenges regarding their vocabulary development as evidenced by the above assessments. Day to day instructional conversation does not necessarily reflect the consistent use of academic and content vocabulary (Tier II and Tier III vocabulary). Although student writing does appear to be standards-based, it seems to be group work oriented rather than student generated writing especially in the primary grades. In addition, the approach and instructional strategies are inconsistent from one grade level to another grade level.</p>
How the School will Evaluate the Progress of this Goal:
Annual CST, API, and AYP test results

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> All grade level teams will collaborate to provide consistency in delivering the core curriculum and researched-based intervention programs to provide systematic and vertical alignment across grade levels. Teachers will use a cycle of inquiry to develop instructional plans to address the academic needs of all students with special emphasis on EL and special needs students. Grade levels will implement common assessments to measure student progress (District Benchmark Tests, chapter tests, Intel Assess) and meet to review results. Several grade levels will implement the Curriculum Alignment process. Each teacher will identify targeted students to move to Proficient or Advanced on the CST in Language Arts. Review CST Blueprints to focus curriculum and instruction. The SSC parents and staff were involved in the writing and formation of the Single Plan. The SSC reviewed and approved the Single Plan. All students, include special needs students (Special Education, ELL, GATE and at-risk) are included in the regular program and are not isolated or 	July 2013 - June 2014	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Instructional Assistants, Librarian, Clerk, Health Clerk 		Title I	44,314
			Instructional Assistants, Librarian, Clerk, Health Clerk		School Based Coordinated Program (SBCP)	76,378
			<ul style="list-style-type: none"> -Materials as needed -Resources as needed 		School Based Coordinated Program (SBCP)	2,200
			Reprographics		School Based Coordinated Program (SBCP)	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> • Houghton Mifflin Adoption Support-Grades K-6 • Accelerated Reader program • Schoolwide strategies of Graphic Organizers, National Vocabulary List, whiteboards, and think/pair/share will be used. • Systematic ELD instruction (K-6) • Guided Language Acquisition Design (GLAD) strategies for EL learners • Continue improving site libraries • Peace Builder • Schoolwide ELD strategies • “I Do, We Do, You Do” lesson implementation • -Utilization of the following strategies schoolwide --Think-Write-Pair-Share, Ticket Out the Door, Sentence Frames and Interactive Notebooks • Improved structure and software of technology system • RtI to support all students and guide Special Ed. assessment • CST Awards Assemblies • Assemblies • Collaborative RSP instruction model • Curriculum Alignment Process • Measuring Up 	ongoing	Teachers, Staff & Administrators	Extra Duty Hours <ul style="list-style-type: none"> • Additional AR Tests & Books • Measuring UP workbooks • Enrichment books • Reprographics • Other instructional materials as needed • Test Prep materials • Additional classroom computers • Technology Replacement/ Repairs) • Technology (ink cartridges, software, Printers, CD’s, power surges, diskettes, digital cameras, projection bulbs etc.) • Phonics books • Other supplemental materials • Awards/Rewards (Medals, trophies etc.) 		Title I School Based Coordinated Program (SBCP)	2,000 2,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning time: <ul style="list-style-type: none"> Implement Schoolwide intervention programs during the instructional day Identified students will participate in any school tutoring programs based on low academic performance & teacher selection GATE Institute Library Program Lexia Phonics THINK Together after school program Grade level collaboration meetings 	ongoing	Teachers, Staff & Administrators Instructional Aides, IMC, Librarian, Computer Tech, Health Aide, Community Liaison.	<ul style="list-style-type: none"> Extra duty hours Supplemental reading materials SIPPS materials Voyager Ticket to Read materials Incentive Awards/Rewards Technology licenses and programs Auxiliary Services 		Title I School Based Coordinated Program (SBCP)	4,000 2,000
Increased educational opportunity: <ul style="list-style-type: none"> All students have equal access to educational opportunities addressing grade level standards during the school day. Develop extended day educational opportunities Field trips that meet the identified needs of target populations Assemblies Reading is Fundamental assemblies (K-3) Recess Reading Room Social Skills Training Folklorico Back to School Night, Open House, Parent Conferences Parent Handbook 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Materials as needed Student Planners Extra Duty hours Supplemental materials SIPPS Computer technician Transportation fees Auxiliary Services 		Title I School Based Coordinated Program (SBCP)	2,500 1,800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: <ul style="list-style-type: none"> Curriculum alignment/Houghton Mifflin data analysis Constructing Meaning training Assessment training Teacher conferences/in-services Systematic ELD training Grade level span meetings District articulation Literacy Team Teaching Peace Builders CELDT training Curriculum Alignment training Data interpretation training School City training Support to combination classes 	ongoing	Teachers, Staff, and Administrators	<ul style="list-style-type: none"> Registration fees Materials as needed Catering Consultant fees Supplemental Materials Translators Training materials 		Title I School Based Coordinated Program (SBCP)	1,000 1,800
