



Single Plan for Student Achievement

ABRAHAM LINCOLN HOME SCHOOL

58-72736-5830054

CDS Code

Date of this revision: 6/1/12

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: Rocco Greco

Position: Principal

Telephone Number: (530) 749-6105

Address: 1919 b st, Marysville ca 95901

E-mail Address: rgreco@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 Abraham Lincoln All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates. Benchmark assessments will be used to monitor student achievement and will strengthen our high school programs with an academic emphasis in English and Mathematics. To help increase student achievement Alternative Ed Programs will be restructured to better meet the needs of all students.			
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:	
All students K - 12 th grades.		Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.	
Means of evaluating progress toward this goal: Grade reporting, API reports, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.		Group data to be collected to measure academic gains: State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.	
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ² Completion Date	
Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA.		Reading books for classroom libraries.	

- 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.

Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license (Pearson)credit/skill remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory	08/11 - 06/12	Computers, site license for Pearson (nova net converting to grad point), ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory.	\$8,178	<u>5298</u> \$3,349 <u>5295</u> \$3,829

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 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:			
All students, 6-12		Increased proficiency levels for all students.			
Means of evaluating progress toward this goal:		Graduation rates			
Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.		Group data to be collected to measure academic gains: CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.			
Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁴ Completion Date	Proposed Expenditures ⁵	Estimated Cost	Funding Source

³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

⁵ 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.

PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	08/11- 06/12	Pass officer wages	\$4,000	5298
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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/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 MUUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ⁶ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁷ 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	2011-12		\$147.00 \$427.00	EIA/LEP EIA/SCE

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.

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.

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 Technology Education

Groups participating in this goal:
Students, Parents, Teachers, Administrators

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.

Anticipated annual growth for each group:
Technology will be integrated through interactive software programs when appropriate.
Students will master technological skills through hands-on activities to effectively use technology as a tool for learning.
Students will use the internet to access and to interact with worldwide resources for information regarding classroom curricula.
Students will develop ethical values with regard to the use of technology.
Technology will be used to provide engaging instruction and motivate students to learn.
Teacher training and support will be provided by MJUSD to ensure technology is integrated into K-12 curricula.

Group data to be collected to measure gains:
Ed Tech Profile
Collect Attendance, Grade Reporting, and Course Selection Data

Actions to be Taken to Reach This Goal ⁸ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁹ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Decrease the Student to Computer Ratio 5:1	Start: 2007-08 End: 2011-12	Computers	\$664.71 \$3,461.83	EIA/LEP EIA/SCE

Form C: Programs Included in this Plan Abraham Lincoln

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 Purpose: Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$15,978.41 \$3,888.83 \$
✓ Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$3,003.00 \$811.71 \$
☐ List and Describe Other State or Local funds (list and describe ¹⁰)		\$
Total amount of state categorical funds allocated to this school		\$23,681.95

- ⁸ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
- ⁹ List the date an action will be taken or will begin, and the date it will be completed.
- ¹⁰ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Federal Programs under No Child Left Behind (NCLB)		Alloc Type	Allocation
☒ Title I, Part A: School wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas			\$
		4100	\$
		4101 - Parent Inv	\$
		Form B	\$
		4100 Carryover	\$
		4101 Carryover	\$
☐ List and Describe Other Federal Funds (list and describe)			\$
Total amount of federal categorical funds allocated to this school			\$
Total amount of state and federal categorical funds allocated to this school			\$23,681.95

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.¹⁴

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rocio Greco	X				
Steve Westcamp		X			
Kayla Montemayor		X			X
Aren Encarnacion			X		
En Hendrix				X	
Grace Johnson		X		X	
Ena Sweetwood				X	
Diana Cummings		X			
De Dugan				X	
Stella Guerrero				X	
Co Garcia					X
NI Espinosa					X
Numbers of members of each category	1	4	1	3	3

¹⁴ 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.

Guide to the Single Plan for Student Achievement

Form E: Recommendations and Assurances

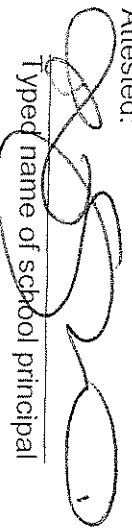
The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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 (*part of SSC*).
 - ☒ 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.

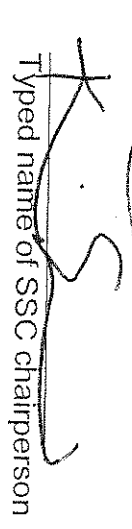
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: _____
Attested:


Typed name of school principal

Rocco Greco.
Signature of school principal

4/11/12
Date


Typed name of SSC chairperson

KEVIN SWEETWOOD
Signature of SSC chairperson

4/11/12
Date

Abraham Lincoln 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.

Abraham Lincoln 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. Parents and the community are always welcome on our 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 learning.
- Monitor amount of television my child watches.
- 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:

- Dedicate academic time every day and be ready to learn and work hard.
- Do my assignments 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: _____

Abraham Lincoln School-Level Parental Involvement Policy

Abraham Lincoln has developed a written Title I parent involvement policy with input from Title I parents. The plan was derived by looking at the specific needs of our highly mobile and transient population and discerning the needs of these families. The policy was distributed to parents of Title I students. The policy will be sent home with students and followed up with a mass caller to ensure that it reaches its destination.

Involvement of Parents

Abraham Lincoln 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 meeting is done by mass caller invitation and usually corresponds with a site council meeting.
2. Offers a flexible number of meetings. In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities
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. Done in conjunction with site council meetings
4. Provides parents of Title I students with timely information about Title I programs. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities

School-Parent Compact

Abraham Lincoln 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.

In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities. The student handbooks and monthly newsletters specifically relate the information on these programs as well as keeping an ongoing dialogue with parents inviting them into the process of school improvement.

Abraham Lincoln 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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
6. Provides support for parental involvement activities requested by Title I parents. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.

Accessibility

Abraham Lincoln 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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks. Also included are ELAC, DELAC and site council meetings as opportunities to increase understanding and involvement.

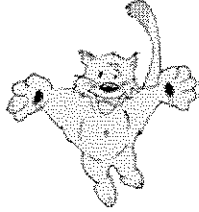
Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRC: 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.htm>.

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/>.



2012-13
Single Plan for Student Achievement (SPSA)

Cedar Lane 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: Jill Segner	Telephone: (530) 741-6112
Address: 841 Cedar Lane Ave.	Email Address: jsegner@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056659
Initial Plan Approval:	
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	685	700	716	731	
Growth Target	6	5	5	5	
API Growth Score	697	716	731	711	
Actual Growth	12	16	15	-20	

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	100	
Number At or Above Proficient	109	121	104		32	30	29		--	--	1		21	20	19	
Percent At or Above Proficient	30.7	35.3	30.2		38.1	35.7	35.4		--	--	8.3		28.0	27.0	23.8	
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	No	Yes	No		Yes	No	No		--	--	--		No	No	No	

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	50	63	48		56	66	60		100	113	95		2	1	2	
Percent At or Above Proficient	28.9	37.5	30.8		27.7	33.2	30.6		29.5	34.0	28.8		5.6	3.3	5.0	
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	No	Yes	No		No	Yes	No		No	No	No		--	--	--	

* = 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	100	
Number At or Above Proficient	203	202	180		50	42	41		--	--	2		49	49	44	
Percent At or Above Proficient	57.2	58.9	52.3		59.5	50.0	50.0		--	--	16.7		65.3	66.2	55.0	
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	No		Yes	No	No		--	--	--		Yes	Yes	No	

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	92	102	86		112	126	114		193	193	168		3	2	4	
Percent At or Above Proficient	53.2	60.7	55.1		55.4	63.3	58.2		56.9	58.1	50.9		8.3	6.7	10.0	
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	No		Yes	Yes	No		Yes	Yes	No		--	--	--	

