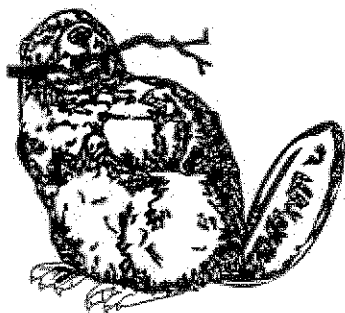




2012-13
Single Plan for Student Achievement (SPSA)

Browns Valley Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (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:

Principal: Lisa Goodman	Telephone: (530) 741-6107
Address: 9555 Browns Valley School Rd.	Email Address: lgoodman@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6099014
☒ Initial Plan Approval: 5/14/12	
☐ Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions**Academic Performance Index**

	2007-08	2008-09	2009-10	2010-11	2011-12
API Base Score	870	895	924	906	
Growth Target	A	A	A	A	
API Growth Score	894	924	906	923	
Actual Growth	24	29	-18	17	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		--	--	--		100	100	100	
Number At or Above Proficient	90	79	73		59	53	54		--	--	--		--	--	--	
Percent At or Above Proficient	84.1	76.0	73.7		86.8	75.7	78.3		--	--	--		--	--	--	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria	Yes	Yes	Yes		Yes	Yes	--		--	--	--		--	--	--	

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		100	100	100		100	100	100	
Number At or Above Proficient	8	8	6		--	--	--		25	22	27		--	--	--	
Percent At or Above Proficient	72.7	61.5	50.0		--	--	--		83.3	75.9	71.1		--	--	--	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria	--	--	--		--	--	--		--	--	--		--	--	--	

* = AYP Target for Elementary/Middle Schools (2009=46.0%), (2010=56.8%), (2011=67.6%), (2012=78.4%)

** = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%), (2012=77.8%)

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		--	--	--		100	100	100	
Number At or Above Proficient	93	90	86		60	60	60		--	--	--		--	--	--	
Percent At or Above Proficient	86.9	86.5	86.9		88.2	85.7	87.0		--	--	--		--	--	--	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	Yes	Yes	Yes		Yes	Yes	--		--	--	--		--	--	--	

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		100	100	100		100	100	100	
Number At or Above Proficient	8	10	9		--	--	--		26	24	30		--	--	--	
Percent At or Above Proficient	72.7	76.9	75.0		--	--	--		86.7	82.8	78.9		--	--	--	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	--	--	--		--	--	--		--	--	--		--	--	--	

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58.0%), (2011=68.5%), (2012=79.0%)

** = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%), (2012=77.4%)

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	63	84		25	16		13	0		0	0	
3	75	50		13	44		8	6		4	0	
4	94	90		6	10		0	0		0	0	
5	80	89		13	11		7	0		0	0	
6	52	56		38	37		10	0		0	7	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	*	*		*	*		64	79		377.5	382.0	
3	*	*		*	*		71	*		371.5	*	
4	*	*		*	*		92	86		436.8	398.3	
5	*	*		*	*		86	86		401.7	415.5	
6	*	*		*	*		50	63		361.1	385.9	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	57		*	373.9	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	81	89		19	11		0	0		0	0	
3	79	89		17	11		4	0		0	0	
4	100	100		0	0		0	0		0	0	
5	90	100		7	0		3	0		0	0	
6	62	63		29	22		10	15		0	0	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	*	*		*	*		91	86		404.6	424.7	
3	*	*		*	*		79	*		421.1	*	
4	*	*		*	*		100	100		487.9	460.1	
5	*	*		*	*		90	100		463.4	483.2	
6	*	*		*	*		57	63		371.6	395.5	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	57		*	375.0	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (Browns Valley Elementary School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	4	9	
Percent with Prior Year Data	100%	100%	
Number in Cohort	4	9	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	53.1	54.6	56.0
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	3	2	7	3		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	*	*	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	2030	2,011	
Percent with Prior Year Data	100.0	100	
Number in Cohort	2029	2,011	
Number Met	1109	962	
Percent Met	54.7	47.8	
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	1416	984	1,358	985		
Number Met	240	449	231	390		
Percent Met	16.9	45.6	17	39.6		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	*****	***									*****
2	*****	***	*****	***	*****	***					*****
4					*****	***					*****
6	*****	***									*****
Total	3	50	1	17	2	33					6

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	*****	***	*****	***							*****
3					*****	***					*****
4			*****	***							*****
5	*****	***									*****
6			*****	***	*****	***					*****
Total	3	33	4	44	2	22					9

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school’s District Benchmark Data:

VI. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Improving Student Performance in English Language Arts and Math: All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	
What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report cards

What process will you use to monitor and evaluate the data? - Academic conferences between teachers and the principal - PLC collaboration time - Edusoft spreadsheets to analyze data - Academic and goal setting conferences between students and the principal - Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Actions To Be Taken To Reach This Goal (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development)	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students develop research skills, introducing students to a variety of literature genres, supporting the ELA content standards, monitoring students' progress on Accelerated Reader, working with English Learners and students who are reading below grade in small group settings and 1:1 within the classroom structure, and providing technology support. Evaluation of activities to determine if successful in closing the achievement gap	8/20/12 - 6/13/13	Literacy Resource Technician	EIA-SCE \$6471.00 EIA-LEP \$1076.00
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards and reinforce academic language.	1/14/13 - 4/30/13	Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	
1.3 Provide technology components and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support technology based learning and enhance active student engagement. This also includes continuing the supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide	8/1/12 - 6/13/13	Computers, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency.		Accelerated Reader contract Waterford contract	
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and content standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	8/1/12 - 6/13/13	Supplementary instructional materials	
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the content standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.	8/20/12 - 6/13/13	Supplementary instructional materials for English Learners Release time and additional hours for the EL Facilitator - See action	EIA-LEP 200.00
1.6 Continue maintenance contracts for the school copiers and RISO machine to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and	8/1/12 - 6/13/13	Partial costs for maintenance contracts and related costs for 2 copy machines and a RISO machine and paper	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). improves instructional strategies.	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.7 Provide highly engaging books and resources to supplement the Library. This will motivate students to read and as a result, improve ELA skills.	8/1/12 - 6/13/13	Books, resource videos, and library supplies	
1.8 Provide testing supplies to enhance motivation and academic achievement from MJUSD's nutritional services department and the district warehouse.	8/20/12 - 6/13/13	See action	
1.9 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.	8/13/12 - 6/13/13	Release time for teachers, including substitute costs if needed	

VI. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Shared Responsibility Through School Community Involvement: Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	
What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
• Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	8/1/12 - 6/13/13	School Messenger contract Paper and copying costs	EIA-SCE \$160.00
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Provide communication with parents regarding grade level standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	8/20/12 - 6/13/13	Paper and copying costs	
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Browns Valley School's strengths and accomplishments.	8/20/12 - 6/13/13	Refreshments, advertising, paper, and copying costs	
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with those used in the classroom to create a stronger home/school connection.	8/20/12 - 6/13/13	Facilitators for parent workshops and curriculum nights	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Workshops will also be translated into primary languages, if needed.		Translators, if necessary	
2.5 Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	8/20/12 - 6/13/13	Certificates including paper and ink cartridges, pins, medals, and trophies	
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	8/20/12 - 6/13/13	Fingerprinting fees	
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	9/4/12 - 6/13/13	Refreshments, paper, and copying costs	
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an	9/4/12 - 6/13/13	Supplemental materials and supplies for the enrichment program	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
active and participatory role in this project.		Garden supplies and materials	Other \$1,597.00

VI. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Professional Learning Communities: Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
--	--

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace curriculum, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies, analyze assessment results, and set goals for all students' academic achievement. Evaluation of activities to determine if successful in closing the achievement gap	8/17/12 - 6/13/13	Teacher release time to collaborate for the purpose of improving student achievement.	
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies to positively impact student achievement.	8/13/12 - 6/13/13	Expenditures for outside consultants, conferences, and materials for staff development	

2012-13 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	6,471	EIA-SCE	160	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	1,276	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	1,597	Other	0
Total	7,747	Total	1,757	Total	0

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 5	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 6	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Total Allocation*	
EIA-SCE	\$6,631.00
EIA-SCE Carryover	
EIA-LEP	\$1,276.00
EIA-LEP Carryover	
Title I	
Title I Carryover	
Title I Parent Involvement	
Title I Parent Involvement Carryover	
Other	
Total	7,907

Total Expenditures	
EIA-SCE	6,631
EIA-SCE Carryover	0
EIA-LEP	1,276
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	1,597
Total	9,504

Balance**	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$1,120.00

Estimated Cost from EIA/LEP: \$49.00

Title I

Program Support Goal: Differentiated Learning

School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth of all students; provide social skills training, support groups, violence prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.

Estimated Cost from Title I:

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$6,631.00
Economic Impact Aid/ State Compensatory Education - Carryover	
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$1,276.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$1,169.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$9,076.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
Title I, Part A: Targeted Assistance Program - Carryover	
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	

Total amount of state and federal categorical funds allocated to this school	\$9,076.00
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Goodman	1			
Marilyn Russell			1	
Melanee Vieira		1		
Fran Zito		1		
David Kistler		1		
Teri Shrader		1		
Alicia Wright		1		
Desiree Salerno				1
Eric Salerno				1
Erica Shaver				1
Cynthia Slayton				1
Kelly Owen				1
Melinda Staples				1
Carmie Ellyson				1
Numbers of members of each category	1	5	1	7

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

Recommendations and Assurances

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

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

- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☒ Other committees established by the school or district (list):
Browns Valley School Parent Teacher Association

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: 5/14/12

Attested:

Lisa Goodman

Typed Name of School Principal

Lisa Goodman 5/14/12

Signature of School Principal

Date

Cynthia Slayton

Typed Name of SSC Chairperson

Cynthia Slayton 5/14/12

Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



Browns Valley Elementary School School-Level Parental Involvement Policy 2012-13

Browns Valley Elementary School has developed a written parent involvement policy with input from parents. This was accomplished through our Site Council and Parent Teacher Association meetings consisting of representatives from each group. The policy will be distributed to parents of students and can be accessed through a link on our school website.

Involvement of Parents

Browns Valley Elementary School does the following:

1. Convenes an annual meeting to inform parents of state categorical funding requirements and their rights to have a voice and be involved in shared decision making. This occurs at our Site Council, Parent Teacher Association, and Back-to-School Night meetings.
2. Offers a flexible number of meetings. Our Parent Teacher Association meets monthly and the Site Council at least 6 times per year.
3. Involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its categorically funded programs and the Parental Involvement Policy. This is an ongoing process shared by the Site Council and the Parent Teacher Association. As part of our continuous improvement process, we consistently monitor how categorical dollars are spent and the impact on student achievement.
4. Provides parents of students with timely information about State Categorically funded programs. Information about State Categorically funded programs is shared with parents in many different ways. These include Parent Teacher Association monthly meetings, Site Council meetings, the beginning of the year Back-to-School Night, website information, monthly parent newsletters and notes home, and through the School Messenger phone system.
5. Provides parents of students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTA and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress.
6. Provides parents of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents know that they may request a parent teacher conference at any time to discuss concerns related to their child's education. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. A formal process called a Student Study Team meeting is another way that parents are able to work with a team of teachers to brainstorm and create an action plan to help students be more successful.

School-Parent Compact

Browns Valley Elementary School has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share

the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of State Categorically funded students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Through meetings of our Parent Teacher Association group and School Site Council, which all parents are invited to and encouraged to attend, the participants discussed and created a School-Parent Compact representative of our students needs.