			Substitutes		Title I	9,000
			Custodial Extra Duty Hours		General Fund	1,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Writing
LEA GOAL:
Each student will increase by one proficiency level or maintain proficient or advanced level in language arts and math.
SCHOOL GOAL #2:
All students including each significant subgroup will achieve academic achievement as measured by AYP goal of 100% of students being proficient for the 2012-13 school year or meet/exceed safe harbor target of 45.7%.
Data Used to Form this Goal:
Ongoing Grade K-6 writing benchmark assessments and writing test results and Grade 4/7 Writing CST.
Findings from the Analysis of this Data:
<p>Maxson did not meet the 2013 AYP target in language arts and did not achieve safe harbor in any subgroup. At the end of the 2013 school year, schoolwide 39.7% of the students assessed were proficient/advanced in the area of Language Arts. English Language Arts scores have dropped each year for the past 3 years schoolwide and for all subgroups.</p> <p>Student writing continues to be a focus. It is a standards based, however writing instruction appears to be group work oriented rather than student generated--especially in the primary grades. In addition, the approach and instructional strategies are inconsistent from one grade level to another grade level.</p>
How the School will Evaluate the Progress of this Goal:
Grade K-6 writing assessments and Grade 4/7 Writing CST.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> All grade level teams will collaborate to provide consistency in delivering the core curriculum and researched based intervention programs with systematic and vertical alignment across grade levels. All team members will develop daily, weekly, and monthly lessons that reflect grade level writing standards and include all elements of the writing process for all students. - Grade levels will develop and implement a common assessment to measure student progress and monitor quarterly to guide instructional program Houghton Mifflin writing District Writing Benchmarks will be assessed All students, include special needs students (Special Education, ELL, GATE and at risk) are included in the regular program and are not isolated or segregated. All teachers and instructional assistants meet NCLB requirements and are highly qualified. 	July 2013-June 2014	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Extra duty hours Reprographics Materials as needed License fees Substitutes 		Title I School Based Coordinated Program (SBCP) School Based Coordinated Program (SBCP) Title I	1,500 1,000 2,000 6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies: <ul style="list-style-type: none"> • Writing Process Steps including 6 Traits, Step Up to Writing, 4 Square Writing, Thinking Maps, Common Core Writing Expectations • -Daily Language Review • Use of Common Core Test preparation materials • Additional computers for each classroom • Upgrades to the computer lab • Integration with other subjects/ Thematic Teaching • Thinking Maps • RSP collaboration with general education teachers • National Vocabulary Lists • Whiteboards • Choral Response • Think/pair/share • Document Camera 	ongoing	Teachers, Staff & Administration	<ul style="list-style-type: none"> • Supplemental materials • Extra duty hours • Reprographics, • Technology (ink cartridges, paper, software, CD's, power surges, paper diskettes, digital cameras, projection bulbs, computers, scanners- additional hardware as needed) • Dictionaries • Ellison die casts, laminating machine • Book binding supplies • Transparencies • Instructional materials as needed • Duplo machine • Contracts • Consultants • Training materials • Custodial services 		Title I School Based Coordinated Program (SBCP)	1,700 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: <ul style="list-style-type: none"> • Before/ After school tutoring • Summer Programs • GATE Institutes • THINK Together Program • Stone Soup • Back to School Night, Open House, Parent Conferences 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> • Extra duty hours • Reprographics • Supplemental material • Materials as needed 		General Fund School Based Coordinated Program (SBCP)	2,000 1,000
Increased educational opportunity: <ul style="list-style-type: none"> • All students have equal access to educational opportunities addressing grade level standards during the school day • Assemblies • Develop extended day educational opportunities that meet the identified needs of target population • Field trips • Parent Handbook 	July 2012 - June 2013	Teachers, Staff & Administrators	<ul style="list-style-type: none"> • Transportation • Supplemental materials • Materials as needed • Student planners 		ASB School Based Coordinated Program (SBCP)	8,000 2,000
Staff development: <ul style="list-style-type: none"> • Conferences • Inservices • Grade level meetings • District articulation • Team Teaching • Curriculum Alignment • Illuminate Training • Thinking Maps Training • Systematic ELD Training • Construct Meaning Training 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> • Registration fees, consultant fees • Extra duty hours • Materials as needed • Supplemental materials • Substitute teachers • Training materials 		Title I School Based Coordinated Program (SBCP)	1,000 3,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Mathematics
LEA GOAL:
