

# The Single Plan for Student Achievement

**School:** Mariposa Elementary School  
**CDS Code:** 30664496027460  
**District:** Brea Olinda Unified School District  
**Principal:** Daryn Coburn  
**Revision Date:** December 8, 2016

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 12/12/16.**

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## School Vision and Mission

### Mariposa Elementary School's Vision and Mission Statements

Mission Statement: Our mission at Mariposa Elementary School is to provide for every child a comprehensive education with an array of enrichment opportunities in a safe, affirming, and stimulating environment. The Mariposa Philosophy: 1. To provide an academically rigorous education aligned with CCSS (Common Core State Standards) that challenges each student to develop independent thinking skills and expand cultural awareness. 2. To provide student support services that strengthen the emotional, physical, and social needs of our students and build their self-esteem. 3. To provide a safe, clean, structured, yet nurturing climate for learning. 4. To foster life-long effective 21st Century skills that produce responsible, collaborative citizens, who contribute positively and ethically to society, who know how to create locally, share globally, and who cherish and protect the environment.

## School Profile

Mariposa Elementary School is founded on a firm commitment to create a school where the learning environment is exceptional. Our rigorous academic Common Core State Standards-based program is designed to provide a strong and diverse instructional education for all students. High expectations on the part of staff, students, parents and the community ensure our pursuit of excellence. In addition, Mariposa is a California Distinguished School.

Mariposa is located in the northern section of the city of Brea. The school opened its doors in 1967 to grades kindergarten through six, but now has pre-school and transitional kindergarten. The educational program is tailored to meet the needs of an increasing diverse population. Many diverse ethnicities and languages are represented on campus. In the spring of 2017, the school will celebrate its 50th anniversary.

The school facility consists of 27 classrooms, a multipurpose room/cafeteria, and a thriving Media Center/Library. Students are served through a comprehensive program including the Media Center, our Roland Music Lab, Resource Specialists and Special Day Class programs. English Language Learners receive instruction in English Language Development delivered by CLAD or SDAIE credentialed teachers in addition support from an LCFF Instructional Assistant. All teachers are fully credentialed and more than two-thirds have achieved Master's Degrees.

A variety of programs support our education of the "whole child". Students participate in Student Council, Service Learning Projects, project-based learning, special activity days, and school spirit/awards assemblies. Student performances are highly valued in the school culture, including many traditional celebrations such as: our school-wide Flag Assembly, Champions of Character Awards Ceremonies, and our annual Talent Show. Fibo Art assemblies and lessons, music, piano lessons in our Roland Music Lab, and band, link students to Visual and Performing Arts. Ample opportunities are provided to encourage children in strong character development and build positive developmental assets through character education. This year a leadership team comprised of three general education teachers, the SDC teacher, and the Principal are continuing their training/implementation of Positive Behavior Intervention and Supports with the Orange County Department of Education.

Mariposa is a hub of interaction for our community. Long respected for its caring environment, the school has a history of being a welcoming campus. The close connection between the parent community and the school is reflected in our successful parent volunteer program (over 6,000 volunteer hours per year) with PTA. Our parents are visible and active at every level and serve as an integral component of our school-wide success. Working collaboratively with staff and parents, students develop civic responsibility by participating in charitable projects. Outstanding communication between staff and parents provides the thorough support our students need to succeed.

If a school's success could be measured by the devotion of its alumni, then Mariposa is truly an inspiration. We are honored to have former students come to the school to visit, to volunteer, teach, read, substitute teach, and to reminisce about their days at Mariposa. They are delighted to talk to classes, telling them what a great school they are attending and how their own lives were molded here. Mariposa is a positive experience that imprints a child's entire life.

## **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).

Parents, staff, students and community members took the BOUSD LCAP survey in the spring of 2016. Results from the survey were used by the District to give direction and purpose in several areas for this year.

### **Classroom Observations**

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

Principal conducts both formal and informal observations. Classrooms are visited often with drop-in visits and informal observations. Formal observations are conducted as indicated in the BOTA contract and from notification from the Human Resources Department. Personnel records indicate which teachers are on formal evaluation years vs. goal setting only.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

### **Standards, Assessment, and Accountability**

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

At the beginning of the school year, teacher teams analyze the California Assessment of Student Performance and Progress, CAASPP, results in grades 3-6. The results are used to create goals for each grade and the school. The District with the help of grade level teams of teachers and the TOSAs have developed our Interim Formative Assessments (IFAs) for Math. Teachers are encouraged to administer these each trimester utilizing results to guide instruction and to measure their progress with Common Core State Standards mastery.