Building Capacity for Involvement

Browns Valley Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists State Categorically funded parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTA and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. Parent trainings and curriculum nights are also offered to build a stronger home/school connection.
2. Provides materials and training to help State Categorically funded parents to work with their children to improve their children's achievement. Parent trainings including Love and Logic and curriculum nights are offered in the evenings to support parents and present ways to help to home. Teachers also provide critical information about how to improve academics through homework packets, during parent conferences, and Back-to-School Night. Ideas are also shared during Parent Advisory Council meetings, through newsletters and the school website.
3. Educates staff, with the assistance of State Categorically funded parents, in the value of parent contributions and how to work with parents as equal partners. Parents are seen as true partners in education as evidenced by the number of volunteers. Parents and teachers work together through shared responsibility to positively impact student achievement. Ideas are shared during parent conferences, Back-to-School Night and Open House, PTA and Site Council meetings, Parent Advisory Council meetings, school-related activities, and during staff meetings.
4. Coordinates and integrates the State Categorical parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Information about community programs and resources is sent home on a regular basis and through the School Messenger phone system. Community agencies work hand in hand with the PTA and parent volunteers and come to school often to share information about the resources that are available. This typically occurs when there are large gatherings of parents such as Back-to-School Night, Open House, and PTA-sponsored activities.

Community agencies are also invited to attend PTA and Site Council meetings, as well as Student Study Team meetings.

5. Distributes to State Categorical parents, information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. Information is sent home to parents in English and through School Messenger phone calls. School Messenger also has the capability of sending information in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Association, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. When needed, translators are provided to make sure that all parents have equal opportunity and accessibility.
6. Provides support for parental involvement activities requested by State Categorical parents. The Parent Teacher Association is committed to providing parent involvement activities throughout the year. The teachers, being members of this group, work collaboratively with the PTA to provide additional support.

Accessibility

Browns Valley Elementary School provides opportunities for all State Categorical parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Information is sent home to parents in English and through the School Messenger phone system. School Messenger also has the capability of sending information in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Association, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. When needed, translators are provided to make sure that all parents have equal opportunity and accessibility.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

BROWNS VALLEY ELEMENTARY SCHOOL



LISA GOODMAN, PRINCIPAL

9555 BROWNS VALLEY SCHOOL RD., BROWNS VALLEY, CA 95918

The 2012-13 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Browns Valley Elementary School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and other family events welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences. Teachers are also available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator's Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

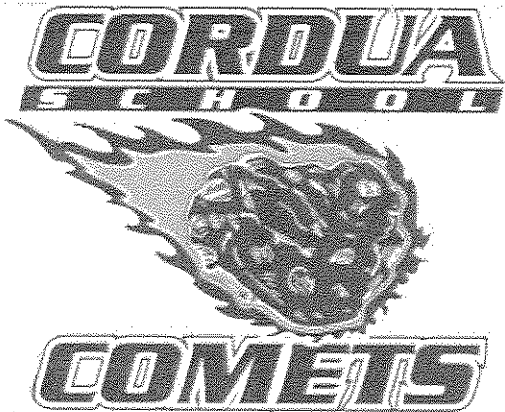
- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____ Date: _____



2012-13

Single Plan for Student Achievement (SPSA)

Cordua Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (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:

Principal: Lisa Goodman	Telephone: (530) 741-6115
Address: 2830 Highway 20	Email Address: lgoodman@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056667
☐ Initial Plan Approval: 6/4/12	
☐ Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions**Academic Performance Index**

	2007-08	2008-09	2009-10	2010-11	2011-12
API Base Score	799	821	831	824	
Growth Target	1	A	A	A	
API Growth Score	824	831	824	839	
Actual Growth	25	10	-7	15	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		100	100	--		100	100	100	
Number At or Above Proficient	36	31	39		23	26	33		--	--	--		--	--	--	
Percent At or Above Proficient	61.0	58.5	66.1		63.9	66.7	71.7		--	--	--		--	--	--	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria	Yes	Yes	Yes		--	--	--		--	--	--		--	--	--	

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		100	100	100		100	100	--	
Number At or Above Proficient	10	--	5		9	6	9		13	10	14		--	--	--	
Percent At or Above Proficient	71.4	--	41.7		56.3	54.5	69.2		54.2	43.5	63.6		--	--	--	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria	--	--	--		--	--	--		--	--	--		--	--	--	

* = AYP Target for Elementary/Middle Schools (2009=46.0%), (2010=56.8%), (2011=67.6%), (2012=78.4%)

** = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%), (2012=77.8%)

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		100	100	--		100	100	100	
Number At or Above Proficient	42	33	41		27	27	36		--	--	--		--	--	--	
Percent At or Above Proficient	71.2	63.5	69.5		75.0	69.2	78.3		--	--	--		--	--	--	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	Yes	Yes	Yes		--	--	--		--	--	--		--	--	--	

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	100		100	100	100		100	100	100		100	100	--	
Number At or Above Proficient	11	--	4		11	--	9		16	11	12		--	--	--	
Percent At or Above Proficient	78.6	--	33.3		68.8	--	69.2		66.7	50.0	54.5		--	--	--	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	--	--	--		--	--	--		--	--	--		--	--	--	

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58.0%), (2011=68.5%), (2012=79.0%)

** = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%), (2012=77.4%)

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	69	76		15	10		15	0		0	14	
3	40	67		27	25		27	8		7	0	
4	50	63		25	19		25	13		0	6	
5	63	50		5	33		16	8		16	8	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	*	*		*	*		*	74		*	351.8	
3	*	*		*	*		45	*		337.5	*	
4	*	*		*	*		*	62		*	367.5	
5	*	*		*	*		82	*		372.2	*	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	69	76		23	19		8	5		0	0	
3	67	75		33	17		0	8		0	0	
4	58	75		17	6		25	13		0	6	
5	50	42		22	33		22	17		6	8	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	*	*		*	*		*	79		*	396.6	
3	*	*		*	*		64	*		418.4	*	
4	*	*		*	*		*	85		*	394.9	
5	*	*		*	*		64	*		359.3	*	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (Cordua Elementary School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	12	13	
Percent with Prior Year Data	100%	100%	
Number in Cohort	12	13	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	53.1	54.6	56.0
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	13	2	11	4		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	*	*	*	*		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	2030	2,011	
Percent with Prior Year Data	100.0	100	
Number in Cohort	2029	2,011	
Number Met	1109	962	
Percent Met	54.7	47.8	
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	1416	984	1,358	985		
Number Met	240	449	231	390		
Percent Met	16.9	45.6	17	39.6		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			*****	***			*****	***			*****
2	*****	***					*****	***			*****
3					*****	***					*****
4	*****	***									*****
5	*****	***	*****	***							*****
Total	3	30	3	30	2	20	2	20			10

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			*****	***	*****	***			*****	***	*****
2					*****	***					*****
3	2	50	2	50							4
4			*****	***							*****
5					3	75	1	25			4
Total	2	15	4	31	5	38	1	8	1	8	13

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

District Benchmarks

Grade Level	Trimester 1: Section 1 (6 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 1: Section 2 (12 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 2: Section 1 (18 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 2: Section 2 (24 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 3: Section 1 (30 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Trimester 3: Section 2 (36 weeks)					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2009-10	2010-11	2011-12

Summarize and draw conclusions regarding the school's District Benchmark Data:

VI. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Improving Student Performance in English Language Arts and Math: All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	
What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
- Academic conferences between teachers and the principal - PLC collaboration time - Edusoft spreadsheets to analyze data - Academic and goal setting conferences between students and the principal - Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students develop research skills, introducing students to a variety of literature genres, supporting the ELA content standards, monitoring students' progress on Accelerated Reader, and providing technology support.	8/20/12 - 6/13/13	Literacy Resource Technician	Title I \$6036.00
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards and reinforce academic language.	1/14/13 - 4/30/13	Personnel to provide intervention to targeted students and English Learners, small group support, and appropriately challenging instruction	EIA-SCE EIA-LEP \$1000.00 \$1000.00
1.3 Provide technology components and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support technology based learning and enhance active student engagement. This also includes continuing the supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level	8/1/12 - 6/13/13	Computers, monitors, cables, printers, hubs, servers, audio/visual equipment, SmartBoards, interactive software, projectors, technology components, and installation	EIA-SCE Title I \$1650.00 \$400.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency.		Accelerated Reader contract Waterford contract	Title I \$1600.00
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and content standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	8/1/12 - 6/13/13	Supplementary instructional materials	EIA-SCE Title I \$2000.00 \$780.00
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the content standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.	8/20/12 - 6/13/13	Supplementary instructional materials for English Learners Release time and additional hours for the EL Facilitator - See action	EIA-LEP \$888.00
1.6 Continue maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	8/1/12 - 6/13/13	Partial costs for maintenance contracts and related costs for 2 copy machines and paper	EIA-SCE EIA-LEP Title I \$400.00 \$300.00 \$300.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.7 Provide highly engaging books and resources to supplement the Library. This will motivate students to read and as a result, improve ELA skills.	8/1/12 - 6/13/13	Books, resource videos, and library supplies	EIA-SCE \$600.00
1.8 Provide testing supplies to enhance motivation and academic achievement from MJUSD's nutritional services department and the district warehouse.	8/20/12 - 6/13/13	See action	EIA-SCE \$204.00
1.9 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.	8/13/12 - 6/13/13	Release time for teachers, including substitute costs if needed	

VI. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Shared Responsibility Through School Community Involvement: Establish a positive school climate built on shared responsibility for student learning through student, parent, and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
	Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.		

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Actions To Be Taken To Reach This Goal (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	8/1/12 - 6/13/13	School Messenger contract	T1-PI \$100.00
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Provide communication with parents regarding grade level standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	8/20/12 - 6/13/13	Paper and copying costs	T1-PI \$25.00
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordua School's strengths and accomplishments.	8/20/12 - 6/13/13	Refreshments, advertising, paper, and copying costs	T1-PI \$36.00
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with those used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if	8/20/12 - 6/13/13	Facilitators for parent workshops and curriculum nights	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
needed.		Translators, if necessary	
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	8/20/12 - 6/13/13	Certificates including paper and ink cartridges, pins, medals, and trophies	EIA-SCE \$300.00
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	8/20/12 - 6/13/13	Fingerprinting fees	
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	9/4/12 - 6/13/13	Refreshments, paper, and copying costs	EIA-SCE \$50.00
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff,	9/4/12 - 6/13/13	Supplemental materials and supplies for the enrichment program	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
students, parents and community member will take an active and participatory role in this project.		Garden supplies and materials	Other \$1000.00

VI. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Professional Learning Communities: Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.	What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.
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What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace curriculum, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies, analyze assessment results, and set goals for all students' academic achievement.	8/17/12 - 6/13/13	Teacher release time to collaborate for the purpose of improving student achievement.	
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies to positively impact student achievement.	8/13/12 - 6/13/13	Expenditures for outside consultants, conferences, and materials for staff development	

2012-13 Program Expenditure Summary

Goal 1	
EIA-SCE	5,854
EIA-SCE Carryover	0
EIA-LEP	2,188
EIA-LEP Carryover	0
Title I	9,116
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	17,158

Goal 2	
EIA-SCE	350
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	211
Title I Parent Involvement Carryover	0
Other	1,000
Total	1,561

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 5	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 6	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Total Allocation*	
EIA-SCE	\$6,204.00
EIA-SCE Carryover	
EIA-LEP	\$2,188.00
EIA-LEP Carryover	
Title I	\$9,116.00
Title I Carryover	
Title I Parent Involvement	\$211.00
Title I Parent Involvement Carryover	
Other	
Total	17,719

Total Expenditures	
EIA-SCE	6,204
EIA-SCE Carryover	0
EIA-LEP	2,188
EIA-LEP Carryover	0
Title I	9,116
Title I Carryover	0
Title I Parent Involvement	211
Title I Parent Involvement Carryover	0
Other	1,000
Total	18,719

Balance**	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$644.00

Estimated Cost from EIA/LEP: \$84.00

Title I

Program Support Goal: Differentiated Learning

School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth of all students; provide social skills training, support groups, violence prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.

