

The Single Plan for Student Achievement

School: Harry C. Fulton Middle School
CDS Code: 30-66498-6027916
District: Fountain Valley School District
Principal: Kevin Johnson
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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

Harry C. Fulton Middle School's Vision and Mission Statements

A. School Mission Statement

The mission of Fulton Middle School is to promote academic excellence and establish a lifelong foundation for success in a safe learning environment. The focus is on the unique needs of middle school learners as they transition from elementary school and move toward the challenges of high school.

B. School Vision Statement

Fulton Middle School is a 6-8 school located in the city of Fountain Valley, in Orange County. Our high quality instructional program is designed to meet the varied needs of the student population. All students receive core curriculum instruction as identified by the Fountain Valley School District and California Common Core State Standards. Instruction is enriched through a variety of special programs and instructional strategies. We offer a core program for identified gifted students and special services for identified special education students. Our staff is committed to high standards for students that will prepare them for their future

At Fulton Middle School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Fulton Middle School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through collaboration, our students will be challenged to reach their maximum potential.

School Profile

Fulton Middle School is a 6-8 middle school serving 799 students. Fulton is located in Fountain Valley, California in the Fountain Valley School District. Unique to Fulton Middle School is that many of the students are the second or third generation to live in the neighborhood and attend Fulton, which accounts for the closeness of the community. Another admirable quality found at Fulton is strong parental involvement. We offer many opportunities for parents to become involved on a regular basis and support the partnership between the home and school connection.

Fulton is a 2009 and 2013 California Distinguished School. We are fortunate to have a staff of 30+ teachers who are dedicated to the education of our students. Our goal is to focus on increasing student achievement through a highly academic, standards-based instructional program, while at the same time, providing a highly enriched educational and social environment for our middle school students.

The Fulton staff spends a great deal of time planning for each school year with the hope of making a positive and successful educational experience for all students. In addition, we recognize the importance of a home-school partnership as a necessary component to ensure the success of our Fulton students. We highly encourage our parents to assist their children by monitoring their daily progress and becoming actively involved in their child's education. Parental involvement and support are key ingredients to making Fulton Middle School one of the finest schools in Orange County.

Student Enrollment - School Demographic Characteristics

Asian	33.8%
Hispanic or Latino	8.5%
White (Not Hispanic)	40.5%
English Language Learners	2.7%
Socio-economically Disadvantaged	18.0%
Special Education	8.0%

*Data reported are the number of students in each racial and ethnic subgroup as reported in Aeries October 2, 2014.

In addition to our general program, Fulton has two full time resource specialist, three special day class teachers, a speech and language pathologist, school counselor and school psychologist. Our Special Education Program has been recognized by the state for the outstanding supports and services they provide students with special needs. The Fulton Special Education team has presented at an Association of California School Administrators conference regarding closing the achievement gap and their successes.

In addition, Fulton's general education classes offer students a variety of supports, interventions and enrichments. Based on student needs and performance, they are placed in English Language Arts and Math courses which support or enrich their skills through the offering of co-taught classes, intervention classes, and GATE or above grade level courses.

Fulton not only offers students a range of academic programs, but extracurricular activities as well. Below is a list of some of the activities students can get involved in:

- Spirit Days
- Classroom Competitions
- Noon League Games
- Assemblies and Pep Rallies
- Dances
- Clubs - homework, community service, guitar and ukulele, gardening, mud club, crochet
- Rockin Lunches
- Student Council
- Cheerleading
- Sports Teams
- Family Science Night
- National Junior Honor Society
- Peer Assistance League

We also have a very active Parent Teacher Association who supports our school in many ways including:

- Student Store
- Fundraisers
- Campus Volunteers
- Monday Envelopes
- Classroom Enhancement Funds
- Technology
- Assemblies
- Library books
- Student Awards and Recognition
- PE Equipment
- Family Nights and Dine Outs

While Fulton School enjoys high levels of student achievement, the staff, parents and administration are all committed to working together for continuous improvement and ways to maximize student learning and development.

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).

Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley School District will remain year 3 in the 2014/2015 school year.

Annually, the District administers a survey to parents of English learners in order to solicit their input on their perceptions of their student's English development and solicit input on ways to improve the English learner program.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders and site administrators make it a priority to visit every classroom multiple times. Site administrators document approximately 400 classroom visits per year in addition to visits by the Superintendent, Assistant Superintendents, support personnel, and members of the Board of Trustees.