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

Mariposa teachers analyze data and use formative assessments to guide instruction and "good first teaching." At the beginning of each school year, the staff will review available data in Illuminate for each child. They use this information to set measurable and attainable goals for student improvement and growth. Teachers in grades K-2 use a district assessment, BPST, to help monitor phonics and language arts skills. Usually mid first grade year, teachers will also utilize the STAR reading assessment from Renaissance Learning for additional data. Teachers in grades 2-6 use the STAR assessment each trimester to monitor students reading comprehension. All teachers are using the embedded Go Math! assessments to determine if students are making appropriate progress in mathematics as well.

Teachers meet in October/November to review assessments from the beginning of the year and set goals for children that are struggling indicated in an Individual Intervention Plan. Grade level teams discuss strategies and support structures during their PLC time on Wednesday afternoons for students having difficulties. Interventions are maintained and set up school wide. Some examples of the supports/interventions include: additional aide support, English Language Learner support, math grouping in upper grades, peer tutoring from our upper grade GATE students, and small group pullout in the afternoons with our Resource teacher.

Weekly Professional Learning Community, PLC, meetings give faculty time for collaboration and data analysis to meet the needs of all students. Teachers share strategies and develop interventions at their weekly PLC meetings.

### Staffing and Professional Development

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

Currently all faculty at Mariposa meets Highly Qualified requirements.

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

All teachers have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

All professional development is aligned to the New California State Standards and correlates to student performance.

Opportunities will be provided for teachers to receive training at various workshops and conferences this year, especially in the area of Language Arts, Math, technology, and PBIS. The District is piloting two Language Arts programs, and Mariposa has three teachers participating. Extensive professional development has been provided to these teachers to help with the process.

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

Mariposa's staff works with the District's Teachers on Special Assignment, TOSAs, our instructional coaches, in the area of technology integration, Illuminate and Google training and other subject areas.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)
  - Articulation in grade level PLCs Teachers collaborate every Wednesday during District funded Professional Learning Community time. Students are released early to allow for collaboration on best practices, data analysis and planning for intervention and enrichment.
  - Vertical Articulation through all grade levels at Mariposa
  - Districtwide grade level PLCs one each trimester for all grades, TK-K

### Teaching and Learning

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

During the summer of 2016, teachers were provided staff development by the District. Several workshops were offered and included: Go Math! implementation, Step up to Writing, Imagine Learning, and several related Google Apps for Education. Go Math! has been fully adopted in all grades K-6. We have three teachers piloting two Language Arts programs and final selection will take place early spring with new adoption to take place in the fall of 2016. Teachers have access to sample questions of the CAASPP assessments to help guide instruction. Grades 3-6 will administer the CAASPP test in May of 2017. PLC time on Wednesdays allows teachers to discuss and plan to ensure standards are being taught and met.

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

All teachers adhere to the recommended minutes for reading/language arts and math. Teachers' daily and weekly plans indicate their blocks of time for each subject area.

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

All grades levels across the District helped to develop pacing guides referred to as "Standards Schedules." These serve as a guide to teachers on how to ensure CCSS are being taught and addressed throughout the year. Math schedules were worked on two years ago and Language Arts will be reviewed and updated in 2017 with the new adoption.

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

All students are provided with with standards based materials.

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 teachers use State adopted materials.

### Opportunity and Equal Educational Access

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

Site based interventions take place throughout the day for struggling students in the General Education classroom for the most part. Teachers incorporate various strategies to assist. English Language Learners that are classified as Intermediate or below receive additional language support provided by a para-professional funded by LCFF. Most students receive support in a small group, four students or less, for 30 minutes a day four days a week. We also provide additional support to about 20 students in flexible groups each afternoon as needed in the area of ELA. The "RTI time" is lead by our Resource teacher as a pull-out type program. We will continue using Imagine Learning, a web-based literacy program, to help struggling readers or serve as an enrichment program

14. Research-based educational practices to raise student achievement

Research based educational practices include: ST Math (Jiji), Accelerated Reader, Language Live!, Imagine Learning, Starfall, Typing Agent, Flocabulary, IXL, Discovery Education, and implementation of 21st century teaching tools and strategies including Google Apps for Education. SDAIE and CLAD strategies, GLAD and CGI strategies are also used to raise student achievement.