Estimated Cost from Title I: \$1,920.00

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$6,204.00
Economic Impact Aid/ State Compensatory Education - Carryover	
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$2,188.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$728.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$9,120.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$9,116.00
Title I, Part A: Targeted Assistance Program - Carryover	
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$211.00
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	\$1,920.00
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	\$11,247.00

Total amount of state and federal categorical funds allocated to this school	\$20,367.00
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Goodman	1			
Edna Alexander			1	
Heather Taylor		1		
Eliza Pires		1		
Michael O'Brien		1		
Wesley Finley				1
Krystle Hollandsworth				1
John Baadsgaard				1
Gabrielle Stadem				1
Perla Toche				1
Numbers of members of each category	1	3	1	5

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

Recommendations and Assurances

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

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

- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☒ Other committees established by the school or district (list):
Cordia School Parent Teacher Organization

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: 6/4/12

Attested:

Lisa Goodman

Typed Name of School Principal

Lisa Goodman 6/4/12

Signature of School Principal

Date

Wesley Finley

Typed Name of SSC Chairperson

Wesley Finley 6/4/12

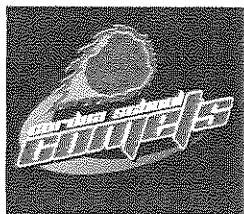
Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



Cordua Elementary School School-Level Parental Involvement Policy 2012-13

Cordua Elementary School has developed a written Title I parent involvement policy with input from Title I parents. This was accomplished through our Site Council and Parent Teacher Association meetings consisting of representatives from each group. The policy will be distributed to parents of Title I students and can be accessed through a link on our school website.

Involvement of Parents

Cordua School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to have a voice and be involved in the Title I program. This occurs at our Site Council, Parent Teacher Organization, and Back-to-School Night meetings.
2. Offers a flexible number of meetings. Our Parent Teacher Organization meets monthly and the Site Council at least 6 times per year.
3. Involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. This is an ongoing process shared by the Site Council and the Parent Teacher Organization. As part of our continuous improvement process, we consistently monitor how Title I funding is spent and the impact on student achievement.
4. Provides parents of Title I students with timely information about Title I programs. Information about Title I programs is shared with parents in many different ways. These include Parent Teacher Organization monthly meetings, Site Council meetings, the beginning of the year Back-to-School Night, website information, monthly parent newsletters and notes home, and through the School Messenger phone system.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTO and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress.
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents know that they may request a parent teacher conference at any time to discuss concerns related to their child's education. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. A formal process called a Student Study Team

meeting is another way that parents are able to work with a team of teachers to brainstorm and create an action plan to help students be more successful.

School-Parent Compact

Cordua Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Through meetings of our Parent Teacher Organization group and School Site Council, which all parents are invited to and encouraged to attend, the participants discussed and created a School-Parent Compact representative of our students' needs.

Building Capacity for Involvement

Cordua Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are given information about curriculum, assessments, and achievement expectations initially during our beginning of the year Back-to-School Night. Ongoing information is shared during PTO and Site Council meetings, through website information and monthly newsletters, and during awards rallies. Parent teacher conferences are held twice a year, which gives parents and teachers an opportunity to discuss each child's academic progress. Teachers send regular progress reports home and parents are able to regularly access progress reports on-line. Parent trainings and curriculum nights are also offered to build a stronger home/school connection.
2. Provides materials and training to help Title I parents to work with their children to improve their children's achievement. Parent trainings including Love and Logic and curriculum nights are offered in the evenings to support parents and present ways to help to home. Teachers also provide critical information about how to improve academics through homework packets, during parent conferences, and Back-to-School Night. Ideas are also shared during Parent Advisory Council meetings, through newsletters and the school website.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Parents are seen as true partners in education as evidenced by the number of volunteers. Parents and teachers work together through shared responsibility to positively impact student achievement. Ideas are shared during parent conferences, Back-to-School Night and Open House, PTO and Site Council meetings, Parent Advisory Council meetings, school-related activities, and during staff meetings.
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support

parents in more fully participating in the education of their children. Information about community programs and resources is sent home on a regular basis and through the School Messenger phone system. Community agencies work hand in hand with the PTO and parent volunteers and come to school often to share information about the resources that are available. This typically occurs when there are large gatherings of parents such as Back-to-School Night, Open House, and PTO-sponsored activities. Community agencies are also invited to attend PTO and Site Council meetings, as well as Student Study Team meetings.

5. Distributes to Title I parents, information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. Information is sent home to parents in English and through School Messenger phone calls. The School Messenger phone system is also capable of sending messages in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Organization, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. When needed, translators are provided to make sure that all parents have equal opportunity and accessibility.
6. Provides support for parental involvement activities requested by Title I parents. The Parent Teacher Organization is committed to providing parent involvement activities throughout the year. The teachers, being members of this group, work collaboratively with the PTO to provide ongoing support so that all parents can be involved at some level.

Accessibility

Cordua Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Information is sent home to parents in English and through the School Messenger phone system. School Messenger also has the capability of sending information in Spanish. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through our Parent Teacher Association, Site Council, Parent Teacher Conferences, Back-to-School Night, and Open House Night, information is distributed as well. Translators are provided, if there is a need to make sure that all parents have equal opportunity and accessibility.

Parent Information and Resource Centers (PIRCs)

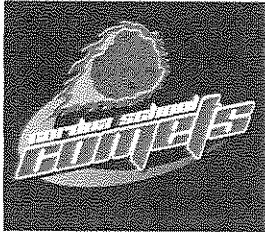
PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be

funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

CORDUA ELEMENTARY SCHOOL

LISA GOODMAN, PRINCIPAL
2830 HIGHWAY 20, MARYSVILLE, CA 95901

The 2012-13 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Cordua Elementary School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and other family events welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences. Teachers are also available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator's Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

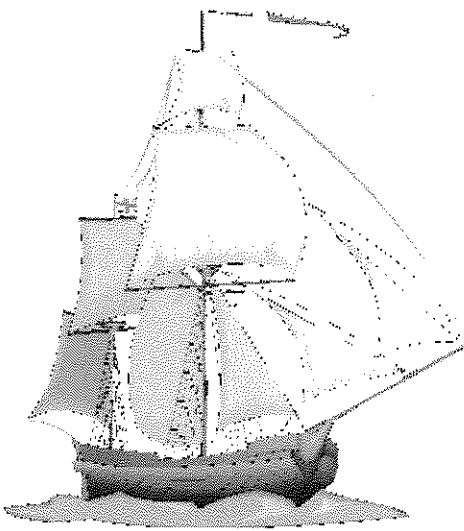
- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____ Date: _____



Single Plan for Student Achievement

FOOTHILL INTERMEDIATE SCHOOL

CDS Code 58-72736-6056691

"At Foothill School, we strive to offer a stimulating and innovative educational program to students that: motivates them and allows them to achieve their highest potential in a safe, caring environment, develops and nurtures their feelings of self-worth, self-image, and self-esteem, and allows them to understand that others have similar feelings and needs, and instills an understanding for the need to be responsible, productive members of society."

May 17, 2012

Date: _____

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Kathleen Hansen

Position: Principal

Telephone Number: (530) 741-6130

Address: 5351 Fruitland Road Marysville, Ca 95901

E-mail Address: khansen@mjusd.com



Marysville Joint Unified School District
The District Governing Board approved this revision of the School Plan on _____.

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1:					
Foothill Intermediate School will increase the performance levels of all students by providing targeted assistance and instruction in each student's area(s) of academic need. Diagnostic assessments, District Benchmarks, Teacher assessments, and standardized testing results will guide the instructional decisions and interventions necessary to help all students reach a level of proficiency as measured by the Annual Measureable Outcomes (AMO's) outlined in NCLB.					
<u>Student groups and grade levels to participate in this goal:</u>		<u>Anticipated annual performance growth for each group:</u>			
All 6 th , 7 th and 8 th grade students whose state testing results in English Language Arts and Mathematics are reported at Far Below Basic, Below Basic, and Basic levels.		-5% decrease in the Far Below Basic, Below Basic, and Basic categories including English Learners, and Socio-economically Disadvantaged will be demonstrated by growth in the AYP and API.			
<u>Means of evaluating progress toward this goal:</u>		<u>Group data to be collected to measure academic gains:</u>			
Grade reporting, API reports, LEA accountability Reports of Annual Measureable Achievement Objectives for English learners, STAR Test Scores, and Interim Tests.		State testing, quarterly Marysville Joint Unified School District benchmark assessments and curriculum embedded assessments			
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date² Completion Date	Proposed Expenditures³		Estimated Cost	Funding Source
Alignment of instruction with content standards:	2012-2013 School Year				
Improvement of instructional strategies and materials.					

¹ See Appendix B: Chart of Requirements for the SPSS for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

• Provide supplemental instructional materials and supplies to enhance core academic programs. These materials go beyond the District materials to target specific areas that will help students advance from below basic to proficiency. • Integration of technology to support supplemental educational programs. The technology will complement teaching strategies directed to differentiating instruction and help move students to achieve proficient or advanced status. • Training for certificated staff to provide new teaching strategies to increase skills and enhance academic performance of students	8/20 – 6/11	Purchasing consumables such as DVD's, vocab books, novels, ALECKS math software, AR and other supplemental materials and equipment	\$457 \$3050.10	EIA/SCE Title 1
• Integration of technology to support supplemental educational programs. The technology will complement teaching strategies directed to differentiating instruction and help move students to achieve proficient or advanced status.	8/20 – 6/11	Technology equipment such as Smart Boards, elmos, computers, and printers	\$750	Title 1
• Training for certificated staff to provide new teaching strategies to increase skills and enhance academic performance of students	08/20 – 06/11	Teacher release time to attend scientific and research-based professional development designed to raise student achievement and related expenses. Upon completion, teachers will share new strategies with the staff- train the trainer	\$	
• Healthy food helps prompt the brain to higher levels of focus and attention. During long periods of sitting and testing, this is especially important.	8/20 – 6/11	Nutritional snacks will be provided during standardized testing periods to enhance students' performance.	\$300	Title 1
• Planners will be used to foster better organization of all students' work. Items such as class notes, homework assignments, test dates, etc. will be recorded by students daily.	8/20 – 6/11	Printing Costs	\$675	Title 1
• Staffing cost for Intervention Support classes.	8/20 – 6/11	Staffing cost	\$23,818 \$13,099.90	EIA/SCE Title 1
Extended learning time: • Enhance the library's learning environment to provide resources for student, staff, and		Site license fees, materials and supplies and books.	\$	EIA/SCE

parents to support technology, research projects and compliment the core academic program.					
Increased educational opportunity for <i>all</i> students: - English Language Learner program will be enhanced through use of computers, learning software and supplemental curriculum and supplies. - GATE program provides enrichment opportunities with differentiated instruction through extra-curricular activities.	8/20 – 6/11 8/20 – 6/11	Supplemental books, materials, supplies and technology Teacher release time, extra duty wage Student assessments, testing coordination, extra duty wage, supplies	\$912 \$	EIA/LEP	
Involvement of staff, parents, and community: - Build parent partnerships via mailings and newsletters. Create outreach opportunities to increase parent involvement on campus and create solid partnerships in education. - Student Recognition, parent outreach, academic monitoring/motivation. Students will be rewarded each quarter throughout the year for attendance, honor roll, and behavioral adjustments.	8/20 – 6/11 8/20 - 6/11	-Printing costs, mailings, advertising, -Consumables, and food items Awards, medals, plaques, supplies,	\$315 \$	Title 1/PI 4101 EIA/SCE	
Auxiliary services for students and parents: Literacy Resource Technician will help the library be accessible to students and staff by providing materials to supplement the core curriculum. Individualized tutoring and study time will also be provided.	8/20-6/11	Wages	\$		