* = 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	34	41		27	26		25	23		14	10	
3	19	19		33	31		26	40		21	10	
4	59	29		17	25		19	30		5	16	
5	25	37		33	35		19	16		24	12	
6	31	19		33	38		21	26		15	17	

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
2	*	*		*	*		25	55		307.3	359.6	
3	*	*		*	*		17	10		287.9	288.6	
4		*			*		50	8		345.2	298.0	
5	*	*		*	*		14	25		307.7	321.2	
6	*	*		*	*		26	8		329.5	309.3	

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	42	42		339.6	340.0		31	27		321.2	319.1	
3	4	18		289.3	316.3		35	28		321.8	313.8	
4	60	24		359.2	327.8		60	47		366.5	323.5	
5	30	38		323.0	339.0		29	43		316.2	333.4	
6	29	21		323.2	316.1		36	17		313.4	311.1	

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	33	52		329.2	355.5		32	38		322.4	335.5	
3	4	16		284.2	304.9		18	20		299.7	307.7	
4	57	18		350.1	320.4		59	26		358.2	315.3	
5	20	24		314.6	323.6		25	38		315.8	335.5	
6	14	6		315.4	299.5		29	16		320.7	308.7	

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	48	52		28	20		22	22		1	6	
3	51	48		33	29		12	20		4	2	
4	68	39		16	25		15	27		1	9	
5	64	60		15	21		13	16		9	2	
6	58	41		18	23		19	24		4	12	

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
2	*	*		*	*		35	64		326.1	365.3	
3	*	*		*	*		58	45		370.7	344.9	
4		*			*		67	33		418.7	334.7	
5	*	*		*	*		100	63		422.6	409.1	
6	*	*		*	*		74	67		387.0	364.3	

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	61	55		373.1	358.6		42	41		376.8	343.1	
3	36	55		347.8	372.3		65	44		393.2	341.3	
4	69	43		405.1	332.2		65	47		412.4	334.3	
5	61	60		384.5	384.9		57	61		357.1	366.9	
6	61	46		364.1	336.8		41	17		330.0	329.2	

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	51	64		355.5	369.4		47	48		359.0	348.4	
3	43	51		341.3	364.5		49	49		368.5	354.5	
4	68	45		407.1	337.4		68	37		409.7	329.2	
5	72	56		387.8	384.8		64	61		377.7	385.5	
6	62	40		362.8	324.2		57	42		354.5	334.9	

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

Title III Accountability Data (Cedar Lane Elementary School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	222	228	
Percent with Prior Year Data	100%	100%	
Number in Cohort	222	228	
Number Met	121	109	
Percent Met	54.50%	47.80%	
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	206	71	197	75		
Number Met	28	35	27	24		
Percent Met	13.60%	49.30%	13.70%	32.00%		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No		

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			7	23	10	33	12	40	1	3	30
2	1	2	3	7	17	40	18	43	3	7	42
3	1	2	5	12	28	67	3	7	5	12	42
4	1	3	12	36	15	45	4	12	1	3	33
5			4	21	10	53	4	21	1	5	19
6	2	8	10	40	11	44	1	4	1	4	25
Total	5	3	41	21	91	48	42	22	12	6	191

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
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	1	2	6	15	14	34	15	37	5	12	41
2			6	13	17	38	14	31	8	18	45
3			9	20	20	43	12	26	5	11	46
4	2	10	1	5	11	52	5	24	2	10	21
5	6	15	13	33	15	38	2	5	3	8	39
6			8	23	20	57	6	17	1	3	35
Total	9	4	43	19	97	43	55	24	24	11	228

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	66	49		46	55	
3	35	29		72	95	
4	23	37		59	70	
5	26	47		71	69	
6	28	54		42	50	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	51	85		59	83	
1	68	81		86	89	
2	41	47		53	59	
3	30	21		82	67	
5	24	39		77	65	
6	23	38		51	63	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	33	39		52	53	
3	33	27		54	54	
4	15	38		26	70	
5	26	12		80	54	
6	32	43		50	47	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	51	75		75	84	
1	88	58		91	86	
2	35	26		48	51	

3	34	28		29	25	
4	17	25		23	62	
5	29	16		64	51	
6	32	53		36	51	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	33	31		53	46	
3	19	27		49	55	
4	20	23		25	70	
5	29	34		44	42	
6	46	30		37	36	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	58	78		80	94	
1	85	74		92	79	
2	50	46		64	63	
3	28	28		53	42	
4	64	8		73	72	
5	25	14		71	56	
6	34	53		52	53	

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2010-11	2011-12	2012-13

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)		
What data did you use to form this goal (findings from data analysis)? The measures to identify growth are overall CST scores as measured by AYP, CELDT scores and API growth	What did the analysis of the data reveal that led you to this goal? Last year's data revealed students did not make adequate growth with a 20 point drop in API, CLE FEPPed 13 students, but we have many more students that are identified as Long Term English Learners. (LTEL) Our goal is to FEP these students next year.	
Who are the focus students and what is the expected growth? All students are the focus and growth of 5-10 points of API. CELDT growth should be 1 year as evidenced by the results of the assessment. AYP growth should reflect moving closer to the goals set by CDE. A	What data will be collected to measure student achievement? Data will include Benchmark Assessments, CST, and CELDT Assessments.	
What process will you use to monitor and evaluate the data? We will look at the results of Benchmark Assessments to watch our progress towards improvements in the CST scores. We will evaluate the CST scores as well as the CELDT scores. We will do longitudinal analysis of students	Actions to improve achievement to exit program improvement (if 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
1.1 Cedar Lane will focus on EL strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study will provide teachers to meet to improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL	Ongoing 2012-2013	Extra-duty Stipend, ELAC Representative \$1,000	EIA-LEP \$1,000 Title I \$5,000

Single Plan for Student Achievement for Cedar Lane Elementary School

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 at Cedar Lane. Teachers meet weekly to develop to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to facilitate ELAC and to drive the committee into a functioning, active body.			
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 4 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CAFE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Additionally, staff will attend Education for the Future to enable staff to develop a critical and necessary mission and vision for Cedar Lane.	Ongoing 2012-2013	CABE English Learner Conference CUE Title I Conference SCOE Behavior Conference Substitutes Education For the Future \$3,300	EIA-SCE \$20,000 Title I \$53,288
1.3 Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly	Ongoing 2012-2013	20% FTE plus benefits	EIA-SCE \$19,000

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
with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process.			
1.4 Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read.	Ongoing 2012-2013	Literacy Resource Technician	Title I \$14,700
1.5 Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.	Ongoing 2012-2013	Primary Language Para-Educator	EIA-LEP \$33,301

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) Provide supplemental programs and materials to enhance the Core Curriculum		What did the analysis of the data reveal that led you to this goal?	What data will be collected to measure student achievement?	Actions to improve achievement to exit program improvement (if applicable).
What data did you use to form this goal (findings from data analysis)?				
Who are the focus students and what is the expected growth?				
What process will you use to monitor and evaluate the data?				
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 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, Qwizdom, GLAD Strategies, Read Naturally, Avenues, Open Court workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears. Books for the library will also supplement classroom learning.		Ongoing 2012-2013	Measuring Up SIPPS Paper, ink cartridges, library books Avenues	EIA-SCE \$10,000 EIA-LEP \$8,794
Evaluation of activities to determine if successful in closing the achievement gap				
2.2 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Computers that may need to be				EIA-SCE \$7,936 Title I \$10,000