Parental Involvement

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

- \* Differentiated instruction
- \* Accelerated Reader
- \* ST Math MIND Research
- \* Response to Intervention meetings
- \* IEPs, IIPs, 504 Plans,
- \* LCFF funded instructional aide to support ELLs
- \* Kinder Connection
- \* Imagine Learning
- \* Chromebooks, iPads and iPods
- \* PBIS
- \* School library extended hours for extra computer use and library for support

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 success of Mariposa School is due to the dedication of staff, students and parents who take great pride in our school. There are many programs and activities to maximize parent involvement including: School Site Council, PTA, and volunteer opportunities.

The School Site Council is the main group to plan and review consolidated application programs.

Funding

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

LCFF  
Kinder Connection

18. Fiscal support (EPC)

LCFF  
PTA  
General supply budget from District  
Donations  
Brea Education Foundation

## Description of Barriers and Related School Goals

Large school; increased enrollment  
School psychologist dividing his time between two schools  
Blended class  
Lack of Common Core Standards aligned instructional material in ELA and Science

What we are doing to dissolve barriers.

Continue creating and using benchmark assessments to guide instruction

Professional Learning Communities within the school and District focus on student achievement, share information, analyze data and gaps in learning, and allocating funds with students's needs in mind.

Implement Positive Behavior and Supports in year 1 of cohort. New school-wide expectations launched fall of 2016

Keeping parents involved and informed-Use of school website, weekly newsletter, marquee, teacher newsletters, e-mail, school messenger, teacher websites,

PTA Facebook, parent conferences, School Site Council, ELAC, IEP meetings, SST meetings, parent volunteers in the classroom, Back to School Night, Open House,

Family Nights sponsored by PTA and other special events.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	91	89	90	87	90	86	98.9	97.8
Grade 4	83	92	82	85	82	85	98.8	92.4
Grade 5	76	83	70	83	70	83	92.1	100
Grade 6	65	68	63	67	63	67	96.9	97.1
All Grades	315	332	305	322	305	321	96.8	96.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2460.7	2454.5	31	33	32	27	27	24	10	16
Grade 4	2521.2	2537.2	48	61	30	19	13	14	9	6
Grade 5	2549.9	2566.2	40	45	40	31	10	17	10	7
Grade 6	2591.9	2586.4	43	39	37	37	13	21	8	3
All Grades	N/A	N/A	40	45	34	28	16	19	9	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	34	50	45	21	21
Grade 4	46	48	43	42	11	9
Grade 5	43	49	43	40	14	11
Grade 6	38	36	49	51	13	13
All Grades	39	42	46	44	15	14

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	34	43	45	13	21
Grade 4	40	53	52	41	7	6
Grade 5	41	52	49	35	10	13
Grade 6	57	51	32	42	11	7
All Grades	45	47	45	41	10	12

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	22	70	65	8	13
Grade 4	35	27	61	68	4	5
Grade 5	23	36	69	54	9	10
Grade 6	37	25	59	73	5	1
All Grades	29	28	65	65	6	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	31	61	59	11	11
Grade 4	32	59	46	39	2	2
Grade 5	46	59	47	36	7	5
Grade 6	49	52	40	43	11	4
All Grades	37	50	50	44	8	6

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	91	89	90	87	90	86	98.9	97.8
Grade 4	83	92	82	86	82	86	98.8	93.5
Grade 5	76	83	70	83	70	83	92.1	100
Grade 6	65	68	64	67	64	67	98.5	97.1
All Grades	315	332	306	323	306	322	97.1	97

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2462.2	2467.8	21	34	48	36	20	16	11	14
Grade 4	2531.9	2534.5	40	42	35	40	21	14	4	5
Grade 5	2505.7	2538.2	14	29	26	29	33	27	27	16
Grade 6	2575.1	2572.3	38	34	27	25	27	30	9	10
All Grades	N/A	N/A	28	35	35	33	25	21	12	11

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	44	55	40	30	16	15
Grade 4	59	60	29	30	12	9
Grade 5	24	34	39	37	37	29
Grade 6	44	48	45	37	11	15
All Grades	43	49	38	34	19	17