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<u>SCHOOL GOAL # 2:</u> All students will be in a learning environment that is safe , healthy and conducive to learning. To attain this goal, strategies will be developed and refined to address the reduction of bullying, increase a healthy lifestyle and have the campus drug-free. Strategies will be refined and or developed through the collaboration between students, parents/guardians, community partners, staff and administration.				
<u>Student groups and grade levels to participate in this goal:</u> All students		<u>Anticipated annual performance growth for each group:</u> Ensure Increased focus & attention on academic proficiency for all students.		
<u>Means of evaluating progress toward this goal:</u> Suspensions and Expulsions will decrease by 5% Disciplinary Referrals will decrease by 5% Attendance will increase by 5%		<u>Group data to be collected to measure academic gains:</u> Disciplinary reports in regards to suspension and referral rates, attendance percentages, referrals to SARB, State crime reporting percentages.		
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and		Start Date ⁵ Completion Date		Funding Source
Teaching positive choices to ultimately impact student achievement:				

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Motivational assemblies to enhance student learning and awareness.	8/20 – 6/11	Speaker fees and related expenses, supplies and supplemental materials	\$	
Auxiliary services for students and parents:				
Continual updates will be made to our school's our School Site Plan, Safe School Plan, Student Handbook, and other student related printed materials.	8/20 - 6/11	Printing costs		Title 1
Maintenance contracts	8/20 - 6/11	Yearly contracts for copy machines and RISO. Reproducible instructional materials are specifically tied to increasing performance for students moving from below basic to proficiency.	\$2634	Title 1
District Auto Diater	8/20 – 6/11	Communication between home/school for Back-to-School night and all other events that assist in maintaining a positive and safe school climate and culture	\$200 \$200	Title 1 Title1 P/I

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 3 All special education students will reach high standards, demonstrating advancement toward proficiency in ELA and mathematics by 2013—14.				
Student groups and grade levels to participate in this goal: All 6 th , 7 th and 8 th grade students.	Anticipated annual performance growth for each group: Students will demonstrate higher achievement levels in the Far Below Basic, Below Basic, and Basic categories with minimum gains of 5%.			
Means of evaluating progress toward this goal: Grade reporting, API reports, LEA accountability Reports of Annual Measurable Achievement Objectives for English learners, STAR test scores.	Group data to be collected to measure academic gains: State testing, quarterly Marysville Joint Unified School District benchmark assessments and curriculum embedded assessments.			
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

Improvement of instructional strategies and materials: • Provide supplemental instructional materials, supplies and equipment	8/20 – 6/11	Purchase consumables and other supplemental supplies that helps students comprehend core concepts within the adopted textbook	\$400	Title 1
Extended learning time: • Use technology and the computer lab to enrich and extend learning.	8/20 – 6/11	Purchase programs as needed		

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹¹ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$35.00 \$1,687.00	EIA/LEP EIA/SCE

²See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

³List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ¹² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$5,820.00	Title I

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

behavioral growth of all students; provide social skills training, friendship/support groups, violence prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs				
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Form C: Programs Included in this Plan FOOTHILL

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$24,275.00 \$1,687.00 \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$912.00 \$35.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹)		\$
Total amount of state categorical funds allocated to this school		\$26,909.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: School wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$21,109.00 \$515.00 \$5,820.00 \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$27,444.00
Total amount of state and federal categorical funds allocated to this school		\$54,353.00

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:¹⁵

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kathleen Hansen	X				
Debbie Mallen				X	
Erica Shaver				X	
Christie Villa				X	
Trey Collmer					X
Samantha Vantress					X
Parker Mathews					X
Rocio Bertalan		X			
Ferenc Bertalan		X			
Mari Reeves		X			
Linda Streng		X			
Leslie Craig			X		
Numbers of members in each category	1	4	1	3	3

¹⁵ At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

☐ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

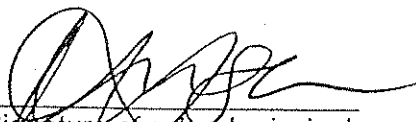
☐ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 5/17/12

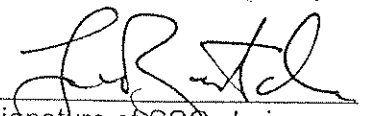
Attested:

Kathleen Hansen
Typed name of school principal

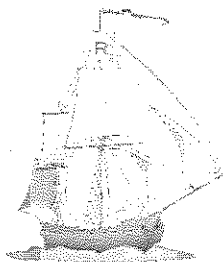

Signature of school principal

5/17/12
Date

Ferenc Bertalan
Typed name of SSC chairperson


Signature of SSC chairperson

5/17/12
Date



Foothill Intermediate School School-Parent Compact

The 2012-13 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Foothill School will ensure students' success in the following areas:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters, our school's website, and marquee provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and volunteering welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.
- Follow District guidelines about text messaging, video games, and appropriate versus inappropriate websites.

Student Signature: _____

Date: _____

Foothill

School-Level Parental Involvement Policy

Foothill has developed a written Title I parent involvement policy with input from Title I parents. Suggestions for improvement were given by teachers, parents, classified personnel, and the site administrator throughout the course of the year at Site Council meetings and staff meetings. The policy was distributed to parents of Title I students in a mailer home.

Involvement of Parents

Foothill does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. As well, the following was provided:
 - the school's participation rate
 - an explanation of Foothill's collaboration with Yuba County's Probation Department.
2. Offers a flexible number of meetings. With an opportunity to meet at any of the Site Council meetings or four key staff meetings, parents were given a chance to voice their input.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. Parents engaged these meetings with ideas on how best to meet their child's needs ranging anywhere from being able to take advantage of after-school events to adequate after-school tutoring that reinforces their regular curriculum.
4. Provides parents of Title I students with timely information about Title I programs that is pertinent to their child's immediate success.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Charts and graphs were used to illustrate how their children were being given the best instruction based on the District adopted curriculum.
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Suggestions were made on looking at new types of curriculum that could address certain needs that reflect a typical Title I student and how to collaborate this to their potential proficiency level.

School-Parent Compact

Foothill has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Foothill developed this policy at its Site Council meetings and distributed them at our Back to School Night in August.

Building Capacity for Involvement

Foothill engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children mostly by helping them with the use of Aeries. Unfortunately, many of these parents did not have a home computer and were given extra attention by our school councilor and Probation Officer who made personal phone calls and some home visits.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement at the Site Council and staff meetings.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Specific attention was given to the concern of parents keeping up with their child's progress.
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Here, Foothill looked to Title I parents to participate in more functions and to volunteer for any extra activities.
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands at the Back-to-School night and Open House.
6. Provides support for parental involvement activities requested by Title I parents at the Site Council meetings.

Accessibility

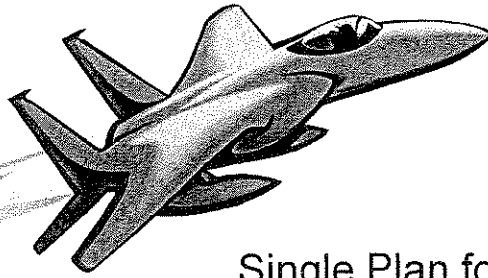
Foothill provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Again, this was either mailed home or handed out at our Back-to-School night and or Open House.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.
<http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



Single Plan for Student Achievement
JOHNSON PARK ELEMENTARY SCHOOL

58727366056709
CDS Code

Date of this revision: 5-1-12

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Sarah O'Brien

Position: Principal

Telephone Number: 530-741-6133

Address: 4364 Lever Avenue, Marysville, CA 95901

E-mail Address: sobrien@mjusd.com



Marysville Joint Unified School District

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

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # <u>1</u> (Based on conclusions from Analysis of Program Components and Student Data pages) 10% of EL students in all grade levels (2-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.				
Student groups and grade levels to participate in this goal: EL	Anticipated annual performance growth for each group: Increase student proficiency levels by 10% increasing the percentage of students proficient and above to 50%.			
Means of evaluating progress toward this goal: MJUSD benchmark assessments Avenues and High Point end of unit assessments CELDT scores	Group data to be collected to measure academic gains: Teacher and program assessments MJUSD benchmark assessments Avenues and High Point assessments CELDT scores Report Card performance CST Tests			
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Provide bilingual EL para-educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Provide Structured Teacher Planning Time focusing on the progress of the EL students to provide continuous monitoring and adjusting of the instruction provided to positively impact each EL student's academic performance. Provide supplemental supplies and materials to supplement the district curriculum providing multiple methods of input (visual, realia, Brain Pop, Math Facts in a Flash, etc.) to enhance learning opportunities.	8-20-07	(1) 3 hour EL assistants Provide para-educator to provide assistance to the classroom teacher providing ELD instruction. Substitute teacher for release time and/or extra duty. (15 days @ \$120) Provide technology equipment and supplies to increase student comprehension and exposure to concepts. Provide supplemental materials and supplies. Provide copying equipment, maintenance contracts and supplies for supplemental direct instruction.	Currently Unfunded \$1,800 \$5,000 \$1,450 \$5,800	Title 1 EIA-SCE EIA-LEP Title 1
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Increase communication with parents regarding their child's progress and resources available. Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level. Increase and provide consistent ELD instruction.		Provide materials, supplies and equipment for duplicating materials, preparing supplemental instructional materials and for home school communication. Print shop requests for duplication. Fingerprinting for parents. 4 parents @ \$71 Provide translator for conferences, parent communication, and for written notices, newsletters, etc. Provide support for classes during their ELA workshop time to maximize ELD instruction for EL students. Provide (2) 3 day a week intervention specialists to help support classroom teachers with ELD instruction for all CELDT level 1, 2 and 3 students (grades 2-6).	\$380 \$284 General Fund (LOTTERY) Currently Unfunded	Title 1 P.I. Title 1 P.I.
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Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # <u>2</u> (Based on conclusions from Analysis of Program Components and Student Data pages) Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after-school, as well as being available to teachers during the instructional day. These library resources will also include reading intervention materials to help students increase their reading proficiency.				
Student groups and grade levels to participate in this goal: K-1 2-6	Anticipated annual performance growth for each group: K-1 2-6 Increase # students proficient on the ELA CST's by 5% 5 Increase # students proficient on the Science CST's by 5%			
Means of evaluating progress toward this goal: Monthly circulation reports Accelerated Reader participation statistics MJUSD benchmark assessments	Group data to be collected to measure academic gains: Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