Fulton staff and administration values collaborative practices around teaching and learning. To support this practice, the staff engages in monthly peer observations through "Learning Walks."

The Fulton staff participates in the BTSA program, which supports mentor teachers observing beginning teachers as well as beginning teachers observing veteran teachers. These observations help guide beginning teachers in developing good teaching practices.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Conditions of Learning

Basic Services

Teachers

Strengths	Needs
All teachers are teaching under a full credential and within their subject area/s of competence.	Maintain 100% compliance rate in this area.

Textbooks

Strengths	Needs
All students are given their own individual books for classroom/home use. All materials are aligned with State standards and approved by the Board of Trustees. For the 2014-2015 school year math teachers are piloting new CCSS textbooks.	Materials are aging and need to be replenished on an ongoing basis. Materials, especially in the area of Mathematics, are not yet aligned with the CCSS.

Facilities

Strengths	Needs
Safe, clean environment for students. Strong coverage from custodial staff, and adequate number of hours employed. SolaTube fixtures were installed in the MPR and exterior lighting was upgraded campus-wide.	Continue to refine the schedules and practices of custodial staff to ensure a clean and orderly school environment.

Common Core State Standards

All Students CCSS

Strengths	Needs
CCSS staff development in ELA and Math. Administrative Training Program. Principal Meetings.	Ongoing support and training for teachers to integrate technology instruction for SBAC, Next Generation Science Standards, additional instructional resources to support Common Core, collaboration time for teachers to deepen their understanding of CCSS

English Learners CCSS

Strengths	Needs
Teachers using SDAIE strategies to support EL's in the classroom through standard implementation along with their typical peers.	Very little PD in this specific area. No PD overlap between new ELD standards and CCSS standards.

English Language Development

Strengths	Needs
Materials and training for direct ELD (English Language Development) instruction	No specific ELD provided once students hit the Intermediate & above levels.

Fountain Valley School District Common Core State Standards Interim Assessments English Language Arts

Strengths	Needs
ELA assessments have been crafted and are administered each grading period. Release time has been embedded to allow for collaborative scoring and analyzing of data.	Additional teacher training in how to manage/use assessment data to inform their instruction. Time to reflect and adjust assessments as needed.

Math

Strengths	Needs
Math assessments have been crafted and are administered each grading period. Release time has been embedded to allow for collaborative scoring and analyzing of data.	Additional teacher training in how to manage/use assessment data to inform their instruction. Time to reflect and adjust assessments as needed.

Course Access

All Students

Strengths	Needs
All students have access to core—ELA/Math/SCI/HSS	Consistent electives across all middle schools to include Visual Performing Arts, Spanish, Art, Drama, Public Speaking, Woodshop, Computer, Music.

English Learners

Strengths	Needs
All teachers use accommodations/engagement strategies makes mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class option	ELD Support electives/continue math and writing support electives Purchase curriculum for writing support and teacher training

Low Income Students

Strengths	Needs
All teachers use accommodations/engagement strategies which make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	Continue math, writing and support electives. Purchase curriculum for writing support and teacher training.

Students with Disabilities

Strengths	Needs
All teachers use accommodations/engagement strategies which make mainstreaming of all courses possible/successful. Also co-taught classes offer more supportive ELA/MATH class options.	Continue math, writing and support electives. Purchase curriculum for writing support and teacher training.

Pupil Outcomes**(Refer to the School and Student Performance Data section for multi-year scores.)***Adequate Yearly Progress**All Students*

Strengths	Needs
During 2011-2013, participation has remain unchanged at 100%. ELA % proficient or advanced: 6th grade: 89 7th grade: 91 8th grade: 84 Math % proficient or advanced: 6th grade: 84 7th grade: 75 7th Alg: 94 8th Alg: 69 Geometry:96	AYP Criteria (ELA 89.2%, Math 89.5%) 2013 AYP met in both areas

White

Strengths	Needs
84.1% prof or adv in ELA, 67.6% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013.

Asian

Strengths	Needs
91.6% prof or adv in ELA, 88.1% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) met in 2013.

Hispanic

Strengths	Needs
81.8% prof or adv in ELA, 66.2% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met 2013.

English Learners

Strengths	Needs
73.3% prof or adv in ELA, 71.1% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. There remains an achievement gap in comparison to other groups.