<b>Problem Solving &amp; Modeling/Data Analysis</b>						
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	40	44	48	40	12	16
<b>Grade 4</b>	41	47	50	45	9	8
<b>Grade 5</b>	16	37	50	45	34	18
<b>Grade 6</b>	36	27	48	55	16	18
<b>All Grades</b>	34	39	49	46	17	15

<b>Communicating Reasoning</b>						
<b>Demonstrating ability to support mathematical conclusions</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	36	37	49	55	16	8
<b>Grade 4</b>	46	52	43	42	11	6
<b>Grade 5</b>	13	36	60	45	27	19
<b>Grade 6</b>	34	27	58	58	8	15
<b>All Grades</b>	33	39	52	49	15	12

Conclusions based on this data:

- 1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					***	***		***	***						
1	13	20	71	60	50	14	27	20	14					10	
2	11	22	30	33	39	30	33	33	30	11	6	10	11		
3		20	25	50	40	25	50	10	25		20	25		10	
4		20	50	40	40	17	40	40	33				20		
5			75	***	***		***		25						
6			***				***	***						***	
Total	8	18	45	46	44	21	38	26	26	3	6	8	5	6	

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	11			33	36	29	44	55	21	11		29		9	21
1	15	17	78	50	58	11	25	17	11				10	8	
2	9	26	36	27	37	29	27	32	21	9	5	7	27		7
3	17	23	17	33	31	17	33	8	50		31	17	17	8	
4		17	44	29	33	11	43	33	33		17		29		11
5			80	***	60		***		20					40	
6			***				***	***						***	
<b>Total</b>	11	16	36	37	40	19	35	26	27	4	9	11	14	9	8

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	37	50	38
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	37	50	38
Number Met	24	37	27
Percent Met	64.9%	74.0%	71.1%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	41	5	56	5	47	4
Number Met	18	--	27	--	20	--
Percent Met	43.9%	--	48.2%	--	42.6%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

- 1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	477	541	552
Percent with Prior Year Data	100.0		100
Number in Cohort	477	541	552
Number Met	293	366	388
Percent Met	61.4	67.7	70.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	437	165	489	186	508	181
Number Met	134	95	169	118	192	115
Percent Met	30.7	57.6	34.6	63.4	37.8	63.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