The library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library.	ongoing	Provide Literacy Resource Technician. Provide equipment, supplies, books and materials for library. Provide copy materials, supplies and equipment to supplement classroom instruction. Increase non-fiction titles. Maintain AR support and maintenance contracts. Increase higher grade level reading materials (GATE). Increase library materials related to grade level content areas of study for English learners. Increase AR titles appealing and pertaining to English learners. Provide library access to STARs after-school program. Provide materials to motivate student reading.	\$15,000 Currently Unfunded *Prepaid for 3 years 2011-12 2012-13 2013-14 Currently Unfunded	Title 1 (Title 1 EIA-SCE)
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Increase communication to parents about the library and available resources. Provide opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America)		Provide incentives to encourage students to read (i.e., certificates, prizes, trophies, etc.). **Prizes and trophies to be funded by PTO. Provide list of AR books to parents for each child's level. Include library information in the newsletter. Provide notification to parents and community (paper, ink, copying, translation) Provide refreshments. Provide decorations (banners, posters, etc.) to announce event to visitors. Provide name tags for guest readers and visitors.	Currently Unfunded (PTO will cover incentives)	
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Increase technology and equipment resources in the library. Provide funding for service and repair of equipment and technology resources.			Currently Unfunded	
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Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # <u>3</u> (Based on conclusions from Analysis of Program Components and Student Data pages) 5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic and basic levels, toward proficiency and advanced status.				
Student groups and grade levels to participate in this goal: Students in grades K, 1, 2, 3, 4, 5, 6	Anticipated annual performance growth for each group: Performance gains expected for these students: 5% of the students will improve their level of proficiency at least one level on the California Standards Test in both language arts and mathematics, and students in grades K and 1 will improve their level of proficiency at least one level in standards-based report card results.			
	Group data to be collected to measure academic gains: District benchmark assessments CST STAR reading assessments			
Means of evaluating progress toward this goal: Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results.				
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

Extended learning time: Provide during-school and after-school tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school program.	October 2012 To June 2013	Teacher extra duty 38 hrs @ \$52 250 hrs @ \$52	\$2,000 \$13,000	Title 1 EIA-SCE
Provide extended learning experiences for students away from the school setting. These opportunities will enhance those CA state standards already taught and increase proficiency.		Materials and supplies Technology Supplemental Program	\$1,245 \$4,682.80 \$2,000	Title 1 EIA-SCE EIA-LEP
		Teacher extra duty	Currently Unfunded	
		Para-educator extra duty		
		Release Time		
Provide planners for each student in grades 4-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task, and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in <u>A Framework for Understanding Poverty</u> by Ruby Payne.	August 2012 Used daily	Academic planners	\$2,000	Title 1

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Provide supplemental intervention for students far below basic and basic in reading. Students struggling in the proficient level of reading will also receive support. Provide supplementary intervention for students not performing at grade level in English Language Arts and Math. Students will receive intervention as well as study skills interventions to assist with core instructional materials. Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.		Para Educator- 1 positions structured teacher planning time. Provide consultants as needed. math, ELA, science, art, PE, social science supplemental books, materials and supplies Provide equipment and supplies for duplication of supplemental materials. staff development supplies/conferences release time extra duty 26 days	Currently Unfunded Refer to pg.3 \$3,000 \$2,028 \$2,150 Currently Unfunded \$3,120	EIA-SCE EIA-LEP Title 1 Title 1
Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school.	11-2009			

Provide motivational and inspirational assemblies for the students. Provide computer lab for Waterford intervention (k-2), class technology lessons and computer intervention programs and technology in classrooms for student assessment, and access to district data base and supplemental programs (i.e., Accelerated Reader). Improve instructional technology. Provide supplemental materials, supplies to supplement district curriculum and enhance students learning experiences and increase proficiency. Provide training and materials for staff development and intensive interventions to support struggling learners. Provide snacks from MJUSD nutritional services to increase student concentration and reduce distractions on testing.		Consultants and/or presenters. Computers, printers, printing supplies, materials, classroom supplies, software, headphones, and supplies to improve and increase connections. LCD projector, tv, vcr/dvd player. Replace and upgrade computers, printers and other equipment purchased with categorical funds. Waterford Service Contract Provide copying equipment, maintenance contracts, and supplies for supplemental instruction. High point, Avenues, and Read Naturally training for Para-educators. Training on effective teaching strategies on buyback days and/or after school.	Currently unfunded \$5,000 \$1,450 \$1,159.20 \$772.80 Currently Unfunded No cost PTO	EIA-SCE EIA-LEP EIA-SCE EIA-LEP
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Identify academically at-risk students through review of STAR test scores, district benchmark assessments and teacher referrals to target students not performing at grade level. Providing one on one academic counseling and coordinates meetings with parents to develop strategies to accelerate student achievement. Provides staff development to teachers and para-educators which encompasses data analysis and research based interventions. Provide (1) 3 day a week intervention specialist to help identify and assist those at risk students. This will be used to give early intervention to those students before they become more severely at risk. Provide home visits when necessary to contact families and make community contacts.		Student Service Coordinator 1 ½ days (1) Intervention Specialist Mileage	\$35,000 Currently Unfunded Unfunded	Title 1
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Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 4

(Based on conclusions from Analysis of Program Components and Student Data pages)

Maximize student learning time, decreasing distractions and creating a clean, safe campus. Increase parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel comfortable and safe.

Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group: Increased student achievement reflected in a 5% increase in the number of students scoring proficient and advanced on CSTs and district benchmarks. Reduce student's suspensions by 10% from 2009-2010 school year. Increase attendance to reach 97% goal. Increase parent attendance at school activities and opportunities for parents to be informed of their child's successes and participate in problem solving activities.		
K-6				
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
Reduced discipline referrals, fewer suspensions		Discipline referrals		
Completion of improvement and beautification projects on campus		Suspension		
CST results (increased number of students proficient and advanced)		Attendance		
District benchmark assessments (increased number of students proficient and advanced)		Parent participation logs		
		Meeting attendance logs		
		Detention records		
		SST documentation of behavior and interventions		
Actions to be Taken to Reach This Goal ¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹¹ Completion Date	Proposed Expenditures ¹²	Estimated Cost	Funding Source

¹⁰ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹¹ List the date an action will be taken or will begin, and the date it will be completed.

Establish incentive system with monthly, trimester and yearly awards. The system will reinforce the positive behavior expectations and recognize increased academic performance and attendance. Provide inspirational and/or motivational assemblies, guest speakers, and/or performers. Publish a monthly newsletter to increase parent awareness of school activities and events. Provide parent communication tool/technology with "School Messenger" System. Provide Love and Logic Parenting Classes for parents to help them support their children's' academic growth. Increase supervision of students before school, during recesses and after-school to create a safe and comfortable climate. Provide classrooms with materials, supplies and equipment to utilize the Second Step program. Also provide after-school opportunities (detention) as an intervention providing students with decision making skills. Provide extended learning opportunities for enrichment for GATE students.	8-15-11 to 6-30-12	Certificates, awards, school supplies, food, decorations, film, photo developing.		
		2 assemblies	Currently Unfunded	
		Copy materials and supplies.	\$450	Title 1 P.I.
		Contract for system.	\$300	Title 1 P.I.
		Provide supervision for after-school detention.	Lottery funded	
		Provide materials, supplies and equipment necessary to implement Second Step curriculum and replace items in kits.	Provide as needed with carryover funds.	
		Conference fees, teacher release time, extra duty.	Unfunded	
		Teacher stipend. Supplies, books, supplementary materials and supplies and/or field trips.	GATE funds	

¹² If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Provide avenue for student input and leadership through an organized student council. Provide staff development opportunities for teacher advisor. Provide monthly meetings for yard duty reviewing problem solving strategies. Provide professionally developed performances (art, drama, music, etc.) for students. This experience may be presented in assemblies, field trips, guest performances, etc. Build a resource library including; musical plays, CD's, DVD's, books, pitched and un-pitched instruments and recorder materials. Materials for the "resource library" will be standards based for grade level lessons. Provide quality materials and supplies for art and music beyond what is currently available through the district warehouse. Provide a Student Support Specialist to increase positive reinforcement of good behavior as well as increase overall attendance of students. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.		Provide training materials. Provide funding for yard duty's attendance and participation in the meetings. Assemblies, field trips, guest performances. Copies of plays, CD's, DVD's, art prints, books, instruments, music, recorders, recorder materials. Student Support Specialist 4 days	Currently unfunded Currently unfunded PTO Currently unfunded \$16,000 \$16,000 EIA-LEP EIA-SCE
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Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ¹³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$910.00 \$2,352.00	EIA/LEP EIA/SCE

²See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

³ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2					
Differentiated Learning					
Groups participating in this goal:		Anticipated annual growth for each group:			
School Psychologists, Teachers, Administrators, Students, Parents		Increase academic achievement and peer relations			
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:			
25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ¹⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and	2012-13	Direct services to students, teacher collaboration, and professional development activities	\$5,820.00	Title I	

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

behavioral growth of all students; provide social skills training, friendship/support groups, violence prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.				
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Form C: Programs Included in this Plan JOHNSON PARK

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$47,842.00 \$2,352.00 \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$23,700.00 \$910.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹⁷)		\$
Total amount of state categorical funds allocated to this school		\$74,804.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: School wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$68,115.00 \$1,414.00 \$5,820.00 \$ \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$75,349.00
Total amount of state and federal categorical funds allocated to this school		\$150,153.00

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

² ARRA allocation is dependant upon waiver approval from the California State Board of Education.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁸

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sarah O'Brien	X				
Grace Callaway		X			
Rebecca Langford		X			
Jennifer Eagleton		X			
Edna Johnson			X		
Jessica Hoffman				X	
Tammy Fitch				X	
Marisela Lopez				X	
Veronica Perez Sosa				X	
Esperanza Vega-Mora				X	
Numbers of members of each category	1	3	1	5	

¹⁸ 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

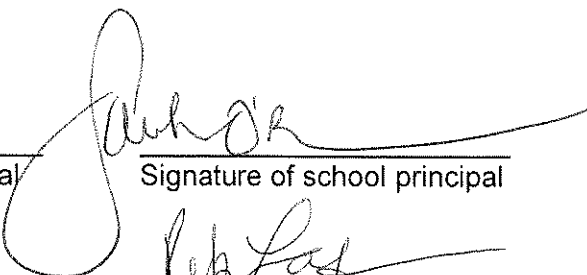
☒ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: ²³5-15-12.

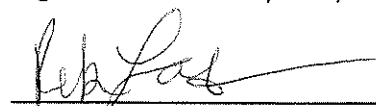
Attested:

Sarah O'Brien
Typed name of school principal


Signature of school principal

²³
5-15-12
Date

Rebecca Langford
Typed name of SSC chairperson


Signature of SSC chairperson

²³
5-15-12
Date

Johnson Park Elementary School

Family-School Compact



It is important that families and schools work together to help students achieve high academic standards. In partnership with our students, we agree on responsibilities which support our students' success in school, in their community and as lifelong learners.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction and work towards providing challenging lessons.
- Motivate my students to learn and excel.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress and progress of social goals.
- Provide and establish a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (Approximately 30 minutes for grades K-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning.
- Participate in decision making which involves parents, students, staff and the community.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules, including those in the student handbook.
- Take responsibility for my own actions.
- Ask for help when I need it, before I become overwhelmed.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Exercise daily and take care of my health and well being.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent/Guardian Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework without distractions.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day on-time, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as PTO, School Site Council, ELAC and/or volunteering.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Affirmed by:

Student

Teacher

Parent/Guardian

Johnson Park School

School-Level Parental Involvement Policy

Johnson Park School has developed a written Title I parent involvement policy with input from Title I parents. The policy was developed with the input of parents at our Site Council Meetings, ELAC, and PTO meetings, as well as input given from community members. The policy was distributed to parents of Title I students at our monthly ELAC meetings, as well as our monthly PTO Meetings. This policy is also available in the school office and at our parent information center at school entrance.