Each student will increase by one proficiency level or maintain proficient or advanced level in language art and math.
SCHOOL GOAL #3:
All students including each significant subgroup will achieve academic achievement as measured by AYP goal of 100% of students being proficient for the 2012-13 school year or meet safe harbor target of 58.4%.
Data Used to Form this Goal:
CST language arts scores; grade level common assessment; or district language arts benchmark test results.
Findings from the Analysis of this Data:
<p>Maxson students demonstrated growth in the area of Mathematics with 53.8% of the students scoring at or above proficient in the area of mathematics at the end of the 2013 school year.. Maxson did not meet the 2013 AYP target in mathematics. All students within our Hispanic and English Learner subgroups did demonstrate a slight growth in mathematics with our English Learner population achieving the safe harbor target of 54.8%. Students in grades 3 and 4 realized the highest scores in mathematics with 67% and 55% respectively. Grade 6 has made steady progress over the past 4 years increasing from 22% at or above proficient in 2010 to 40% in 2013.</p> <p>Although student mathematics instruction does appear to be California standards-based, student assessment scores on common assessments, District benchmarks, and State assessments are not reflecting high achievement of students and with the best implementation of standards-based instruction in math. Mathematical computational skills, concepts and problem solving that are taught are somewhat inconsistent from one grade level to another.</p>
How the School will Evaluate the Progress of this Goal:
Grade level common assessments, District mathematics benchmark test results and Annual CST, API, and AYP test results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: <ul style="list-style-type: none">-All grade level teams will collaborate to provide consistency in delivering the core curriculum and researched based intervention programs to provide systematic and vertical alignment across grade levels.-Grade levels will implement District benchmarks to measure student progress-Each teacher will identify targeted students to move to Proficient or Advanced on the CST in math and move from the three lowest bands on the API.-Teachers will consistently review together student data as observed in common, District, and other class/grade level assessments and Maxson's restructuring plan.	July 2013-June 2014	Teachers, Staff & Administrators	Instructional Assistants and other Classified Staff	Title I	44,315	
			Instructional Assistant and other Classified Staff	School Based Coordinated Program (SBCP)	76,378	
			Materials as needed	School Based Coordinated Program (SBCP)	1,000	
			Extra Duty hours	Title I	1,000	
			Reprographics	School Based Coordinated Program (SBCP)	1,000	
Improvement of Instructional Strategies and materials: <ul style="list-style-type: none">-Use of Direct Instruction-Accelerated Math-Math Facts in a Flash-Measuring Up-White Board-Utilization of Neo 2s in some classrooms-Common Core Test Prep materials will be used as samples to guide instruction-Curriculum Alignment	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none">Materials as neededExtra duty hoursSupplemental materials such as basic math fact sheets	School Based Coordinated Program (SBCP)	500	
				School Based Coordinated Program (SBCP)	1,500	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: <ul style="list-style-type: none"> -School-wide strategies of using assessment in CST format, Think/pair/share and graphic organizers and vocabulary building -School-wide basic facts assessment program -Continue Math benchmark assessments -Differentiated instruction -RSP collaboration with general education teachers 	ongling	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Library books Reprographics Technology- (Printers, keyboards, software, ink cartridges, computers) Test Prep. Materials Manipulatives Computer Math Program Auxiliary Personnel 		School Based Coordinated Program (SBCP) 2,500 School Based Coordinated Program (SBCP) 1,900	
Extended Learning time: <ul style="list-style-type: none"> -Before/ After school math tutoring -GATE Institutes 	ongling	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Extra duty hours Reprographics Supplemental materials Materials as needed 		Title I 1,000 School Based Coordinated Program (SBCP) 900	
Increased Educational Opportunity: <ul style="list-style-type: none"> -All students have equal access to educational opportunities addressing grade level standards during the school day. -Develop extended day educational opportunities that meet the identified needs of target populations -Back to School Night, Open House, Parent Conferences -Parent Handbook 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Transportation Supplemental materials Materials as needed Student Planners 		ASB 2,000 School Based Coordinated Program (SBCP) 1,700	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development and Professional Collaboration: <ul style="list-style-type: none"> -Conferences -Staff Development -Math inservices -Grade level meetings -District articulation -Math curriculum committee -Team teaching -Looking at Student Work (LASW) Samples -School City training -Illuminate training 	ongoing	Teachers, Staff & Administrators	• Registration fees		Title I	1,000
			<ul style="list-style-type: none"> • Consultant fees • Extra duty hours • Supplemental materials • Substitutes • Materials as needed • P.E. Teacher • Custodial services • Materials as needed 		Title I	1,120