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
2.6 Para-Educator to provide release time for full-time 6th grade teacher. It is mandated that 6th grade teachers are provided with 30 minutes per day of release time. 3.5 hours/day x 180 days-2.5 hrs/weekx36 weeks = 28% of \$13,000		Para-educator	EIA-SCE \$9,360 Other \$3,640
2.7 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as Waterford, AR, AM, MFiaF, Starfall, EiaF. Materials for supplemental projects		Paper, markers, crayons, pens, pencils, ink cartridges	EIA-SCE \$9,969 Title I \$10,000 Other \$5,000

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) Parental Involvement is critical for Cedar Lane. From ELAC to PTO, Cedar Lane values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. Parents are encouraged to give input in the development and evaluation of the Site Plan.			
What data did you use to form this goal (findings from data analysis)? We used the call logs from School Messenger in order to evaluate the usefulness of the caller.	What did the analysis of the data reveal that led you to this goal? We had 90% of calls go through.		
Who are the focus students and what is the expected growth? All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.	What data will be collected to measure student achievement? As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.		
What process will you use to monitor and evaluate the data? Parent sign in at monthly meetings, attendance records.	Actions to improve achievement to exit program improvement (if 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 Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.	Ongoing 2012-2013	School Messenger	T1-P1 \$500
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter.	Ongoing 2012-2013	Paper, Ink,	T1-P1 \$834
3.3 Provide snacks for monthly parent meetings. We have coffee and a light snack. There is often over 60 adults in attendance.	Ongoing 2012-2013	Light snacks, juice, coffee, water	T1-P1 \$1,000

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

2012-13 Program Expenditure Summary

Goal 1	
EIA-SCE	39,000
EIA-SCE Carryover	0
EIA-LEP	34,301
EIA-LEP Carryover	0
Title I	72,988
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	146,289

Goal 2	
EIA-SCE	49,129
EIA-SCE Carryover	0
EIA-LEP	10,000
EIA-LEP Carryover	0
Title I	25,750
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	9,140
Total	94,019

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	2,334
Title I Parent Involvement Carryover	0
Other	0
Total	2,334

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	\$88,129.00
EIA-SCE Carryover	
EIA-LEP	\$44,301.00
EIA-LEP Carryover	
Title I	\$98,738.00
Title I Carryover	
Title I Parent Involvement	\$2,334.00
Title I Parent Involvement Carryover	
Other	
Total	233,502

Total Expenditures	
EIA-SCE	88,129
EIA-SCE Carryover	0
EIA-LEP	44,301
EIA-LEP Carryover	0
Title I	98,738
Title I Carryover	0
Title I Parent Involvement	2,334
Title I Parent Involvement Carryover	0
Other	9,140
Total	242,642

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
Other	
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: \$3,605.00

Estimated Cost from EIA/LEP: \$1,701.00

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: \$23,279.00

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.	\$88,129.00
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.	\$44,301.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$5,306.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$137,736.00

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	\$98,738.00
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.	\$2,334.00
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	\$23,279.00
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	\$124,351.00

Total amount of state and federal categorical funds allocated to this school	\$262,087.00
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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
Jill Segner	1			
Kevin Kennedy		1		
Chris Clinkenbeard			1	
Maria Soto		1		
Rosanne Morales				1
Alicia Gonzales				1
Dulce Avelar				1
Maricela Moran				1
Maria Gomez				1
Maggie Nieber		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):

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

Attested:

Jill Segner

Typed Name of School Principal

Signature of School Principal

Date

Kevin Kennedy

Typed Name of SSC Chairperson

Signature of SSC Chairperson

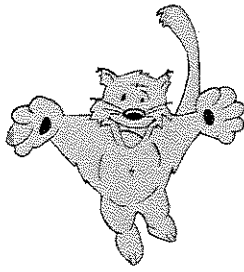
Date

Maria Soto

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date



Cedar Lane Elementary School School-Parent Compact

The Cedar Lane Elementary 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.

Cedar Lane 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, Parent Summit, and Open House 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 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.

Student Signature: _____ Date: _____

Cedar Lane Elementary School School-Level Parental Involvement Policy

Cedar Lane Elementary School has developed a written Title I parent involvement policy with input from Title I parents. The Parental Involvement Policy has been developed over the years. This policy is reviewed yearly and changes are made during that time. The policy was distributed to parents of Title I students. Students were given a hard copy in three languages to carry home to their parent or guardians.

Involvement of Parents

Cedar Lane Elementary 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. Annually, the Administration speaks with parents at a meeting to inform them of the services Title I provides. Other topics include the requirements of Title I and the parents' rights to be involved.
2. Offers a flexible number of meetings. Through our Parent Outreach, we offer meetings throughout the month. Most of these meeting topics are based upon parent request. We also offer classes for parents in the evening or on Saturdays.
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 give input at ELAC meetings, other meetings. Review of the plan and policy is done yearly at the Title I meeting.
4. Provides parents of Title I students with timely information about Title I programs. Students were given a hard copy in three languages to carry home to their parent or guardians.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This information is provided at the Title I meeting.
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. We have a strong, operating ELAC. As well, parents have scheduled parent teacher conferences twice a year.

School-Parent Compact

Cedar Lane 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.

Cedar Lane Elementary School has developed the School-Parent Compact over years of review and revision. This Compact is distributed annually and collected to be placed in the student's cumulative folder.

Building Capacity for Involvement

Cedar Lane Elementary 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. Cedar Lane Elementary School provides student-friendly standards to parents as well as translators at all meetings such as parent teacher conferences, SST meetings, IEP's and all other parent meetings.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. Parents of Cedar Lane students have access to many training and parenting classes. Last year, parents learned about nutrition and how to reduce fat in meals. They also participated in "Raising a Reader", a program that emphasized reading to and listening to students read. We have Adult Education on campus that many parents attend in order to gain English competency and to also obtain Citizenship. Mr. Duenas, teacher and author held evening meetings in the spring helping parents with discipline, what to expect with report cards, and many other topics. He will be hosting Saturday classes this Spring.
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. This is the same as #2
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. Our Parent Resource Center is open daily as well as the Family Resource Center operated by Grace Source on our campus.
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 handouts are distributed in three languages. All School Messenger calls are done in three languages.
6. Provides support for parental involvement activities requested by Title I parents. We work to serve all of our parents in that we host classes and monthly meetings as delineated above.

Accessibility

Cedar Lane 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. All reports are completed in three 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

COVILLAUD ELEMENTARY SCHOOL

58-72736-6056733
CDS Code

Date of this revision: May 22, 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: Doug Escherman

Position: Principal

Telephone Number: (530) 741-6121

Address: 628 F Street Marysville, Ca 95901

E-mail Address: descherman@mjusd.k12.ca.us



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 Student Academic Performance (Based on conclusions from Analysis of Program Components and Student Data pages) The purpose is to maintain, support, and provide students with technology, supplies, equipment, and staffing support to enhance student success.					
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:			
Kindergarten through 5 th grade,		5 percent for each group as represented on the California Academic Performance Index (API).			
Means of evaluating progress toward this goal: District Benchmark Assessments, CST Yearly Assessment, CELDT scores		Group data to be collected to measure academic gains: Trimester and Curriculum Embedded Assessments Teacher Observation California State Standards			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source

¹ See Appendix B: Chart of Requirements for the SPSSA 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.