Involvement of Parents

Johnson Park School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. This information is given to parents at our Back to School night as well as our first PTO and ELAC meetings of the school year. These meeting dates are available at our Parent Information Center at the entrance of the school and on our marquee at the front of the school. Parents are also notified of these meetings through monthly newsletters and notes home.
2. Offers a flexible number of meetings. Meetings are held on the first Friday of each month.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. Parents are encouraged to give feedback during all meetings. Parents of Title I students are also given written information in their home language about our Title I programs and are encouraged to give written feedback as well.
4. Provides parents of Title I students with timely information about Title I programs. Johnson Park parents are provided with written information in their home language as well as the first ELAC and PTO meetings.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents were given direction on how to read and interpret benchmark test scores, STAR Test Scores, Report Cards and CEDLT scores at a monthly meeting. Parents were also given the same information in the mail, in their home language. A phone number was given for parents, if they had any questions or concerns.
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parental input is vital to the success of Johnson Park Elementary School. For this reason parents are encouraged to participate in Site Council as well as attend and give their input at PTO and ELAC meetings. A specific time is built in to all agenda for parental input and concerns.

School-Parent Compact

Johnson Park has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.

3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Johnson Park Elementary School has developed a written School-Parent Compact with input from Title I parents. The policy was developed with the help of parents, teachers and community members through ELAC meetings, PTO meetings, informal parent meetings and Site Council Meetings. With the input of each of the above named groups, we created the following School-Parent Compact. The compact was distributed to parents of Title I students at our monthly PTO and ELAC meetings.

Building Capacity for Involvement

Johnson Park engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Johnson Park Elementary School Parents were given the opportunity to participate in meetings in their home language. Parents were also given the opportunity to give feedback in their home language by participating in written surveys.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. Parents were provided with information on interpreting STAR and CEDLT test scores as well as interventions that are provided to assist students in their academic achievement.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Professional development is provided for all staff members on how to communicate with parents. Staff members are also encouraged to complete a communication log, to monitor all parent communication.
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Johnson Park Elementary School provides information on parent education classes and ESL classes to parents through the Parent Information Center at the entrance of the school.
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. Johnson Park Elementary School provides information in students' home language as well as having translation available at parent meetings.
6. Provides support for parental involvement activities requested by Title I parents. Parents are encouraged to participate in all events at Johnson Park Elementary School. Our Welcome Back Ice Cream Social, Back to School Night, PTO sponsored festival events, Open House and Campus Beautification days, are all opportunities for parents to be involved in events related to our school. At these events, parents are given information on their child's health, as well as ways to assist them in their academic growth.

Accessibility

Johnson Park School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Johnson Park Elementary School provides translators at PTO and ELAC meetings as well as school to home communication in all primary home languages.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



Single Plan for Student Achievement
LOMA RICA ELEMENTARY SCHOOL

58-72736-6056725
CDS Code

Date of this revision: **5/15/2012**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person:	Kathleen Hansen
Position:	Site Administrator
Telephone Number:	530-741-6144
Address:	5150 Fruitland Road Marysville, CA 95901
E-mail Address:	khansen@mjusd.com



Marysville Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will reach high standards, at minimum, attaining proficiency or better in reading and mathematics by 2013-14 with a direct focus on those students not yet proficient.					
Student groups and grade levels to participate in this goal: K-5 th	Anticipated annual performance growth for each group: 3% increase in overall Math and 3% increase in overall ELA Present (2010-2011): Math/Proficient & Above: 65.2% ELA/Proficient & Above: 62.9%		Proposed Expenditures ³	Estimated Cost	Funding Source
	Group data to be collected to measure academic gains: State Testing, Trimester benchmark assessments and curriculum embedded assessments, Star Reading Level results				
Means of evaluating progress toward this goal: Program and Interim Assessments, API reports, STAR Test Scores, Star Reading Level Assessment	Start Date ² Completion Date	Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)			
		Proposed Expenditures ³			
Estimated Cost					

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Alignment of instruction with content standards: • Providing students access to books that address individual reading levels and comprehension in grades K-5 through the implementation of the web based <i>Accelerated Reader Program (AR)</i>. AR targets and identifies students who are not functioning at or above grade level on reading and comprehension.	8/11-6/12	AR Contract (Renaissance)	\$771 \$769	Title 1 EIA/SCE
Improvement of instructional strategies and materials: • Provide supplementary instructional materials that support district adopted programs (Open Court & Saxon) and grade level state standards including Standards Plus. • Maintenance Contracts	8/11-6/12	Support Supplies, ink, paper Computer Headsets Waterford Program, Californiastreaming Yearly contracts for copy machine and RISO. Reproducible instructional materials are specifically tied to increasing performance for students moving from below basic to proficiency	\$486 \$681 \$729 \$420 \$423 \$1900	EIA/SCE Title 1 EIA/LEP Title 1 EIA/SCE EIA/SCE
Extended Learning Time: • Planners will be used to foster better organization of all student's work. Items such as class notes, homework assignments, test dates, etc. will be recorded by students daily.	8/11-6/12	Printing Costs	\$125	Title 1

Reading promoted/supported through direct interaction with students, including monitoring and providing support to students that are below proficiency, in one-on-one and small group settings. Monitors students' progress on AR to track individual reading levels and work with students reading below grade level.				EIA/SCE Title 1
Increased educational opportunity for all students: - Resource Specialist Program/Special Day Class - Supplementary materials that support the English Language Learner - After school tutoring	8/11-6/12	3.5 hrs Literary Resource Tech	\$4898 \$4898	
Staff Development and Professional Collaboration - Teacher Articulation Time based on surveyed needs of teachers, Data Analysis (Student needs) - Release time for data assessment and additional articulation around student success in order to improve instruction to meet individual student needs	8/11-6/12	Materials Vocabulary games, materials, supplies, books, visual aides to enhance TPR strategies Teachers hourly salary Minimum Days Teacher Release Time	\$Sp. Ed EIA/LEP EIA/SCE Title 1 EIA/SCE	
Involvement of staff, parents, and community <i>Broad Participation and General Support:</i> Keeping the school community informed about individual classroom curriculum and activities, suggestions of how to improve student's academic success in the home, as well as school wide and community events through	8/11-6/12	School Messenger Printing costs Printing Supplies, site council	\$243	Title 1 P. I.

monthly newsletter and notices		and community presentations		
• Parent development seminars and workshops		Materials and supplies		

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 2 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will be educated in learning environments that are safe, drug-free, and conducive to learning.				
Student groups and grade levels to participate in this goal: K-5th	Anticipated annual performance growth for each group: Decrease in disciplinary actions and accident reports and response time during emergency procedures. Improvement in attendance and student academic performance.			
Means of evaluating progress toward this goal: Attendance/Survey Feedback/School Documentation	Group data to be collected to measure academic gains: Attendance Records, Testing Data, Survey Results, CST results			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
Implementation of School Safety Plan Involvement of staff, parents, and community: Notify Community and Students of School		Prevention Programs, Signs, materials, and consumables		

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Safety Procedures • Provide newsletter articles to explain safety procedures, curriculum content, and information on how to disseminate and understand student assessment information.		Supplies & Materials		
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Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 3 (Based on conclusions from Analysis of Program Components and Student Data pages) Provide enrichment experiences in the areas of student interest in art, music, drama.					
Student groups and grade levels to participate in this goal: K-5th	Anticipated annual performance growth for each group: Increased student and community participation/improved academic performance				
Means of evaluating progress toward this goal: Student Interest Surveys, participation in Enrichment Friday and after school GATE program/Student Performances/Interim Assessment and CST results	Group data to be collected to measure academic gains: Student Interest Survey, Attendance, Participation in Student Performances, Students Evaluation of Enrichment Activities/Assessment Results				
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source	
Enrichment Fridays: Create partnerships with community members so that special talents may be shared (local arts council)		Instruction and Consumables	If allocated		

⁷ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

After School GATE Program: • Designated facilitator Music/Chess Club Implement Music, Drama & Physical Education: • Choral Instruction • Art Instruction • Drama Instruction • P. E. Instruction		Teacher salary Music Program Supplies, Recording and Sound Technology, Risers, Costumes, Props, etc. for programs P. E. Facilitator Art Docent through the Arts Council	If allocated If allocated If allocated	
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Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1					
Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ¹² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$28.00 \$931.00	EIA/LEP EIA/SCE

² See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

³ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ¹⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$5,820.00	Title I

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
⁷ List the date an action will be taken or will begin, and the date it will be completed.

Form C: Programs Included in this Plan LOMA RICA

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$8,476.00 \$931.00 \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$729.00 \$28.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹¹)		\$
Total amount of state categorical funds allocated to this school		\$10,164.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: Targeted Assistance Program ☒ <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$ \$6,895.00 \$243.00 \$5,820.00 \$ \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$12,958.00
Total amount of state and federal categorical funds allocated to this school		\$23,122.00

¹¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁰

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kathleen Hansen	X				
Lisa Messick		X			
Anne Covert		X			
Susan Bumgardner		X			
Tobin Covert		X			
Vicki Favela			X		
Judy Knolle				X	
Debbie Mallen				X	
Heather Barnes				X	
Thomas Rowan				X	
Rebecca Saffold				X	
Darlene Waddle				X	
Numbers of members of each category	1	4	1	6	

¹⁰ 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

☐ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☒ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on 5/16/12.

Attested:

Kathleen Hansen

Typed name of school principal



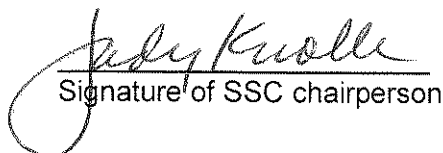
Signature of school principal

5/16/12

Date

Judy Knolle

Typed name of SSC chairperson



Signature of SSC chairperson

5/16/12

Date



Loma Rica Elementary School School-Parent Compact

The 2012-13 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Loma Rica School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters, our school's website, and marquee provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Advisory Committee, Open House, and volunteering welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year and through annual parent-teacher conferences.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____ Date: _____

Loma Rica Elementary School School-Level Parental Involvement Policy

Loma Rica Elementary School has developed a written Title I parent involvement policy with input from Title I parents, teachers, administrators, and other staff members. Input was gathered formally during PTA board meetings, Site Council meetings, and staff meetings. The most current version of the policy will be distributed to parents of Title I students via student handbooks, Back-to-School Night presentations, as well as posted on the school website.

Annual Meeting

Loma Rica School convenes an annual meeting in the fall to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. This initial meeting will include:

- Information regarding the school's participation in the school-wide Title I program
- Explanation of the program and its requirements
- Informing parents of their right to be involved
- Encouraging parents' participation
- Providing an opportunity for parents to serve on the School-wide Title I Committee
- Orientation and revision of the School-Parent Compact

Meeting Options

Loma Rica School offers a flexible number of meetings to encourage parent participation by:

- Surveying parents for convenient meeting times
- Providing morning, afternoon, and/or evening meeting time options to ensure all parents have an opportunity to be involved
- Offering child care services to eliminate potential parent involvement barriers

Parent Involvement

Loma Rica School involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I program by:

- Extending invitations and meeting notification via newsletters, marquee, and website notices
- Reviewing, evaluating, and revising the Parent Involvement Policy annually
- Reviewing, evaluating, and revising the School-Parent Compact annually
- Working jointly with parents on an on-going basis to improve parental involvement

Providing Parent Information

Loma Rica School provides parents of all students with timely information through conferencing, meetings, or literature concerning:

- Title I programs in the school
- Results of the annual school review including school performance profiles
- Individual student assessment results and their interpretation
- A description and explanation of the school curriculum
- Assessments used to measure student progress and proficiency levels that the students are required to meet
- Opportunities for regular meetings to provide input, collaborate with other parents, and participate in shared decision making related to the education of their children

School-Parent Compact

Loma Rica School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The School-Parent Compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The School-Parent Compact will be reviewed, evaluated, and revised during the scheduled committee meetings. Once completed, all parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals. Parents, teachers, administrators, and students will sign the compact. Teachers will review compacts with students, and parents will be encouraged to discuss the contents of the compact with their child.