Socioeconomically Disadvantaged

Strengths	Needs
84.7% prof or adv in ELA, 74.8% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	AYP Criteria (ELA 89.2%, Math 89.5%) not met in 2013. There remains an achievement gap in comparison to other groups.

Students with Disabilities

Strengths	Needs
69% prof or adv in ELA, 37.5% in math (remains unchanged due to lack of scores and participation in the SBAC pilot).	There remains an achievement gap.

Academic Performance Index

All Students

Strengths	Needs
During past three years, API grew +19 to 931. State target was also met each year (remains unchanged due to lack of scores and participation in the SBAC pilot).	

White

Strengths	Needs
Current API is 903. During past two years, API grew +5 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Asian

Strengths	Needs
Current API is 968. During past two years, API grew +6 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Hispanic

Strengths	Needs
Current API is 901. During past two years, API grew +62 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

English Learner

Strengths	Needs
Current API is 882. During past two years, API grew +45 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Socioeconomically Disadvantaged

Strengths	Needs
Current API is 908. During past two years, API grew +62 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

Students with Disabilities

Strengths	Needs
Current API is 737. During past two years, API grew +21 points (remains unchanged due to lack of scores and participation in the SBAC pilot).	

California English Language Development Test

AMAO 1

Strengths	Needs
Fulton did not meet the minimum number of EL students threshold for reporting in this area.	

AMAO 2

Strengths	Needs
In 2013-14, 22.8% of students met the NCLB target for AMAO 2 – RFEP in 5 years or less of instruction	Decrease the gap and monitor student progress to support them in growth needed to reclassify.

Reclassified Rates

Strengths	Needs
Percentage of students reclassified for the 2013-2014 school year was 23% which is high in comparison to district-wide rates (12%).	Continue to embed SDAIE strategies to support growth of EL students. Provide support electives where needed.

California Physical Fitness Test

Strengths	Needs
Nearly 76% of all students met the standards of the PFT in 5 - 6 of 6 areas.	Students need more education on healthy body mass index levels. Body composition continues to be a weak area.

Writing Benchmarks

Strengths	Needs
All ELA teachers have been trained in how to enter/access student data in the Illuminate system. Individual/group release time is provided by the district for assessment/analysis purposes. Narrative and explanatory writing have traditionally been strengths for Fulton.	Teachers will now increase their usage of the specific data to inform parents of at-risk student performance and to inform their continued writing instruction. Argumentative writing will continue to be an area of focus.

Other Student Outcomes

Dibels Next

Strengths	Needs
Not applicable for middle school	

Engagement

Parent Involvement

Strengths	Needs
Strong community of committed, involved parents take on a majority of events/school needs.	Need to focus on recruitment of new, incoming parents from the elementary school. Brainstorm strategies to “entice” new and existing parents.

Student Engagement

Attendance

Strengths	Needs
Student attendance has remained steady at 97.6% . School newsletters and communications highlight the importance of attendance, unless a student is truly ill.	Continue to educate parents on long-term effects of high absenteeism.

Chronic Absenteeism

Strengths	Needs
Compared to state averages, our chronic absenteeism is low at 3.46%	Fulton’s rate of chronic absenteeism is average for FVSD. Continue to educate parents and enforce attendance guidelines with regard to contracts to decrease this percentage. Communicate with the community the importance of taking vacations during non-school times as this impacts those represented in chronic absenteeism. Continue to issue attendance contracts and monitor transfer students' attendance records.

School Climate

Suspensions

Strengths	Needs
Student suspension rates have decreased nearly 16% over the previous year.	Continue to look for alternatives to out-of-house suspensions.

Expulsions

Strengths	Needs
Student expulsions have been used effectively to comply with zero tolerance laws and to maximize security on campus. For the second year, Fulton has had no expulsions.	Continue with fair, consistent, fully articulated progressive discipline policy.

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
*35% perceive Caring relationships w/teacher or other adult (31% Statewide) *51% perceive high expectations from teacher or other adult (45% Statewide) *School Connectedness Scale = 65% vs. Statewide 39%	*Only 74% perceive themselves to be "Safe" or “Very safe” when at school...needs to be higher. (18% Statewide) *Only 18% perceive opportunities for meaningful participation at school...needs to be higher. (16% Statewide.)