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:

SUBJECT: English Language Development
LEA GOAL:
Each EL student will increase by one CELDT level.
SCHOOL GOAL #4:
By June 2014, All English language learners (ELLs) will achieve academic achievement as measured by Title III AYP goals with 100% of students being proficient as measured by English Language Arts and Math CST respectively. Additionally 65% (target 59%) of ELLs will advance one level as measured by CELDT for the 2013-2014 school year. At least 22.8% of ELs with 5 years EL designation will be early advanced and/or advanced on the CELDT.
Data Used to Form this Goal:
Annual CELDT/CST results, reclassification documents, and ELD Profile Card data
Findings from the Analysis of this Data:
<p>Maxson did not meet the 2013 AYP target in language arts and did not achieve safe harbor in any subgroup including English Learners.. At the end of the 2013 school year, schoolwide 39.% of the students assessed were proficient/advanced in the area of Language Arts. English Language Arts scores have dropped each year for the past 3 years schoolwide and for all subgroups.</p> <p>English Learners did not meet their Title III Accountability goals in most areas as measured by AMAO I, II, and III. For the AMAO I, 48.6% of students met their NCLB Target (Goal 57.5%);</p> <p>AMAO 2 results demonstrated that those EL students who have had less than 5 years of EL instruction met their NCLB target of 21.6% (Goal 21.4%). However, those EL students with 5 or more years of instruction did not meet their target of 47.0%, scoring only 32.5%.</p> <p>Although vocabulary instruction does appear to be standards-based, Maxson students continue to have challenges regarding their vocabulary development as evidenced by the above assessments. Day to day instructional conversation does not necessarily reflect the consistent use of academic and content vocabulary (Tier II and Tier III vocabulary)</p> <p>Although student writing does appear to be standards-based, it seems to be groups work oriented rather than student generated writing especially in the primary grades. In addition, the approach and instructional strategies are inconsistent from one grade level to another grade level.</p>
How the School will Evaluate the Progress of this Goal:
Annual CELDT/CST test results, reclassification rates, and ELD Profile Cards.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of Instruction with Content Standards:</p> <ul style="list-style-type: none"> -All grade level teams will collaborate to provide consistency in delivering ELD researched-based intervention programs to provide systematic and vertical alignment across grade levels. -Teachers will identify and implement a school wide ELD strategy – sentence stems, visuals, 50% on student talking, ticket out the door, I Do, We Do, You Do, Think-Write-Pair-Share, and Answer in Complete Sentences. -Teachers will use a cycle of inquiry to develop instructional plans to address the academic needs of English Learner students. -Each teacher will identify targeted EL students to move to Proficient or Advanced on the CST in language Arts and move from the three lowest bands on the API. -Teachers will level EL students based on CELDT identification and Express Assessment to provide Systematic ELD instruction. -District ELD Pre/Post Assessments -Review ELD Standards and CELDT Blueprint to focus curriculum instruction -All students, including special needs students (Special Education, ELL, GATE and at risk) 	July 2013-July 2014	Teachers, Staff & Administrators	<ul style="list-style-type: none"> • Extra duty hours • Reprographics • Materials as needed, Lenovo lap tops • Auxiliary Personnel 		<p>Title I</p> <p>School Based Coordinated Program (SBCP)</p> <p>School Based Coordinated Program (SBCP)</p>	<p>1,097</p> <p>800</p> <p>2,200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of Instructional Strategies and Materials: <ul style="list-style-type: none"> - Systematic ELD - Construct Meaning - Differentiated Instruction - SDAIE strategies - Other supplemental materials - Cycle of Inquiry - CELL strategies - Project GLAD strategies 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Tape recorders/ CD/DVD Players Supplemental materials Materials as needed Reprographics Extra Duty hours Transparencies Technology (color ink cartridges, software, CD's, power surges, diskettes, projection bulbs, digital cameras, videos, printers) Enrichment materials 		School Based Coordinated Program (SBCP) School Based Coordinated Program (SBCP)	1,000 2,000
Extended Learning Time: <ul style="list-style-type: none"> - After School Program - Phonemic awareness - Vocabulary - Fluency Comprehension 	ongoing	Teachers & Administrators	<ul style="list-style-type: none"> Materials as needed Reprographics Extra duty hours Supplemental Materials 		Title I School Based Coordinated Program (SBCP)	1,000 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity: <ul style="list-style-type: none"> -All students have equal access to educational opportunities addressing grade level standards during the school day. -Develop extended day educational opportunities that meet the identified needs of target populations (Think Together, Oxford Picture Dictionaries and Realia) -Field trips -Parent Handbook 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Transportation fees Materials as needed Supplemental Materials Student planners 		ASB School Based Coordinated Program (SBCP)	1,000 1,500
Staff Development and Professional Collaboration: <ul style="list-style-type: none"> -Teacher conferences -Systematic ELD Training -Grade level planning meetings -Staff development -Inservices -District articulation -ELD teacher -Team Teaching -CELDT Training 	ongoing	Teachers, Staff & Administrators	<ul style="list-style-type: none"> Registration fees Materials as needed Supplemental materials Consultants SubstituteTeachers		Title I School Based Coordinated Program (SBCP) Title I	1,000 1,000