#### 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: ENGLISH LANGUAGE ARTS AND MATH</b>
<b>LEA GOAL:</b>
LCAP Goal #1 Ensure that all students achieve proficiency in essential areas of skill and knowledge leading to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate and think critically, with specialized focus on closing the achievement gap for target populations (English Learner, Foster Youth, Socioeconomically Disadvantaged and/or Special Education.)
<b>SCHOOL GOAL #1:</b>
Ensure that all students are given the opportunity to meet or exceed grade level standards in Language Arts and Math. Increase the percentage of students meeting or exceeding standards on CAASPP by 5% in each grade level 3-6. With the use of District or school assessments work towards a 5% increase in grade K-2 as well.
<b>Data Used to Form this Goal:</b>
Interim Formative Assessments in Math this year, CAASPP data, BPST, Go Math! assessments, CELDT scores, other district/school assessments
<b>Findings from the Analysis of this Data:</b>
Overall, Mariposa's ELA scores were incredibly high with all grade level performance in the 80th and 90th percentiles. Grade 3 was the only grade in Reading and Writing to have 79%. The strongest strand was Research and Inquiry with all grade levels in the 90th percentile and all grades trending upward in this strand. One grade level even reached 98%. For Math, most grade levels also trended upward with students performing in the 80th and 90th percentiles, except for 5th grade in Concepts and Procedures at 71, but they still showed an increase from the year before. The strand on Communicating Reasoning had the highest performance with all grade levels in the 80s and 90s. Sixth grade moved slightly downward, but was still at 85%. Grade levels will continue to review results and use CAASPP practice questions to increase student performance.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers will use various assessments to measure growth and success towards meeting the goal, which will include: District benchmark, quizzes and tests connected to the curriculum, grade level writing rubrics, IFAs, CAASPP practice questions, teacher created tests, BPST (grades K-2), STAR and AR quizzes and CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Alignment of instruction with CCSS:</p> <ul style="list-style-type: none"> <li>• Articulation with grade level PLCs and District funded grade level PLCs to create and plan standards schedules and benchmarks</li> <li>• Ensure lessons are aligned with standards</li> <li>• Teachers share best practices from workshops or conferences related to ELA, Math or technology integration.</li> <li>• Imagine Learning and AR continue use at home and school</li> </ul> <p>Continue with use of Thinking Maps, GLAD strategies and CGI. Use Typing Agent beginning in grade 1</p>	<p>Ongoing analysis throughout the year</p> <p>Discussions during PLC and Staff Meetings and informal discussion</p>		<p>Typing Agent</p> <p>Accelerated Reader</p>		<p>Donations 1,300</p> <p>Parent-Teacher Association (PTA) 5,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• Increased educational opportunity:</li> <li>• Differentiated instruction</li> <li>• Small group instruction</li> <li>• Individual Intervention Plan (IIP)</li> <li>• Special Education- Resource and SDC teachers, speech therapist and psychologist provide support</li> <li>• Flexible grouping of at-risk students</li> <li>• GATE students clustered in classes at each grade level</li> <li>• iPad, iPod and chromebook used to reinforce learning</li> <li>• RtI (Response to Intervention) Interventions</li> <li>• Technology- to model how to create, to research, and to solve problems for which the process is as significant as the product.</li> <li>• LCFF paraprofessional provides support</li> </ul>	Ongoing	Site Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>Staff Development and Professional Collaboration:</p> <ul style="list-style-type: none"> <li>• PLC</li> <li>• Conferences, workshops, inservices</li> <li>• Technology Inservices</li> <li>• Grade Level and Vertical Articulation</li> <li>• Step-Up to Writing</li> <li>• Imagine Learning</li> <li>• Jiji</li> <li>• Discovery Education</li> <li>• Computer Using Educators (CUE)</li> <li>• Cognitively Guided Instruction (CGI)</li> <li>• Technology used in CCSS lessons</li> <li>• Project Based Learning-</li> </ul>	Ongoing	Site staff and administration District administration	Discovery Education CUE	Donations Other	770.00
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> <li>• Parent Conference Week- review assessment results with parents</li> <li>• Leaders as Readers</li> <li>• Kiwanis Essay Contest</li> <li>• School Site Council meetings</li> <li>• Big friends/ Little friends</li> <li>• All PTA sponsored activities, Imagination Machine being a favorite</li> <li>• Parent volunteers</li> </ul>	Ongoing		Imagination Machine Assembly	Parent-Teacher Association (PTA)	1,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> <li>• Increase number of AR Books, especially non-fiction</li> <li>• Increase classroom libraries with chapter books selected for guided reading</li> <li>• Implementation of Step up to Writing K-6</li> <li>• Imagine Learning</li> <li>• Discovery Education</li> <li>• increased number of chrome books by 75 since last year and 2 additional carts</li> </ul> <p>Renewed site license for AR and MIND</p> <ul style="list-style-type: none"> <li>• Provide RtI (Response to Intervention)</li> </ul>	Ongoing	Staff and site administration			
<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> <li>• SSTs/504s/IIPs/IEPs/GATE Plans</li> <li>• Speech Therapist</li> <li>• Occupational Therapy</li> <li>• School Psychologist</li> </ul>	Ongoing				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> <li>• Benchmarks and Multiple Measures</li> <li>• Data analysis</li> <li>• Interim Formative Assessments-creating and updating throughout this year</li> </ul>	Ongoing	Staff and site administration				
<p>Extended Learning Time:</p> <ul style="list-style-type: none"> <li>• All homework aligned with CCSS</li> <li>• Reading Marathon</li> <li>• Open Library and Media Center, restored hours of media tech-Media Center open each day after school for 30 minutes, except on Wednesdays.</li> <li>• Participation in the PTA "Reflections" program in writing.</li> <li>• Imagine Learning-access at home and school</li> <li>• AR access at home and school</li> <li>• Kiwanis Essay Contest</li> <li>• Kindergarten Connection</li> </ul>	Ongoing					