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of Common Core State Standards

- Current lack of data to analyze
- Lack of time for collaboration within departments and grade levels
- Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing
- Need for ongoing professional development with regards to CCSS
- Need CCSS aligned materials

Description of possible barriers related to goal: Student Achievement

- Current lack of data to analyze
- Need for additional professional development on CCSS strategies
- Need for refinement of benchmark assessments to support students and teachers in preparing for SBAC assessment model
- Continued professional development for teachers that is subject specific
- Need CCSS aligned materials

Description of possible barriers related to goal: Parent Involvement

- Parent involvement and PTA membership tends to decrease from elementary school to middle school
- Language barrier with EL parents
- Lack of involvement opportunities that are convenient

Description of possible barriers related to goal: Student Engagement and School Climate

- Need for development of additional, consistent student recognition programs
- Increase the availability of during and afterschool activities and clubs that students can be involved in to increase their connectedness to the school
- Communicate with parents of the importance of regular attendance.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	845	836		403	358		5	5		345	371	
Growth API	927	931		901	903					967	968	
Base API	916	929		899	905					962	967	
Target	A	A		A	A					A	A	
Growth	11	2		2	-2					5	1	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	71	77		88	90		135	159		79	72	
Growth API	896	901		887	882		893	907		712	737	
Base API	839	896		837	888		846	894		716	720	
Target							A	A				
Growth							47	13				
Met Target							Yes	Yes				

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	100		100	80		100	100	
Number At or Above Proficient	735	731		339	301		--			318	340	
Percent At or Above Proficient	87.0	87.5		84.1	84.1		--	--		92.2	91.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	97		100	100		100	100		98	94	
Number At or Above Proficient	56	63		64	66		104	134		49	49	
Percent At or Above Proficient	78.9	81.8		72.7	73.3		77.0	84.3		62.0	69.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		100	100		100	100	
Number At or Above Proficient	633	642		263	242		--			304	327	
Percent At or Above Proficient	74.9	76.8		65.3	67.6		--	--		88.1	88.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		100	100		99	100		98	97	
Number At or Above Proficient	48	51		66	64		93	119		34	27	
Percent At or Above Proficient	67.6	66.2		75.0	71.1		68.9	74.8		43.0	37.5	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	25	6	75							8
7	3	43	3	43	1	14					7
8	5	42	5	42					2	17	12
Total	10	37	14	52	1	4			2	7	27

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	40	6	60							10
7	4	44	3	33	2	22					9
8	5	36	5	36	1	7			3	21	14
Total	13	39	14	42	3	9			3	9	33

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	31	32	27
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	31	32	27
Number Met	23	26	--
Percent Met	74.2%	81.3%	--
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	5	26	8	26	3	26
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
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	Yes	No	No
Met Target for AMAO 3	Yes	No	No

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core State Standards
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Fulton Middle School will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments, Professional Development calendar, staff meeting agendas, learning walk observations Technology: technology survey, device student ratio, Chromebook cart schedules, computer based classes - course syllabi
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Implementation of Common Core State Standards <ul style="list-style-type: none">• Current lack of data to analyze• Lack of time for collaboration within departments and grade levels• Need for additional professional growth and development in subject specific areas as well as in the technology needed and used in the implementation of SBAC testing• Need for ongoing professional development with regards to CCSS• Need CCSS aligned materials

How the School will Evaluate the Progress of this Goal:

Instructional Materials: textbook adoption process and committee membership

Professional Development: CCSS Steering Committee, calendar, interim assessments, Professional Development calendar, staff meeting agendas, learning walk observations

Technology: technology survey, device student ratio, Chromebook cart schedules, computer based classes - course syllabi

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development	9/2013 - 6/2016	Teachers, Site Administrators	substitutes stipends	1000-1999: Certificated Personnel Salaries	Common Core	1,940
Participate in classroom and/or site visits of District Signature Practices	9/2014-6/2017	Teachers, Site Administrators	Substitutes Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	7,232
Monthly Co-teacher planning time	9/2013 - 6/2016	Teachers, Site Administrator	No additional expenses associated with this action			
Participate in School Site provided Common Core State Standards Professional Development	9/2013 - 6/2016	Teachers, Site Administrator	No additional expenses associated with this action			
Increase student access to student devices - improve student device ratio	9/2013 - 6/2016	teachers, site administrators, district administrators	computers mice headphones	5000-5999: Services And Other Operating Expenditures	Common Core	64,700
Pilot Common Core State Standards Math materials	9/2014 - 6/2015	pilot teachers	substitutes stipend costs	1000-1999: Certificated Personnel Salaries	Common Core	2,068
Purchase Common Core Math Materials	Spring 2015	district administrators	instructional materials	4000-4999: Books And Supplies	Common Core	66,597
Implement and participate in Common Core State Standards Math materials professional development	9/2015 - 6/2016	teachers site administrators district administrators	substitutes stipend costs	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,123