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:

SUBJECT: Improving Student Achievement in the Content Areas
LEA GOAL:
SCHOOL GOAL #5:
By June 2014, all students at Maxson will be actively involved in developmentally appropriate lessons which address the California State Standards for the content areas at their grade level.
Data Used to Form this Goal:
Science CST
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Science CST, Teacher assessments, science & social studies projects

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards: <ul style="list-style-type: none"> -All grade levels will identify key science/social studies standards that will build on the content areas knowledge base. 	July 2013 - June 2014	Teachers and Administrators	<ul style="list-style-type: none"> -Reprographics -Materials as needed -Scotts Foresman/Pearson 		School Based Coordinated Program (SBCP)	1802

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of Instructional Strategies and Materials: <ul style="list-style-type: none"> • -Simulation • -Appropriate grade level videos to accompany units of study • -Appropriate supplemental literature/Options • -Options science materials • -Thematic teaching -- integration with other subjects. • -RSP/SDC collaboration • -Foss/Science Kits • -Science Journals/notebooks • -Scientific Investigations • -Environmental Programs • -GLAD • -Graphics/California Streaming • -IMovie Programs 	ongoing	Teachers and Administrators	Supplemental Materials		School Based Coordinated Program (SBCP)	1,500
Extended Learning Time: <ul style="list-style-type: none"> • -Science & Math Olympiad • -The Student Study Team meets once a month to discuss resources for intervention for students determined to be at risk by individual classroom teachers. 	ongoing	Teachers and Administrators	<ul style="list-style-type: none"> • -Supplemental materials • -Extra Duty Hours, as appropriate • -Substitutes 		School Based Coordinated Program (SBCP)	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity: <ul style="list-style-type: none"> -Field Trips -All students have equal access to educational opportunities addressing grade level standards during the school day. -Develop extended day educational opportunities that meet the identified needs of target populations. -All students receive instruction in Maxson's Computer Lab on a weekly basis. A computer technician is available to assist teachers. -Educational assemblies provide enrichment in the areas of language arts, math, science, and social studies. 	ongoing	Teachers and Administrators	<ul style="list-style-type: none"> -Field Trip Admission fees -Materials as needed -Supplemental materials. 		ASB	1,000
Staff Development and Professional Collaboration: <ul style="list-style-type: none"> -District articulation -Conferences -Staff Development -Inservices -Graded level meetings -Team teaching -RSP/SDC Collaboration-Share strategies at PLC and staff meetings 	ongoing	Teachers and Administration	Registration fees			1,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	ASB	12,000.00
	General Fund	3,000.00
	School Based Coordinated Program (SBCP)	201,058.00
	Title I	124,546.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASB	12,000.00
General Fund	3,000.00
School Based Coordinated Program (SBCP)	201,058.00
Title I	124,546.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	151,192.00
Goal 2	31,200.00
Goal 3	137,813.00
Goal 4	14,597.00
Goal 5	5,802.00

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
Aileen J. La Corte, Ph.D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elia Mejorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cecilia Fonseca	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edita Vasquez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Cabrera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guadalupe Luque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angelica Marure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Romelia Luna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carmen Ferrusquia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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):
Maxson Leadership Team

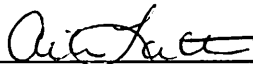
Signature

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:

Dr. Aileen J. La Corte

Typed Name of School Principal



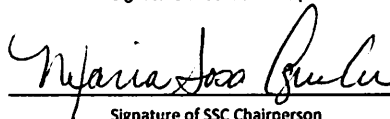
Signature of School Principal

11/14/13

Date

Maria Soso-Aguilar

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/14/13

Date

DISTRITO ESCOLAR MOUNTAIN VIEW

Escuela Primaria Maxson
Acuerdo entre Hogar – Escuela

El Compromiso del Estudiante

Yo entiendo que la educación es importante para mí. Yo soy responsable de mis propios triunfos.