Building Capacity for Involvement

Loma Rica School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through:
 - Back-to-School Night presentation
 - Parent-Teacher Conferences
 - Standards-based report cards
 - Grade level standards brochures
 - Newsletter articles
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement through:
 - Parent-Teacher Conferences
 - Family literacy, math, and science nights
 - District parent training opportunities
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners through:
 - District-sponsored Professional Development Days
 - Buy Back Days
 - Loma Rica School Articulation Days
 - Minimum Day Staff Development Training
 - Monthly Staff Meetings
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children through:
 - Participation in parent/school organizations
 - Invitations to volunteer at school in classrooms, library, etc.

- Serving as a member of the District Parent Advisory Committee
 - Fundraising
 - Participation in special school/community events
 - Chaperoning
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands.
- All notices are distributed in native languages

Accessibility

Loma Rica Elementary will ensure, to the extent possible that information concerning, school and parent programs, meetings, and other activities and information be sent home in the primary language used in the home and written in a language that is simple and understandable to all parents including parent of Limited English Proficient students, migrant students, and those with disabilities.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academics, Modesto, CA. <http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



**Single Plan for Student Achievement
2012-2013
McKENNEY INTERMEDIATE SCHOOL**

**58-72736-6056626
CDS Code**

Date of this revision: May 2, 2012

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Gina Lanphier
Position: Principal
Telephone Number: (530) 741-6187 X113
Address: 1904 Huston St.
E-mail Address: glanphier@mjusd.k12.ca.us



Marysville Joint Unified School District

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

MCKENNEY SCHOOL VISION & MISSION STATEMENT

The mission of Anna McKenney Intermediate School is to cultivate citizenship, self-esteem, academic competency, responsibility, commitment, and values by:

- Providing each student with the tools to reach his/her potential to succeed in school, home, and community; providing recognition for student's successes; providing an opportunity for students to feel they have the right to speak and be heard; and by providing equal access to an integrated curriculum for all students.
- Providing each staff member with an environment conducive to teaching and learning; providing each staff member with skills to offer equal access to students through excellence in curriculum; and strengthening staff commitment and involvement in the school's quest for excellence.
- Providing opportunities for all parents to become involved with the school and its students; and promoting values and responsibilities at home and at school.
- Providing community awareness of the goals of the school and its educational process.
- Instill an understanding in our students for the need to be responsible, productive members of society.

Economic Impact Aid (EIA)

A state-funded program that provides compensatory funds to schools. These funds are allocated for two groups of students: (1) State Compensatory Education (SCE) funds are for K-12 students who are at risk of failing to meet state and/or district standards in reading, language, and/or math; and (2) Limited English Proficient (LEP) funds are for K-12 students who are English Language Learners. EIA funds provide supplementary services to meet the assessed needs of the qualified student.

Economic Impact Aid/Limited English Proficient (EIA/LEP)

Services to ELL students that are designed to develop fluency in English as effectively and efficiently as possible, promote positive self-concepts, promote cross-cultural understanding, and provide equal opportunity for academic achievement.

School Based Coordinated Program (SBCP)

To provide more flexibility to schools as well as a focus on student needs rather than a state-funding source. Certain state categorical funds can be coordinated in to one SBCP funding budget. Coordination allows services to be extended to other students after designated funding source needs have been provided to identified students.

School Site Council (SSC)

A council composed of the principal, teachers, other school staff, parents, and at the secondary level, students. The SSC has on-going responsibility in the planning, implementation, and evaluation of the School Improvement Program (SIP) and/or School Based Coordinated Program (SBCP).

School Site Plan

A written plan developed by the School Site Council that describes the school's core curriculum program, supplementary services/programs, objectives for improvement, and activities for which categorical funds will be used. The Site Plan guides the implementation and evaluation of the school's improvement activities. It also includes the categorical funding budget and student achievement and other assessment data. The Site Plan is an on-going document that may be revised as needed to meet the needs of the various populations at the school.

Title I, Part A – Helping Disadvantaged Children

A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. These funds are intended to provide services for students who are at risk of failing to meet state and district standards in reading, language arts, and mathematics.

GOAL # 1: All students, including Special Education, English Language Learners, and Gifted and Talented, will achieve high standards in accordance with No Child Left Behind (NCLB), Annual Measurable Objectives (AMOS), NCLB participation rates, and the Annual Academic Performance Index (API) Growth Targets listed below in English Language Arts, Mathematics, Science, and Social Science.

Target Group: All Students

All student Goals

Goal Growth Targets:

ENGLISH LANGUAGE ARTS

1. CST increase of 10 % scoring proficient or advanced from 51 % to 61 %.
2. District Benchmark Assessment increase of 10% scoring proficient or advanced from 52% to 62 %. Q1 %; Q2 %; Q3 %; Q4 %

MATHEMATICS

1. CST increase of 10 % scoring proficient or advanced from 54 % to 64 %.
2. District Benchmark Assessment increase of 10% scoring proficient or advanced from 44% to 54 %. Q1 %; Q2 %; Q3 %; Q4 %

SCIENCE

1. CST increase of 2 % scoring proficient or advanced from 63 % to 65 %.

SOCIAL SCIENCE

1. CST increase of 15 % scoring proficient or advanced from 33 % to 48 %.

Special Education

1. CST increase of:

- a. 7% scoring proficient or advanced in ELA from 8% to 15%.
- b. 6% scoring proficient or advanced in Mathematics from 9% to 15%.

2. District Benchmark Assessment increase of:

- a. % scoring proficient or advanced in ELA from % to %.
Q1 %; Q2 %; Q3 %; Q4 %
- b. % scoring proficient or advanced in Mathematics from % to %.
Q1 %; Q2 %; Q3 %; Q4 %

English Language Learners

Goal Growth Targets:

1. CST increase of:

- a. 10% scoring proficient or advanced in ELA from 36% to 46%.
- b. 10% scoring proficient or advanced in Mathematics from 51% to 61%.

2. District Benchmark Assessment increase of:

- a. % scoring proficient or advanced in ELA from % to %.

	Q1 ___%; Q2 ___%; Q3 ___%; Q4 ___% b. ___% scoring proficient or advanced in Mathematics from ___% to ___%. Q1 ___%; Q2 ___%; Q3 ___%; Q4 ___% <u>ALL SUBJECTS</u> 1. Increase of 4 ___% of students on A or B Honor Roll from 46 ___% to 50 ___%. (Q1 58 % Q2 ___% Q3 ___% Q4 ___%) 2. Decrease of 2 ___% of students below a 2.0 GPA from 12 ___% to 10 ___% (Q1 10 ___% Q2 ___% Q3 ___% Q4 ___%) 3. Increase of .5 ___% of student attendance from 96.5 ___% to 97 ___%. Currently 97.5
What is Currently Working:	Data to be analyzed to determine progress towards achieving goal: 1. CST 2. District Benchmark Data 3. Program Assessment Data 4. D/F List 5. Student Grade Point Average 6. Attendance Data

Program Activities/ Actions to be Taken:	Date to be Completed:	Proposed Expenditure:	Funding Source:	Job/Allocation Description:
<u>STUDENT SUPPORT PERSONNEL</u> <u>Student Services Coordinator</u> . Analyze benchmark and interim testing data. Determine at risk and low performing students and coordinate support personnel in creating targeted interventions including Dropout Prevention Specialist, PASS, counseling programs, and other direct services to improve student achievement.	August 2012 - June 2013	24000	Title I	• analyze benchmark assessment data • Conference with low & at-risk students • Coordinate support personnel for students • Educational Talent Search • Bringing Up Grades (BUGS) Program • Facilitate Professional Development ELA Group of teachers • Organize, monitor, and facilitate after school programs to increase student achievement.
<u>Counselor:</u> Works directly with students to provide support, academic achievement goal development, and intervention	August 2012 - June 2013	24663	EIA/SCE	• Counsels students • Meet with underperforming students with parents

support.					to develop plans for increased student achievement. • Conducts small group student workshops to facilitate increased student achievement. • Instructs students on resiliency strategies • Provides activities designed to improve and support the emotional, behavioral, and social skills development of students which impact academic achievement. • Provides support and consultation to school staff. • Crisis intervention • Classroom guidance • Data analysis to support increased student achievement • Implements supplemental social development curriculum with individuals, small groups, and classrooms
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<u>Literacy Resource Technician</u> supports students to access the library before and during school	August 2012 - June 2013	21500	EIA/SCE	• 7 hours day for 180 days at \$25 hour. • Supports Accelerated Reader Program • Supports students with book selection and research. • Organizes library to support student achievement.
<u>Elementary Student Support:</u> ELL personnel provides direct services to students. Personnel assesses students using the CELDT testing, explains testing data to students and families, the progress of the student towards re-designation as well	August 2012 - June 2013	13491 18944	EIA/ELL EIA/SCE	• Direct Services to students • CELDT testing • Parent bilingual communication • Progress monitoring of ELL students including

as creating an achievement plan that families can follow at home in aiding the rapid progress of language acquisition and student achievement. Personnel regularly evaluates student assessment benchmark analysis, CELDT data and teacher assessments and updates student plans to ensure academic success.				analysis of growth and redesignation as shown on CELDT testing, benchmark assessments, State Testing, teacher observation, student grades, etc... Facilitates development of student ELL plans
<u>Para Professional</u> -- Additional ELL aide to support Language Acquisition.	August 2012 - June 2013			- Directly supports students in the classroom through bilingual communication and support. 3 hours a day for 179 days at 15.48 an hour. - Hourly rate of \$45 paid to two teachers for 35 weeks (1 hour a week for each) for a total of 70 hours.
<u>Technology Specialist</u> : personnel to support students with supplemental technology based curriculum.	August 2012 - June 2013			

<u>PROFESSIONAL DEVELOPMENT</u> <u>SUBSTITUTE Wages</u> for teachers to attend trainings to increase use of best practice through lessons and observations and articulation to discuss effective teaching strategies.	August 2012 - June 2013	3000	Title I	• Substitutes for professional development • Substitute wages • Conference Costs • Substitutes for articulation and meetings to discuss student progress and develop student plans. • Contract for support services in ELA and Math.
<u>Professional Development Consultant Service Contracts</u> to provide increased and structured professional development opportunities to staff members directly impacting student data analysis, effective teaching practices, student intervention practices, etc...	August 2012 - June 2013	5765.00	Title I	
<u>Professional Development Conference/Training Costs</u>	August 2012 - June 2013			* Cost of transportation, lodging, meals, registration fees, materials and supplies and

<u>STUDENT INTERVENTIONS</u> <u>and SUPPORT PROGRAMS</u>	August 2012 - June 2013				resources	Hourly pay \$ 43.86 hour for Teachers to provide small group instruction based upon data analysis of students needing support. 60 hours for each of 7 teachers.
<u>SUPPLEMENTAL MATERIALS</u> <u>and SUPPORT</u>	August 2012 - June 2013	3000 3000	Lottery EIA/SCE		Contract to provide copier for supplemental curriculum to service and meet needs of students.	Materials, supplies, and supplemental curriculum to support student achievement Maintenance of equipment
<u>Materials, Supplies, and Supplemental Curriculum</u>	August 2012 - June 2013	20918 3939 4079	Lottery EIA/SCE Title I			