Replace computer and technology software, batteries, hardware, and related equipment which provides, improves academics standards as well as software and hardware that has been broken or worn out, and supports direct instruction to students as well as improve technology to students through the use of document cameras, laptops, and supplies necessary to enhance student learning. Approximately 130 English Learner (EL) students will have Smart Boards to help enhance the SDAIE and ELD programs at the school. The Smart Boards will be used daily directly for EL students that are 3 or below on the CELDT. The curriculum will include enhancements in sound cards, decoding, vocabulary development, and developing listening skills. The Smart Boards will be used for after school intervention for EL students that continue to struggle. The cds in Saxon and Open court as well as social studies and science will be used via the Smart Boards.	7/12-6/13	Equipment, supplies, technology repairs, contracts, and maintenance	\$2000	Title I
Small group and intervention time provided by classroom teachers to students who are below grade level through PE release time. This PE time is over and above the required 200 minutes every 10 days for elementary students.	7/12-6/13	Substitutes salary Wages for two substitutes one day a week. Wages for physical education instruction one hour per day	\$8,618	Title I
Parent, student, and teacher conferences to improve academics.	7/12-6/13	Wages for substitutes	\$1,717	Title I
Maintain and support a K-5 Library for students to promote reading, direct contact with students building and reading fluency by reading to students. Assists students and teachers with classroom research projects. Supports reading by supporting and maintaining the Accelerated Reader Program.	7/12-6/13	Literacy Resource Technician wages, Two 3 ½ hour positions	\$31,982	Title I
Provide library software upgrade, licensing fees,	7/12-6/13	Supplies, fees, and equipment	\$1,749	Title I

supplies and equipment. Provide replacement and upgrade of library books. Provide replacement of supplies and equipment.	7/12-6/13	Para Educator wages	\$22,326 \$22,326	EIA-LEP EIA-SCE
Small group direct learning opportunities and teacher support for all English Language classrooms. Provide direct services to all English Language students by working in small group or one on one. Para Educator will pull students to tutor. Provide informational meetings and ELAC to parents and community. Maintain all data on all EL students.				
Provide materials, supplies, and other interventions to EL students to raise academics.	7/12-6/13	Materials, supplies, and wages	\$280	EIA-LEP
Classroom teachers support program through training of students and staff that house supplemental education programs such as Waterford, Accelerated Reading and Math, Smart Boards, the internet, and other technology based instruction.	7/12-6/13	Extra duty pay for teacher and direct support Materials and supplies		
Teacher classroom supplies to aid students in mastering concepts by providing additional and replacement resources. Materials and supplies will be used to enhance core curriculum, student portfolios, as well as replace materials and supplies that are worn out, broken, and supports direct instruction to students.	7/12-6/13	Materials and supplies for 500 students	\$9,976	EIA-SCE

Supplement and support regular school program for students by providing intervention in all core subjects before and/or after school.

7/12-6/13

wages

\$13,221

EIA-SCE

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 All students will be in a learning environment that is safe, including bullying, drug-free and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students and community partners revising, evaluating, and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of them in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement thought assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve discipline, attendance and learning problems.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Increased proficiency levels for all students.
Means of evaluating progress toward this goal: State crime reports, suspension rates, disciplinary referral reports, and attendance reports.	Group data to be collected to measure academic gains: 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 Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
Alignment of instruction with content standards: - Administer the California Healthy Kids Survey (CHK) biannually to all 5th grade students and review data to refine and improve our school safety program. "Too Good For Drugs" Curriculum, Tobacco Use Prevention Education, Red Ribbon Week activities and motivational assemblies.				
Auxiliary services for students and parents: - We are continually updating and revising our School Site Plan, Safe School Plan, newsletters, parent handouts, Student Handbook/Calendar, student referrals, and other student related materials, these products reflect the high quality of standards that define the educational journey of our students. - Insure communication with parents via school messenger, weekly schedules, and the site's web page.	7/11-6/12 7/12-6/13	Printing costs and supplies Printing costs, supplies, and contractual agreements	\$1000 \$500	Title I Parent Title I Parent

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.

Postage costs to mail report cards, conference appointments, student referrals, or school activities to parents. Any postage cost that will enhance the involvement of parents in their child's	7/12-6/13	Postage costs	\$404	Title I Parent
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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 Parent and Community involvement at Mary Covillaud Elementary School increases the educational opportunities for all students. The student support specialists will act as a liaison between school personnel and referral sources to help provide on-site and in-home support to families and is available for nonstructural appointments determined by family need. The student support specialist will help provide friendly stability and guidance to high youth and their families' focus their lives in positive directions. The student support specialists will support, counsel, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.				
Student groups and grade levels to participate in this goal: All students		Anticipated annual performance growth for each group: Increased parent and community involvement		
Means of evaluating progress toward this goal: Increased parent and community presence at the school site and all school related activities.		Group data to be collected to measure academic gains: Parent conference attendance, community parent numbers and attendance at all school related activities will increase.		
Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date⁸ Completion Date	Proposed Expenditures⁹	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.

Auxiliary services for students and parents: • PASS Program offers services to students and their families one day per week. The Pass officer will work with students with behavioral problems, aide staff in legal issues, support and counsel families as well as coordinated staff referrals for high risk students • Equipment supplies, technology repairs, and updates. Maintenance contract for the school copies so teacher can photocopy school homework pacts, assessments, home communication. • Elementary Student Service Coordinator which assists with the school's responsibilities for attendance by making home visits, monitoring attendance, and coordination activities with teachers. Being a positive, motivating, role model for students with behavioral issues. To assist in seeking changes in the school's program to better prepare students to succeed in life and in the core academic curriculum at the school site	7/12-6/13	Wages	\$5000	EIA-SCE
	7/12-6/13	Maintenance costs including repairs, equipment supplies, and updates.	\$4633	Title I
	7/12-6/13	Salary: One 4 ½ hour position and One 4 ¼ hour position	\$38,907	Title I

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 ¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) 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.		Start Date ¹¹ Completion Date	Proposed Expenditures	Estimated Cost Funding Source
		2012-13		\$868.00 \$3,598.00 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.

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 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 behavioral growth of all students; provide social skills		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$11,639.00	Title I

⁶See 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.

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 COVILLAUD

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 Purpose: Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$52,240.00 \$3,598.00 \$
☒ Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$22,606.00 \$868.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹⁴)		\$
Total amount of state categorical funds allocated to this school		\$79,312.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: School wide Program ☒ Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101- Parent Inv Form B 4100 Carryover 4101 Carryover	\$ \$87,889.00 \$1,904.00 \$11,639.00 \$ \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$101,432.00
Total amount of state and federal categorical funds allocated to this school		\$180,744.00

¹⁴ 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:¹⁵

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Doug Eschelman	X				
Cathy Decker		X			
Patricia Hogan		X			
Kolby Morgan		X			
Susan Trafford		X			
Erin Schuy			X		
Jennifer Rivera				X	
Gary Rogers				X	
Jason Roper				X	
Robert Payne				X	
Laura Nicholson				X	
Sami Powell				X	
Numbers of members of each category	1	4	1	6	

¹⁵ 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

 X English Learner Advisory Committee

 X Community Advisory Committee for Special Education Programs

 X Gifted and Talented Education Program Advisory Committee

 X Others (*list*) PTCO and STARS after school program

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.

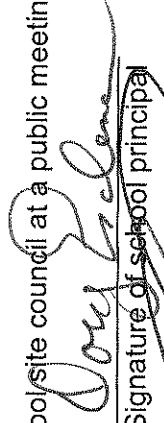
4. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. This school plan was adopted by the school/site council at a public meeting on: May 22, 2012.

Attested:

Doug Escherman

Typed name of school principal

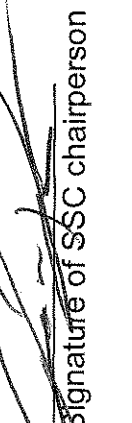

Signature of school principal

Date

5-22-2012

Jason Roper

Typed name of SSC chairperson


Signature of SSC chairperson

Date

5/22/12



Mary Covillaud 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.