1. Yo seré responsable de llegar a la escuela a tiempo, en uniforme, y preparado para hacer lo mejor que puedo.
2. Yo cooperaré con todos en la escuela.
3. Yo me respetaré a mí mismo y respetaré los derechos de los demás.
4. Yo seguiré las reglas de la escuela y clase.
5. Yo entregaré mi trabajo de clase y tarea a tiempo.
6. Yo seré responsable de leer y estudiar en casa.
7. Yo seré respetuoso, responsable, y un solucionador de problemas

Firma del Estudiante

Fecha

El Compromiso del Maestro

Yo entiendo la importancia de una educación de calidad para cada estudiante y mi papel como educador y modelo positivo.

1. Yo seré responsable de crear un ambiente de aprendizaje positivo, seguro y saludable.
2. Yo proveeré un programa instructivo que abarque las necesidades individuales de todos los estudiantes.
3. Yo me comunicaré con los padres regularmente.
4. Yo asignaré tarea con instrucciones claras y apropiadas.
5. Yo alentaré a los estudiantes para que lean diario en la escuela y en la casa.
6. Yo voy a fomentar la comprensión de su hijo/a sobre el respeto, la responsabilidad, y la resolución de sus propios problemas.

Firma del Maestro

Fecha

El Compromiso del Padre

Yo entiendo que mi participación en la educación de mi hijo/a ayudará con sus logros y actitud.

1. Yo seré responsable de promover altos niveles y estudio diario proveyendo un sitio apropiado y tranquilo para que complete todas las tareas.
2. Yo daré mi apoyo a las pólizas de tareas, asistencia, disciplina y el uso del uniforme en la escuela.
3. Yo me aseguraré que mi hijo/a duerma adecuadamente y tenga una buena dieta.
4. Yo me involucraré en la educación de mi hijo/a a través de mi participación en eventos escolares.
5. Yo escucharé a mi hijo/a o leeré con él/ella todos los días.
6. Yo leeré toda la información de la escuela y me pondré en contacto con la escuela si tengo alguna pregunta o preocupación.
7. Yo voy a fomentar la comprensión de mi hijo/a sobre el respeto, la responsabilidad, y la resolución de sus propios problemas.

Firma del Padre

Fecha

MOUNTAIN VIEW SCHOOL DISTRICT

Maxson Elementary School Home – School Compact Agreement

The Student's Pledge

I understand that education is important to me. I am the one responsible for my own success.

1. I will be responsible for coming to school on time, in uniform, and being prepared to do my best
2. I will cooperate with everyone in the school.
3. I will respect myself and the rights of others.
4. I will follow the school and classroom rules.
5. I will turn in the class and homework on time.
6. I will be responsible for reading and studying at home.
7. I will be respectful, responsible, and a problem solver.

Student's Signature

Date

The Teacher's Pledge

I understand the importance of quality education for every student and my role as an educator and positive role model.

1. I will be responsible for creating a safe, positive, and healthy learning environment.
2. I will provide a challenging, instructional program which addresses the individual needs of all students.
3. I will communicate with parents on a regular basis.
4. I will assign appropriate homework with clear instructions.
5. I will encourage each student to read daily at school and at home.
6. I will promote your child's understanding of respect, responsibility, and solving his or her own problems.

Teacher's Signature

Date

The Parent's Pledge

I understand that my participation in my child's education will help her/his achievement and attitude.

1. I will be responsible for promoting high standards and regular study by providing a quiet, suitable place for completing all homework.
2. I will support the school's homework, discipline, uniform and attendance policies.
3. I will make sure my child gets adequate sleep and has a healthy diet.
4. I will get involved in my child's education through participation in school events.
5. I will listen to or read with my child every day.
6. I will read all school – home communications and contact the school when I have questions or concerns.
7. I will promote my child's understanding of respect, responsibility, and solving his or her own problems.

Parent's Signature

Date