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pilot Common Core State Standards English Language Arts materials	9/2015 - 6/2016	pilot teachers	substitutes stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,068
Purchase Common Core State Standards English Language Arts Materials	Spring 2016	district administrators	instructional materials	4000-4999: Books And Supplies	LCFF - Base	66,597
Provide CCSS training for paraprofessionals	09/2014-06/2016	Site Administrators/District Administrators	stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800
Refresh existing staff devices and classroom technology	09/2013-06/2016	Site Administrators District Administrators	laptops printers	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	70,205
Technology professional development	09/2013-06/2016	teachers site administrators district administrators	substitutes stipends presenter fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups will demonstrate achievement equal to or greater than the state average in English Language Arts and math, thereby addressing the achievement gap.
Data Used to Form this Goal:
Smarter Balanced Assessment Writing Benchmarks Read 180 CELDT AMAO 1 and 2 AYP API
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Student Achievement <ul style="list-style-type: none">• Current lack of data to analyze• Need for additional professional development on CCSS strategies• Need for refinement of benchmark assessments to support students and teachers in preparing for SBAC assessment model• Continued professional development for teachers that is subject specific• Need CCSS aligned materials

How the School will Evaluate the Progress of this Goal:

Smarter Balanced Assessment
 Writing Benchmarks
 Read 180
 CELDT
 AMAO 1 and 2
 AYP
 API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Resource Specialists to support the co-teaching service delivery model.	9/2014-6/2017	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,000
Provide targeted students with Math and ELA intervention classes in lieu of electives	9/2013-6/2016	teachers, site administrators	No additional expenses associated with this action			
Provide on-going direction, training and support for co-taught classrooms and teachers. This professional development will also be geared in developing cohesiveness between teachers and define the roles each should fill in the classroom.	9/2013-6/2016	teachers, site administrators, district administrators	No additional expenses associated with this action			
Provide students who are English Language Learners with daily embedded support and SDAIE strategies.	9/2013 - 6/2016	teachers, site administrators	No additional expenses associated with this action			
Create a master schedule that supports the needs of all students, from GATE and advanced placement to supporting those with academic needs.	9/2013 - 6/2016	teachers, site administrators	No additional expenses associated with this action			
Check in / Check out system for at-risk students	9/2013 - 6/2016	teachers, site administrators	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	9/2013 - 6/2016	teachers, site administrators	renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	5,183
Purchase supplemental instructional materials to support CCSS implementation	9/2013 - 6/2016	teachers, site administrators	supplemental informational instructional materials	4000-4999: Books And Supplies	LCFF - Supplemental	6,281
Participate in school library program	9/2013 - 6/2016	library media technician	personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	10,957
Assess students in a format similar to SBAC	09/2014 - 06/2017	Teachers, Site Administrators	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
Provide release time for team planning for co-teaching teams	09/2014 - 06/2017	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,253
Score and analyze District assessments	09/2014 - 06/2017	Teachers, Site Administrators	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	3,503

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parent Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase involvement of parents from traditionally underrepresented subgroups with regards to school activities and home school communication.
Data Used to Form this Goal:
Involvement: School Site Council roster, PTA roster, PTA sign in, ELAC sign in, Parent Education Night Sign In, Volunteer lists, school activities, conferences Communication: E-mail blasts, marquee, newsletter, PTA, ELAC, SSC meetings
Findings from the Analysis of this Data:
Description of possible barriers related to goal: Parent Involvement <ul style="list-style-type: none"> • Parent involvement and PTA membership tends to decrease from elementary school to middle school • Language Barrier with EL parents • Lack of involvement opportunities that are convenient
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	9/2011-6/2014	district staff	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	9/2013 - 6/2016	district staff, site administrator	personnel annual service agreement	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Provide written parent communication in English and Vietnamese	09/2013 - 09/2016	district and site translator	Expense captured in earlier action			