Mary Covillaud 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 as well as the weekly Covillaud Scoop which provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Bash, Parent Teacher Community Organization, Parent Day, Open House, and volunteering welcomes 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: _____

Mary Covillaud Elementary School-Level Parental Involvement Policy

Mary Covillaud Elementary has developed a written Title I parent involvement policy with input from Title I parents. The policy inception began with Site Council examining a new vision and mission statement for the school. After hours of discussion, all parents, staff, and some community members joined in not only the development of a vision statement but with the foundations of a parent involvement policy. The policy was distributed to parents of Title I students through meetings throughout the school year. All new parents are given a copy of the policy at Kindergarten Orientation and Coffee and Tea with Mr. E the first day of school. A Title I Parent Meeting is held the second week of school for parents that could not attend the initial meetings. The policy is also available at our parent involvement bulletin board in our multipurpose room

Involvement of Parents

Mary Covillaud Elementary 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. The annual Title I meeting occurs the second week of school in the evening after the PTCO meeting.
2. Offers a flexible number of meetings.
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 involved through Site Council. Quarterly meeting between the principal and the parents are scheduled to clarify and revisit Parent Involvement Policy.
4. Provides parents of Title I students with timely information about Title I programs. Parents are given a student calendar which light lights all activities though out the school year. Weekly schedules are sent home to all parents communicating all activities at the school.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. All Parents meet with the teacher and principal in September at our Back to School Conferences to go over expectations at school and explanations of curriculum, assessments, and proficiency levels.
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. Quarterly meetings have been scheduled with the principal to determine possible changes and decisions relating to the education of their children.

School-Parent Compact

Mary Covillaud Elementary 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.

The school-parent compact was developed by the Marysville Joint Unified School District. It is distributed and gone over with the parent at the school site at the Back to School Conferences in September.

Building Capacity for Involvement

Mary Covillaud Elementary 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. Parents meet with the teachers at Back to School Conferences and Parent Day with an emphasis on academics and how the parents can be involved with the education of their children.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. Title I information goes out at the annual Title I meeting as well as having it available at the Parent Involvement Bulletin Board in the Multipurpose room.
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. Teachers are required to call all parents to be part of the education of their children. PTCO, Site Council, Parent Day, Grandparent Day, Read Across America are a few of the events where parents can be involved as partners in helping the development and education of their children.
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. The school has two student support coordinators who assist parents with participating in the education of their children.
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. The school prints out a weekly scoop with tell Title I parents all of the events for the week. The school also sends home with every student a student-parent handbook and calendar that relates all of the activities throughout the school year.
6. Provides support for parental involvement activities requested by Title I parents. Parent Day, Grandparent Day, Coffee and Tea with Mr. E, PTCO, Site Council are some of the activities provided for parents by the school.

Accessibility

Mary Covillaud Elementary 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. All newsletter, weekly scoops, and reminder notices are sent home in English and Spanish.

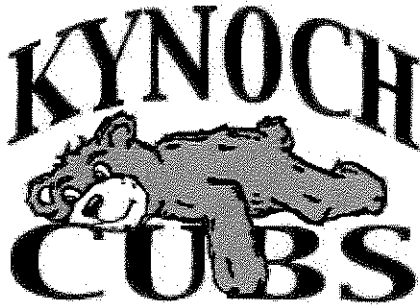
Parent Information and Resource Centers (PIRCs)

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/>.



2012-13
Single Plan for Student Achievement (SPSA)

Kynoch 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: Monica Oakes	Telephone: (530) 741-6141
Address: 1905 Ahern St.	Email Address: moakes@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056774
☐ Initial Plan Approval: May 30, 2012	
☐ Plan Revision Approval: 2012	

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	777	790	800	819	
Growth Target	5	5	A	A	
API Growth Score	791	800	819	824	
Actual Growth	14	10	19	5	

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	100	
Number At or Above Proficient	182	215	217		114	141	126		9	16	14		6	9	16	
Percent At or Above Proficient	49.5	58.1	56.7		53.5	64.7	58.6		37.5	57.1	60.9		50.0	69.2	94.1	
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	Yes	Yes	No		Yes	Yes	No		--	--	--		--	--	--	

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		99	100	100		98	100	100	
Number At or Above Proficient	43	44	53		17	22	33		115	144	154		1	2	0	
Percent At or Above Proficient	44.3	45.8	48.2		30.4	38.6	51.6		44.4	52.2	52.6		3.6	7.1	0.0	
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		No	Yes	Yes		No	Yes	No		--	--	--	

* = 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	100	
Number At or Above Proficient	254	260	284		159	163	167		17	18	18		7	10	16	
Percent At or Above Proficient	69.0	70.3	74.2		74.6	74.8	77.7		70.8	64.3	78.3		58.3	76.9	94.1	
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	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		99	100	100		98	100	100	
Number At or Above Proficient	55	58	71		29	33	42		174	179	208		5	8	4	
Percent At or Above Proficient	56.7	60.4	64.5		51.8	57.9	65.6		67.2	64.9	71.0		17.9	28.6	21.1	
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	Yes		Yes	Yes	Yes		--	--	--	

* = 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	54	57		26	26		15	8		5	10	
3	31	41		36	28		16	16		17	15	
4	76	49		18	31		2	10		4	9	
5	66	70		20	16		7	6		7	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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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	43	44		331.9	347.8		58	62		356.6	369.2	
3	31	28		321.4	322.9		32	43		317.5	338.5	
4	55	46		360.3	340.8		86	49		395.6	345.5	
5	55	63		347.2	350.4		71	76		372.9	378.6	

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	39	50		329.2	335.5		48	54		344.8	357.0	
3	22	15		312.4	313.2		26	38		313.2	329.5	
4	33	43		327.2	319.8		70	42		375.0	337.3	
5	36	29		321.3	306.1		61	69		354.5	362.4	

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	57	70		27	16		13	11		3	4	
3	64	70		19	16		9	15		8	0	
4	84	68		7	16		6	16		2	0	
5	68	80		18	9		7	9		7	2	

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
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	

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	43	62		346.8	366.1		64	71		381.8	397.3	
3	66	55		380.0	371.3		61	74		375.1	412.7	
4	65	61		385.5	366.0		93	73		445.3	387.2	
5	59	67		373.9	391.3		70	84		403.8	442.4	

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	39	55		342.4	355.0		51	70		363.8	378.8	
3	61	54		388.3	370.8		59	66		364.7	394.9	
4	50	57		372.8	367.4		80	62		420.6	370.9	
5	55	43		358.8	345.5		64	76		382.1	422.7	

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

Title III Accountability Data (Kynoch Elementary School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	70	69	
Percent with Prior Year Data	100%	100%	
Number in Cohort	70	69	
Number Met	31	38	
Percent Met	44.30%	55.10%	
NCLB Target	53.1	54.6	56.0
Met Target	No	Yes	

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	77	10	74	13		
Number Met	15	--	16	--		
Percent Met	19.50%	--	21.60%	--		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	*	Yes	*		

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	1	8	1	8	7	58	1	8	2	17	12
2	1	8	3	25	5	42	3	25			12
3			1	6	12	67	3	17	2	11	18
4			3	27	5	45	3	27			11
5	1	8	6	50	5	42					12
Total	3	5	14	22	34	52	10	15	4	6	65

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
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	1	11			2	22	4	44	2	22	9
2			7	35	9	45	2	10	2	10	20
3	1	7	2	14	5	36	4	29	2	14	14
4			6	46	4	31	3	23			13
5	2	17	4	33	6	50					12
Total	4	6	19	28	26	38	14	20	6	9	69

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	66	67		56	58	
3	45	59		79	77	
4	28	43		69	61	
5	54	35		86	77	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	83	75		89	77	
1	93	89		90	94	
2	57	59		79	73	
3	45	55		83	85	
4	23	33		94	76	
5	45	37		85	88	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	46	50		71	72	
3	60	73		68	83	
4	46	52		64	62	
5	55	39		83	74	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	80	74		86	86	
1	81	83		93	91	
2	46	49		79	71	
3	57	72		55	76	
4	33	49		55	70	

5	73	58		81	78	
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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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
2	64	60		79	78	
3	51	66		74	93	
4	42	49		58	71	
5	73	58		75	60	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	74	72		91	83	
1	73	85		80	78	
2	66	62		78	78	
3	60	68		67	79	
4	32	36		65	71	
5	42	27		76	82	

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2010-11	2011-12	2012-13

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) Student Academic Performance			
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, CST Yearly Assessment, AYP Results	What did the analysis of the data reveal that led you to this goal? Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts		
	What data will be collected to measure student achievement? District Benchmark Assessments, CST Yearly Assessment, AYP Results		
	Actions to improve achievement to exit program improvement (if applicable). Intervention, Tutoring, Best Teaching Practices.		
Who are the focus students and what is the expected growth? All significant sub-groups as determined by the CST for API and AYP			
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.			