**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: TECHNOLOGY</b>
<b>LEA GOAL:</b>
LCAP Goal #2 Ensure access to rigorous and relevant 21st Century learning tools, resources, and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate critical thinking, and expand learning beyond the classroom setting preparing them for college and career readiness.
<b>SCHOOL GOAL #2:</b>
Teachers will ensure access to 21st Century resources and tools for all students. Specifically, teachers will also embed instructional technology such as Google Apps for Education with their lessons. Lesson plans should reflect instructional technology integration on a weekly basis, if not more.
<b>Data Used to Form this Goal:</b>
LCAP Parent Survey School benchmark assessments CAASPP results School survey at end of year, if developed
<b>Findings from the Analysis of this Data:</b>
Baseline year for this school goal, however, District LCAP survey results showed great support for increased use of technology in the classroom, as well as, additional devices for students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Lesson plans, TOSA help, District professional development opportunities, and classroom observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff Development and collaboration: Teachers will schedule time with TOSAs for coaching and lesson planning and/or delivery Utilized their support</p> <p>During PLC time, teachers will discuss and plan to modify lessons, present material differently to students, and newly created or accessible assessments to incorporate technology.</p> <p>Increased use of Google Apps for Education at all grade levels, Imagine Learning, Prodigy, Think Central, iXL, and Code.org or other coding resources.</p> <p>Computer Using Educators Conference</p>	<p>Ongoing</p> <p>Conference in March, 2017</p>				District Funded	
<p>Improvement of instructional strategies and materials: Continue use of Keyboarding program, Typing Agent to increase and improve keyboarding skills starting in Kindergarten or first grade.</p>	<p>Ongoing</p>					



## 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: SCHOOL CLIMATE AND CULTURE</b>
<b>LEA GOAL:</b>
LCAP Goal #3 Cultivate a positive, safe and respectful school environment that promotes engagement and school connectedness, which includes a system of communication and support to students, parents, and staff.
<b>SCHOOL GOAL#3:</b>
Create a positive, safe, and respectful school environment and system of communication and support for all students, parents, and staff.
<b>Data Used to Form this Goal:</b>
LCAP and District survey to the community from new Superintendent
<b>Findings from the Analysis of this Data:</b>
District Survey results clearly indicated a supportive response to Character Education and PBIS, as well as, the need for frequent and up to date communication.
<b>How the School will Evaluate the Progress of this Goal:</b>
Decrease in Office Daily Referrals, minor infraction notices, students earning Monarch Moments (M & M's) tickets 2-4 per week, "Champions of Character" awards, suspension data, and overall climate of the school during our first year of implementation of new school wide expectations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Provide school with meaningful character education program, PBIS combined with Character Counts as followed in our Agenda planners.</p> <p>Begin Year 1 of PBIS with Leadership Team comprised of five teachers. One teacher serving as the "Coach."</p> <p>Created and displayed more than 20 banners and 20 posters to help implement new school wide expectations and incentives.</p> <p>Use Monarch Moments (M &amp; M's) tickets as main incentives to be earned and collected by students earning prizes at various level with the end goal trying to reach 100. Main goal is to have kids earn positive feedback frequently and consistently from any employee on campus.</p> <p>Monthly Awards Assemblies recognize students selected by teacher or class as showing/displaying the character trait for the month. Also, 25 students drawn from ticket raffle (M &amp; M's) to earn school spirit type prizes or restaurant coupons.</p>	<p>September 2015- June 2016</p> <p>PBIS training- year 1 November 2015- May 2016</p>	<p>Teachers, Administrator</p>	<p>Banners, posters, prize incentives, tickets and certificates</p>	<p>ASB</p>	<p>3,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Maintain facilities with the use of Facilities Inspection Tool in the spring of each year earning an exemplary rating.</p> <p>Constant monitoring and communication with custodians and staff as to repairs and safety concerns to be fixed and/or remedied.</p>						
<p>Continue effective and useful communication to parents, staff, students, and the community with weekly Monday Newsletter packets (hard copy and/or electronic), school and class websites, teachers using Dojo App, and Remind App, School Messenger system, marquee, PTA Facebook, teacher weekly letters, progress reports and report cards, and parent/teacher conferences</p>	Ongoing					

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Parent-Teacher Association (PTA)	27,539	20,839.00
ASB	8,000	4,500.00
Other	6,960	6,960.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
ASB	3,500.00
Donations	2,070.00
Parent-Teacher Association (PTA)	6,700.00

## 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
Mrs. Daryn Coburn	X				
Ms. Allison Bos		X			
Mrs. Rachel Fessler		X			
Mrs. Janet Fears			X		
Mrs. Elise Rodriguez				X	
Mrs. Jackie Mellor				X	
Mrs. Cindy Kim				X	
Mrs. Melisa Keller				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</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 December 8, 2016.

Attested:

Daryn Coburn

Typed Name of School Principal

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

\_\_\_\_\_  
Date

Elise Rodriguez

Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date