<u>Expansion of music program</u> to provide enriched curricular activities. • <u>Musical instruments</u> are added to support a larger number of BAND students. Some instruments will need minor maintenance, repair and tuning. • <u>Music supplies</u> <u>TECHNOLOGY</u>	August 2012 - June 2013	See Materials & Supplies		• Smartboards, IPADS, Computers, LCD projectors, ELMOs, DVD players, printers, laptops, etc, miscellaneous equipment supplies/parts. • Purchase of technology for Computer class including computers, printers, cabling, • Installation equipment and labor of Smartboards • Accelerated Reader
<u>Integration of ELA and Math technology equipment</u> to support students in mastery of grade level standards.	August 2012 - June 2013			
<u>Technology programs and</u>	August 2012 - June 2013	As funding is		

<u>Service Contracts</u>—including Accelerated Reader and Math programs, Math Facts in a Flash, etc...		available	Service Contract • Accelerated Math Program and Service Contract • Math Facts in a Flash Program • English in a Flash Program
GOAL # 2: All Students will be in a learning environment that is safe, supportive, and conducive to academic achievement and taught by high quality teachers.			
Target Group: All Students		Goal Growth Targets: 1. Decrease of <u>5</u> % Student Suspensions from 465 to 442. 2. Decrease of <u>10</u> % Student Expulsions from <u>10</u> to <u>9</u>. 3. Decrease of <u>5</u> % Student Behavior/Defiance Referrals from <u>141</u> to <u>134</u>. 4. Increase to <u>.5</u> % of student attendance from 96.5 % to 97 %. 5. 100% Teachers will be Highly Qualified 6. Increased Professional Development 7. Recognition for Academic Achievement 8. Increased Parent Communication	
What is Currently Working:		Data to be analyzed to determine progress towards achieving goal: 1. CST	

2. District Benchmark Data 3. Program Assessment Data 4. D/F List 5. Student Grade Point Average 6. Attendance Data	
Program Activities/ Actions to be Taken:	Date to be Completed:
<u>STUDENT SUPPORT PERSONNEL</u>	August 2012 - June 2013
<u>Leadership director & Student Body director STIPEND & Hourly</u> The leadership director works with elected school officers and class representatives in order to extend the educational day. The leadership program works to build community involvement, community service and an ability to think critically.	August 2012 - June 2013
<u>PASS Program</u> offers services to students and families one day per week in regards to educational /personal/social issues.	August 2012 - June 2013
Proposed Expenditure:	Funding Source:
50808	Title I
	Job Description:
	• 2 stipends \$ 997 each • Hourly (12 hours each) for total of \$1243.20 • Meets with elected school officers before, during, and after school • Facilitates extra activities for students
	• Counsels students • Meet with underperforming students with parents to develop plans for

<u>School Resource Officer</u>	August 2012 - June 2013			increased student achievement. • Conducts small group student workshops to facilitate increased student achievement • Provides law enforcement related education to students and parents regarding drug abuse and prevention, gang awareness, implications of violating laws as it relates to their education. • Develops and counsels students on positive decision-making to promote increased school attendance and behavior. • Provide staff training on various law-related topics. • Work with counselors
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<u>Support</u> classroom that allows for the modification of bullying and academic support of grade level State Adopted Curriculum and standards without removing the students from the academic environment. The classroom will require a teacher, State Adopted curriculum, and Inspiration 52 curriculum. <u>Yard Supervisor</u> <u>SUPPLEMENTAL MATERIALS and SUPPORT</u>	August 2012 - June 2013	4000	Lottery	and other support staff to assist students and to provide services to students in situations where referrals to service agencies are necessary. • Assist in peer conflict resolution training and conflict resolution. • Teacher for Classroom to keep students in school. Substitute pay at \$131 daily rate for 78 days. • 2 yard supervisors during lunchtime.
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<u>Materials, Supplies, and Supplemental Curriculum</u>	August 2011 - June 2012	See Goal 1	See Goal 1	See Goal 1
<u>Student Recognition</u> Each quarter perfect attendance, honor role and other awards are given to promote learning and attendance.	August 2011 - June 2012	2600	Lottery	
<u>Print Costs</u> —handbook, newsletter, awards, parent communication, etc... <u>Student handbook</u> . This publication will reflect the high quality of standards that define the educational process at McKenney School. The handbooks are used to communicate learning goals and concerns with parents. The handbooks are signed weekly to give immediate feedback on student progress to parents.	August 2011 - June 2012	500	Title I PI	
<u>Parent Mailing Costs</u>	August 2011 - June 2012	600	Lottery	Postage costs
<u>Parent Meeting/Event Supplies</u>	August 2011 - June 2012	899	Title I Parent Involvement	Supplies and materials for parent meetings and various

<u>Parent Translation Costs</u> <u>TECHNOLOGY</u> <u>Integration technology equipment</u> to support differentiated instruction of students. <u>Technology programs and Service Contracts</u> —including Accelerated Reader and Math programs, Math Facts in a Flash, etc... <u>Mass Dialer Communication Technology</u> for mass dialer and other various technologies that increase school to home correspondence.	August 2011 - 2012 August 2010 - June 2011 August 2011 - June 2012 August 2011 - June 2012	 As funding is available As funding is available 500	 Title I Parent Involvement Contract for calling system	events, i.e. Back to School, Open House, etc... Costs to have person translate verbally and in writing
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Form C: Programs Included in this Plan McKENNEY

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$72,046.00 \$3,584.00 \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$13,491.00 \$518.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹)		\$
Total amount of state categorical funds allocated to this school		\$89,639.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ <i>Title I, Part A: School wide Program</i> ☒ <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$ \$87,652.00 \$1,899.00 \$11,639.00 \$ \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$101,190.00
Total amount of state and federal categorical funds allocated to this school		\$190,829.00

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/or exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$518.00 \$3,584.00	EIA/LEP EIA/SCE

² See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
³ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth of all students; provide social skills training.		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$11,639.00	Title I

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
⁷ List the date an action will be taken or will begin, and the date it will be completed.

friendship/support groups, violence prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.					
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Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:⁶

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gina Lanphier	X				
Jennifer Campbell		X			
Lanny Harris			X		
Nici Powers				X	
Marcy Tarr				X	
Sima Gandhi		X			
Renee Cunningham		X			
Pam Kenney				X	
Samantha Christiansen					X
Kristen Haase		X			
James Powers					X
Chris Rodriguez					X
Numbers of members of each category	1	4	1	3	3

⁶ 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☒ Other (*list*) *PTSO*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on:
May 29, 2012

Attested:

Gina Lanphier
Typed name of school principal

Jennifer Campbell
Typed name of SSC chairperson

Gina Lanphier 5/29/2012
Signature of school principal Date
Jennifer Campbell
Signature of SSC chairperson Date

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

MCKENNEY INTERMEDIATE SCHOOL

GINA LANPHIER, PRINCIPAL~DAVID JONES, ASSISTANT PRINCIPAL
1804 HUSTON STREET, MARYSVILLE, CA 95977



The 2012-2013 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

McKenney Intermediate School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and other family events welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement through parent-teacher conferences and communication. Teachers are also available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator's Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____ Date: _____

McKenney Intermediate School-Level Parental Involvement Policy

McKenney has developed a written parent involvement policy with input from parents. This was accomplished through our Site Council and Parent Teacher Student Organization meetings consisting of representative from each group. The policy was distributed to parents of students. The policy is sent home to parents and can be accessed through a link on our School website.

Involvement of Parents

McKenney Intermediate does the following:

1. Convenes an annual meeting to inform parents of Title I funding requirements and their rights to be involved in the decision making. This occurs at our Site Council, Parent Teacher Student Organization, and Back-to-School Night meeting.
2. Offers a flexible number of meetings. Our Parent Teacher Student Organization meets monthly and Site Council 6 times per year.
3. Involves parents an organized, ongoing, and timely way, in the planning, review, and improvement of its categorically funded programs and the Parental Involvement Policy.
 - Parent Teacher Student Organization monthly meeting
 - Site Council Meetings
 - Beginning of the Year Back-to-School Night
 - Website Information
 - Monthly Parent Newsletters
4. Provides parents of students with timely information about Title I funded programs.
 - Parent Teacher Student Organization monthly meeting
 - Site Council Meetings
 - Beginning of the Year Back-to-School Night
 - Website Information
 - Monthly Parent Newsletters
5. Provides parents of students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - Open House Night
 - Parent Teacher Student Organization monthly meeting
 - Site Council Meetings
 - Beginning of the Year Back-to-School Night
 - Website Information
 - Monthly Parent Newsletters
6. Provides parents of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - Parent Teacher Student Organization monthly meeting
 - Site Council Meetings
 - Beginning of the Year Back-to-School Night
 - Website Information

- Monthly Parent Newsletters

School-Parent Compact

McKenney Intermediate has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I funded students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Through meetings of our Parent Teacher Student Organization group and School Site Council Meetings which all parents are invited to and encouraged to attend the participants discussed and created a School-Parent Compact representative of our students needs.

Building Capacity for Involvement

McKenney Intermediate engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I funded parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a. Open House Night
 - b. Parent Teacher Student Organization monthly meetings
 - c. Site Council Meetings
 - d. Beginning of the Year Back-to-School Night
 - e. Website Information
 - f. Monthly Parent Newsletters
2. Provides materials and training to help Title I funded parents work with their children to improve their children's achievement.
 - a. Open House Night
 - b. Parent Teacher Student Organization monthly meeting
 - c. Site Council Meetings
 - d. Beginning of the Year Back-to-School Night
 - e. Website Information
 - f. Monthly Parent Newsletters
 - g. Love and Logic and other training opportunities
 - h. District trainings and Offerings
 - i. Parent Advisory Council Meetings
3. Educates staff, with the assistance of Title I funded parents, in the value of parent contributions and how to work with parents as equal partners.
 - a. Open House Night
 - b. Parent Teacher Student Organization monthly meetings
 - c. Site Council Meetings
 - d. Beginning of the Year Back-to-School Night

- e. Website Information
 - f. Monthly Parent Newsletters
 - g. District Trainings and Offerings
 - h. Parent Advisory Council Meetings
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- a. Open House Night
 - b. Parent Teacher Student Organization monthly meeting
 - c. Site Council Meetings
 - d. Beginning of the Year Back-to-School Night
 - e. Website Information
 - f. Monthly Parent Newsletters
 - g. District Trainings and Offerings
 - h. Parent Advisory Council Meetings
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. Information is sent home to parents in English. The information can also be found on our school website accessed through the Marysville Joint Unified webpage. Through are Parent Teacher Student Organization, Site Council, Parent Teacher conferences, Back-to-School Night, and Open House Night, information is distributed as well.
6. Provides support for parental involvement activities requested by Title I parents.
- a. Open House Night
 - b. Parent Teacher Student Organization monthly meeting
 - c. Site Council Meetings
 - d. Beginning of the Year Back-to-School Night
 - e. Website Information
 - f. Monthly Parent Newsletters
 - g. District Trainings and Offerings
 - h. Parent Advisory Council Meetings

Accessibility

McKenney Intermediate provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- a. Open House Night
- b. Parent Teacher Student Organization monthly meeting
- c. Site Council Meetings
- d. Beginning of the Year Back-to-School Night
- e. Website Information
- f. Monthly Parent Newsletters
- g. District Trainings and Offerings
- h. Parent Advisory Council Meetings

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA. <http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.