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	Intervention Time, provide time for Interventions for Certificated Classroom teachers to provide direct intervention instruction for their students with support from Instructional Assistants (D - EL Extra Interventions for EL Students to be added when funds available.)	2012-2013	Instructional Assistant A <	

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
instruction and to promote student academic learning using technology, data analysis, working with teachers to make test scores relevant to their educating their students. She relates test information to second language parents in terms that they understand.			
1.3 Maintain and support a K-5 Library for students to promote reading, direct contact with students building reading fluency by reading to students. Assists students and teachers with classroom research projects. Supports reading by supporting and maintaining the Accelerated Reader Program.		Literacy Resource Technician 3.5 Hour	Title I 14147
1.4 Provides supplemental intervention for students and academic counseling. Enhances classroom education through the pacing of standards, use of Edusoft, and benchmark alignment. Meets with families to align academic and social services based on needs. Conducts small group interventions, counseling behavior modification, parent involvement, parent-home communication and home visits. Coordinates academic and motivational assemblies for students.	2012-2013	Classified and Certificated Extra Hours	EIA-SCE 2846 EIA-LEP 2298
1.5 Supplemental materials to raise the academic performance of students. Materials are purchased to raise academic performance. The materials that are purchased will require copying. Copying will require the purchase of paper, copy ink and masters.	2012-2013	Ink for copiers and printers. Copy Paper Supplemental Materials	EIA-SCE 13143 EIA-LEP 8328 Title I 22652 Other 7394
1.6 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success: • Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meets with students individually to modify choices that	2012-2013	Elementary Student Support Specialist 8 hour 3.5 Hour when funds are available 3.5 Hour when funds are available	Title I 44104

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
will create academic success • Corresponds with parents to involve them in their child's education - o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning - o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction • Monitors progress of academic, attendance, and behavior goals • Leads groups of students on issues such as bullying, choices, decision making, study skills, etc. • Facilitate student recognition to motivate and inspire positive behavior and academic success • Mediates between students			
1.7 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences. (GATE & Tutoring & Interventions if funds become available.)	2012-2013	Extra Hours Certified Extra Hours Classified	
1.8 Purchase supplemental programs and library books to improve academic performance for EL students	2012-2013	Software, videos, books, library books, supplies and materials	EIA-LEP 1000
1.9 Academic resource for improving student achievement by decreasing teacher/student ratio, providing supplemental standards-based instruction through interventions. Peer support to observe other teachers to learn instructional techniques to improve student achievement. (When funds become available)	2012-2013	Sub Pay	
1.10 Supplemental materials to raise the academic performance of students. The materials are in the form of blacklined	2012-2013	Copying Machines & equipment maintenance contracts	EIA-SCE 1575

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
masters which will require copying. Copying requires machines.		75% Title I 25% Lottery	

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) Staff Development		
What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	What did the analysis of the data reveal that led you to this goal? Sub Groups that were below goal or did not reach goal.	
Who are the focus students and what is the expected growth? All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and API.	What data will be collected to measure student achievement? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	
What process will you use to monitor and evaluate the data? Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.	Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development.	

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 Conferences, Training, Presenters and Expenses	2012-2013	Fees and Expenses, Subs, hourly wage extra duty teacher or classified	Title I 100
Evaluation of activities to determine if successful in closing the achievement gap			

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 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)			
Parent Involvement			
What data did you use to form this goal (findings from data analysis)? Parent Surveys, School Site Safety Plan, District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	What did the analysis of the data reveal that led you to this goal? Sub Groups that were below goal or did not reach goal.	What data will be collected to measure student achievement? District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP	
Who are the focus students and what is the expected growth? All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and API.			
What process will you use to monitor and evaluate the data? Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.		Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development.	

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 Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.	2012-2013	Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.	T1-PI 300
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Provide classroom communication for second language students beyond the required school notifications. Classroom communication beyond required communication.		Translator	EIA-LEP 1506

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
3.3 Love and Logic Classes for Parenting	2012-2013	Presenters	T1-PI 800
3.4 Create parent involvement opportunities to increase academic performance.	2012-2013	Materials, supplies, food, presenters, and beverages	T1-PI 1000
3.5 School Messenger allows the school to contact all parents in a quick and efficient fashion. This calling system facilitates increased parent involvement; keeps families engaged and connected to the school, and informs parents of opportunities to enhance their child's education.	2012-2013	School Messenger	EIA-SCE 600
3.6 Create parent involvement opportunities, for parents to work in the classroom to improve the academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31	2012-2013	Finger Printing	T1-PI 500 Other 1000

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 #4 (Goals should be prioritized, measurable, and focused on identified student learning needs) School Safety			
What data did you use to form this goal (findings from data analysis)? Decrease in percentage of Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth? All students and whole school data	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data? Group data to be collected to measure academic gains: Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	Actions to improve achievement to exit program improvement (if 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
4.1 Safe and secure campus, free from intimidation and bullying. Maximize use of Yard Duty and Staff Evaluation of activities to determine if successful in closing the achievement gap		Yard Duty Supervisors	Other 12000

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 #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?	Actions to improve achievement to exit program improvement (if applicable). Intervention, Tutoring, Best Teaching Practices	Funding Source/ Estimated Cost
District Benchmark Assessments, CST Yearly Assessment, AYP Results	Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts		
Who are the focus students and what is the expected growth? All significant sub-groups as determined by the CST for API and AYP	What data will be collected to measure student achievement? District Benchmark Assessments, CST Yearly Assessment, AYP Results		
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.			
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.
5.1 Supply staff with the equipment to improve student achievement through the use of technology. Supply staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach educationally disadvantaged students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents.		2012-2013	Equip as many classrooms as possible with advanced technology. We will purchase Smartboards, laptops, elimos, & LCD Projector, Server, Computers, headphones, cameras etc..
Evaluation of activities to determine if successful in closing the achievement gap			
5.2 Kindergarten through grade three English Language	2012-2013	Equip as many classrooms as possible with advanced	EIA-SCE 2000 EIA-LEP

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
Learners are placed in self-contained classrooms for more intensive language instruction. We have one designated classroom with qualified teacher for each grade K through 3. Based on the way we have traditionally placed our students designated EL in classrooms Rooms 2, 5, 8, and 11. For EL Rooms 2, 5, and 8 our goal is to supply EL staff with the equipment to improve student achievement through the use of technology. Supply EL staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach English Learners. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents.		technology. We will purchase Smartboards, laptops, elmos, & LCD Projector, Server, Computers, headphones, cameras etc..	