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement and School Climate			
LEA Local Control and Accountability (LCAP) Goal:			
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.			
SCHOOL GOAL #4:			
Create a learning environment and school climate which improves student's attendance, connection and overall involvement in all aspects of their education.			
Data Used to Form this Goal:			
Daily attendance rates, chronic absenteeism information, suspension rates, California Healthy Kids Survey			
Findings from the Analysis of this Data:			
Description of possible barriers related to goal: Student Engagement and School Climate <ul style="list-style-type: none"> • Need for development of additional, consistent student recognition programs • Increase the availability of during and afterschool activities and clubs that students can be involved to increase their connectedness to the school. • Communicate with parents of the importance of regular attendance. 			
How the School will Evaluate the Progress of this Goal:			
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate parents regarding legalities related to absenteeism	9/2013-6/2016	teachers, site administrators	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	school staff, site administrator, district staff	personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2013-6/2016	site administrator, district staff	No additional expense associated with the action			
Implementation of during and afterschool clubs	9/2013-6/2016	site administration, activities director, PTA, teacher	Personnel	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	10,000
Activities organized student council to promote student engagement and school spirit	9/2013-6/2016	activities director, student council, site administrators	No additional expense associated with the action			
Implement Positive Behavior Intervention Systems (PBIS) in order to reduce classroom disruptions and create a positive environment for student learning.	5/2012-6/2015	site administration, teachers	No additional expense associated with the action			
Provide counseling support for high needs student populations	09/2014 - 06/2017	District staff	Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF - Base	40,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Common Core	4,008.00
4000-4999: Books And Supplies	Common Core	66,597.00
5000-5999: Services And Other Operating	Common Core	64,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	52,355.00
2000-2999: Classified Personnel Salaries	LCFF - Base	21,077.00
4000-4999: Books And Supplies	LCFF - Base	67,597.00
5000-5999: Services And Other Operating	LCFF - Base	75,388.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,453.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,281.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,100.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,068.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	3,503.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	135,305.00
LCFF - Base	216,417.00
LCFF - Supplemental	48,534.00
LCFF-EL	4,100.00
Lottery: Instructional Materials	2,068.00
Parent-Teacher Association (PTA)	10,000.00
Title I	3,503.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	113,387.00
2000-2999: Classified Personnel Salaries	25,977.00
4000-4999: Books And Supplies	140,475.00
5000-5999: Services And Other Operating Expenditures	140,088.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	287,330.00
Goal 2	64,177.00
Goal 3	14,220.00
Goal 4	54,200.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will return completed homework on time.
- _____ When I am absent, it is my responsibility to communicate with my teachers or follow their absent procedures to ensure I make up missed assignments.
- _____ I will communicate my academic progress with my parents through the use of School Loop and/or return corrected work and tests.
- _____ I will follow the Fulton Honor Code policy and always do my own work.
- _____ I will arrive at school on time every day unless I am ill.
- _____ I will be responsible for my own behavior and show respect to all people and objects.
- _____ I will be a cooperative learner by participating in class and following directions
- _____ will be kind and respectful to others.

Student's Signature _____ Date _____

Parents Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- _____ I will provide a quiet time and place for my child to study.
- _____ I will encourage my child to complete his/her homework.
- _____ I will make sure my child gets an adequate night's sleep.
- _____ I will see to it that my child arrives at school on time every day (between 7:50 and 8:05)
- _____ I will stay informed about my child's progress through the use of School Loop or another means of communication.
- _____ I will attend Back to School Night, Parent Conferences, and Open House.
- _____ I will support the school/district policies on homework, discipline and attendance.

Parent's Signature _____ Date _____

Staff Pledge:

We understand the importance of the school experience to every child and our role as teachers and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress through School Loop, progress reports, and report cards.
- I will provide a safe and positive learning environment for your child.

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

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
Kevin Johnson	X				
Matt Ploski			X		
Gayle Parra		X			
Alyssa Gaebel		X			
Jenny Jareb		X			
Justin Dishong		X			
Laura Giuntoli				X	
Melinda Lynch				X	
Barbra Wittick				X	
Julia Wong				X	
Kelly Nguyen					X
Cydne Izabal					X
Jakob Bixler					X
Numbers of members of each category:	1	4	1	4	3

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

X 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 February 4, 2015.

Attested:

Kevin Johnson

Typed Name of School Principal

Signature of School Principal

Date

Matt Ploski

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date