2012-13 Program Expenditure Summary

Goal 1	
EIA-SCE	63,835
EIA-SCE Carryover	0
EIA-LEP	11,626
EIA-LEP Carryover	0
Title I	124,196
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	7,394
Total	207,051

Goal 2	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	100
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	100

Goal 3	
EIA-SCE	600
EIA-SCE Carryover	0
EIA-LEP	1,506
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	2,600
Title I Parent Involvement Carryover	0
Other	1,000
Total	5,706

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	12,000
Total	12,000

Goal 5	
EIA-SCE	2,000
EIA-SCE Carryover	0
EIA-LEP	2,000
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	4,000

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	\$66,435.00
EIA-SCE Carryover	
EIA-LEP	\$15,132.00
EIA-LEP Carryover	
Title I	\$124,296.00
Title I Carryover	
Title I Parent Involvement	\$2,600.00
Title I Parent Involvement Carryover	
Other	
Total	208,463

Total Expenditures	
EIA-SCE	66,435
EIA-SCE Carryover	0
EIA-LEP	15,132
EIA-LEP Carryover	0
Title I	124,296
Title I Carryover	0
Title I Parent Involvement	2,600
Title I Parent Involvement Carryover	0
Other	20,394
Total	228,857

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: \$4,529.00

Estimated Cost from EIA/LEP: \$581.00

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: \$11,639.00

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.	\$66,435.00
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.	\$15,132.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$5,110.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$86,677.00

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	\$124,296.00
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.	\$2,600.00
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	\$11,639.00
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	\$138,535.00

Total amount of state and federal categorical funds allocated to this school	\$225,212.00
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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
Monica Oakes	1			
Esperanza Arrellano-Cruz				1
Tedi Lattuca				1
Celeste Payne				1
Sarah Cervantes				1
Tamara Liabraaten				1
Michelle Clavelle		1		
Daiquiri Leal		1		
Kyle Sweeney		1		
Diane Lemstrom			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
- ☒ Special Education Advisory Committee
- ☒ Gifted and Talented Education Program Advisory Committee
- ☒ District/School Liaison Team for schools in Program Improvement
- ☐ Departmental Advisory Committee (secondary)
- ☐ Other committees established by the school or district (list):

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

Attested:

Monica Oakes

Typed Name of School Principal

Monica E. Oakes

Signature of School Principal

5/30/12

Date

Esperanza Arrellano-Cruz

Typed Name of SSC Chairperson

Arrellano Cruz

Signature of SSC Chairperson

5/30/12

Date

See Thor

Typed Name of ELAC Chairperson

See Thor

Signature of ELAC Chairperson

5/30/12

Date



Kynoch Elementary School 2012-2013

2008 Title I Academic Achievement Award School
California Distinguished School 2008 Shining Star Award 2008

Parent-Student-Teacher Compact

We believe all students can reach their highest academic potential when provided with a positive environment at school and home in which to explore and develop their knowledge in a meaningful context. We know that learning can take place if there is a combination of effort, interest, and motivation on the part of the school, the home, and the community.

This compact is a voluntary agreement and a promise of commitment to help your child progress in school, promoting his/her achievement. We believe this agreement can be fulfilled through our team effort.

AS A STUDENT I AGREE TO:

1. Come to school on time ready to learn and work hard.
2. Bring necessary materials, completed assignments and homework.
3. Hold high expectations for my work and my achievement.
4. Know and follow school and class rules.
5. Respect the school, classmates, staff and families.

AS A PARENT I AGREE TO:

1. Provide a quiet time and place for homework.
2. Ensure that my child attends school every day on time, gets adequate sleep, regular medical attention and proper nutrition.
3. Regularly monitor my child's progress in school and make every effort to attend school functions, support school activities, attend parent-teacher conferences and volunteer when I can.
4. Hold high expectations for my child's progress and achievement.
5. Communicate the importance of education and learning to my child.
6. Respect the school, staff, students, and families.
7. Read with my child and let my child see me read.
8. Help my child with social skills.

AS A TEACHER I AGREE TO:

1. Teach classes through interesting and challenging lessons that promote student achievement.
2. Endeavor to motivate my students to learn.
3. Have high expectations and help every child to develop a love of learning.
4. Provide differentiated learning to my students so that they may learn in more than one way.
5. Communicate regularly with families about student progress.
6. Respect the school, students, staff and families.
7. Establish flexible scheduling and create a warm atmosphere for parents/guardians during classroom visits and participation in the activities.

AS A TEAM WE CAN WORK TOGETHER TO CARRY OUT THIS AGREEMENT

Student's Signature: _____

Parent's Signature: _____

Teacher's Signature: _____

Kynoch Elementary School School-Level Parental Involvement Policy

Kynoch Elementary School has developed a written Title I parent involvement policy with input from Title I parents. The policy used information from parents from our PTA, ELAC and Site Council Meetings. The Site Council Group made the final decisions. The policy was distributed to parents of Title I students within our monthly parent newsletter. The policy was distributed to all parents.

Involvement of Parents

Kynoch Elementary 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. The item is part of our first three Site Council Meetings for the year.
2. Offers a flexible number of meetings.
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. During every Site Council Meeting there is time to talk about ongoing information that is placed within our plan. The first three meetings of the year specifically cover Parent Involvement but information is added to our policy as needed.
4. Provides parents of Title I students with timely information about Title I programs. Our monthly newsletters let parent know each month, we also send home specific notes when tutoring or intervention opportunities are scheduled.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. As part of our Site Council and ELAC meetings we have teachers present curriculum, interventions, and new technology for the parents.
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. We have Student Study Team meetings for students whenever a concern arises by the parent, teacher or staff. This gives us an opportunity to look at the whole child and pull all of the stakeholders together to form a plan that works specifically for that child.

School-Parent Compact

Kynoch 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.

During our Site Council and ELAC Meetings we developed the School-Parent Compact, it is part of our Student Handbook, Calendar that every student receives.

Building Capacity for Involvement

Kynoch Elementary 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. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
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. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
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. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information.
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. As part of our Site Council and ELAC meetings we have presentations by staff for parents. Teachers also hold parent teacher conferences to go over the information. Our monthly newsletters are used to relate information to our parents.
6. Provides support for parental involvement activities requested by Title I parents. We offer parent meetings during the year, Site Council, ELAC, PTA, Parent Involvement Training, Kindergarten Parent Training at these meetings we get information on what the needs of the group are and then schedule trainings and inservices as needed for them. This year we are doing a parent training for helping students use cameras and other technology to improve student writing.

Accessibility

Kynoch 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. Translations are provided as needed for all written documents and verbal conversations and meetings.

Parent Information and Resource Centers (PIRCs)

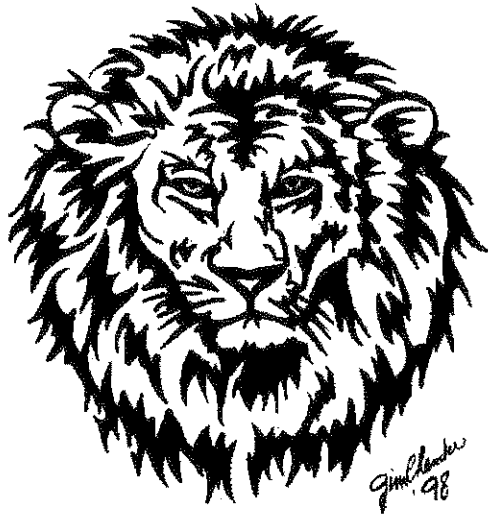
PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<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/>.



Single Plan for Student Achievement

LINDA ELEMENTARY SCHOOL

2012-2013

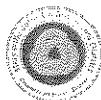
CDS Code

Date of this revision: 6/5/2012

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:	Judy Hart
Position:	Site Administrator
Telephone Number:	(530) 741-6196
Address:	6180 Dunning Avenue Marysville, CA 95901
Email Address:	JHart@mjusd.k12.ca.us



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 Students will make academic progress on the following measure CST scores, District Benchmark Assessments, CELDT scores, and show API growth of 5-10 points overall

- a. Linda will **focus on best practice teaching strategies** to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will utilize structured PLC's to analyze students' data and develop plans and strategies to address students performing below proficiency. This will serve ALL students at Linda. Articulation opportunities will assist teachers in improving their skills at providing higher level questions and adding more rigor to the curriculum.
- b. **Ongoing high quality professional development** is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies that address our unique population is essential in improving the academic achievement of each and every student.
- c. If funds allow, **Extra Help** will be provided 3 days a week in order to provide **intervention** for students. Intervention will include remediation on state standards as well as pre-teaching standards for which students may have difficulty. These teachers will provide instruction during classroom workshop time reducing the ratio to 20-2 approximately.
- d. **Literacy Resource Technician** will be used to enhance the core curriculum with books supporting expanded learning concepts following the themes of the classroom units. This person will provide assistance to students selecting books that support and challenge their reading level. The Literacy Resource Technician will ensure there are multiple opportunities for students to choose free reading selections and enhance the school climate with reading challenges.
- e. **Student Services Coordinator** will provide direct support to ensure students are successful. Attendance issues and behavioral issues will be addressed. Connections for students with social services to address mental health issues and support for medical limitations that impact learning such as vision will be fostered. Participate in SST meetings and monitor academic follow through.
- f. **PE Teacher/Intervention teacher**. If funds allow, this position will allow for academic intervention for students who are not maintaining sufficient progress to be on target to reach proficiency. The intervention position will allow classroom teachers to provide intensive intervention strategies to small groups of students requiring extra help to reach mastery while the PE/Intervention teacher delivers PE instruction to the majority of the class.
- g. **Student Services Facilitator** will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSF will serve as our home to school connection and assist families in setting academic goals for our students.

Student groups and grade levels to participate in this goal: K-6 All students will grow from high quality first instruction	Anticipated annual performance growth for each group: 5% growth in benchmark exams 10 points on API			
Means of evaluating progress toward this goal: Analyze data provided to indicate if there was growth by students How many had growth? How much growth? Was the growth worth the expenditure?	Group data to be collected to measure academic gains: Results of benchmark exams Results of CELDT assessments Intervention Recording Sheets CST results Curriculum embedded assessments			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	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.

a. Teachers meet monthly for one hour to develop highly effective lessons involving strategies that provide access to academic language, practice academic language, and provide higher level questioning to extend and focus on effective teaching strategies for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. b. Our staff will deepen our understanding of the students we serve and enhance our instructional strategies and family relationships by participating in part two training based on Dr. Ruby Payne's A Framework for Understanding Poverty. c. Provide interventions during workshops differentiated instruction for our students and lower teacher/student ratio. Staff development will be provided during staff meetings and articulation days on curriculum best practices. d. Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read.	2012-2013	No cost	\$6,000	4100
		Training/Presenter, supplies, corresponding resources	\$10,126	5298
		Additional Certificated Staff Substitutes	\$41,566	5298

e. Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will access Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process.		100% Student Services	\$73,230	4100
f. An Intervention/PE position will allow for academic intervention for students who are not maintaining sufficient progress to be on target to reach proficiency. The intervention position will allow classroom teachers to provide intensive intervention strategies to small groups of students requiring extra help to reach mastery while the PE/Intervention teacher delivers PE instruction to the majority of the class. Intervention logs will be maintained to identify and track intervention services provided to students.		Intervention/PE Teacher (If funding allows)	\$13,096	
g. Student Services Facilitator will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSF will serve as our home to school connection and assist families in setting academic goals for our students.		Student Services Facilitator	\$6,452 \$6,453	4100 5298
Maintenance contracts for school copies and Riso machine used to produce enhancement components to the core curriculum and allow teachers to present concepts through multi-avenues to assist students toward grade level standards mastery.		Maintenance contracts: Cannon Copiers Risos	\$3600 \$ 400 \$1,537.50 \$512.50	4100 1009 4100 1009

Supplement core reading with online Accelerated Reader program and staff training to improve vocabulary and reading comprehension. This will also lengthen student's silent sustained reading ability to ensure success when reading content material and taking the CST test. Materials that supplement the district adopted core curriculum utilized during differentiated instruction to assist students who are below proficiency in Math or ELA.		Accelerated Reader Program Supplementary Materials	\$3,769 \$1,601.50 \$4,491	4100 4100 5298
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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 # 2_ Designated EL students will make academic and ELD progress on three measures: CELDT scores, CST scores, and District Benchmark Assessments and meet the annual AMO. a. Linda School will implement at least thirty minutes of structured ELD instruction five days a week. Teachers will collaborate one hour each week to plan, analyze, and refine classroom lessons based on research based instructional strategies for EL students. b. Primary Language Para-educators assist in the classroom to provide a bridge for the language barrier and work under the direction of teachers to enhance instruction, provide tutoring, and implement teacher-developed EL instruction. c. Supplemental materials will be purchased to address the needs of our EL students. These materials will enhance the California State Adopted curriculum including but not limited to : Avenues, Functions for Fluency, Measuring up... d. The Leadership Team will meet monthly to evaluate the effectiveness of EL intervention strategies and ELD programs being implemented during the thirty minute ELD instruction. e. EL Coordinator will use data to identify groups of English Learners at each grade level for interventions during structured ELD time, group students in SEI and transitional to add primary language support, help make connections for parent understanding, and train/arrange professional development for EL Leadership Team.	
Student groups and grade levels to participate in this goal: K-6 EL students All students will grow from high quality first instruction	Anticipated annual performance growth for each group: 5% growth in benchmark exams 10 points on API
Means of evaluating progress toward this goal: Analyze data provided to indicate if there was growth by students How many had growth?	Group data to be collected to measure academic gains: Results of benchmark exams Results of CELDT assessments Intervention Recording Sheets

How much growth? Was the growth worth the expenditure?		Sign-in sheets			
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
a. One hour of articulation after school to address the needs of our EL students.		2012-2013 School Year	none		
b. Primary language para-educators will deliver direct services to students. They will bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.			2- Hmong	\$38,626	5298
			2 -Spanish	\$38,573	4100
				\$8,000	5295
				\$8,000	4100
c. Supplementary materials will be purchased that will enhance the California State adopted curriculum including but not limited to: Avenues, Functions for Fluency, and Measuring up			Avenues Functions for Fluency Measuring Up (if funding allows)	\$5,972	5295
d. The EL leadership will meet monthly to evaluate the effectiveness on interventions and the ELD programs being implemented during the thirty minutes ELD instruction.			Substitutes for teacher release time	\$5,688	5295

⁴ See Appendix B: Chart of Requirements for the SPSSA 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.

e. EL Coordinator will use data to identify groups of English Learners at each grade level for interventions during structured ELD time, group students in SEI and transitional to add primary language support, help make connections for parent understanding, and train/arrange professional development for EL Leadership Team.		EL Coordinator	\$37,221 \$ 6,494	5295 4100
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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) Parental Involvement is critical for Linda Elementary School. Site Council, ELAC and PTA, reflects that Linda values and honors parental involvement by including them in shared decision making. Each parent group meets regularly where parents are encouraged to give input on school events, and the development and evaluation of the Site Plan.				
Student groups and grade levels to participate in this goal: Students will benefit from the involvement of parents on the school campus.	Anticipated annual performance growth for each group: Increase in parental participation			
Means of evaluating progress toward this goal: Sign in sheets	Group data to be collected to measure academic gains: Increase in CELDT scores, CST scores, benchmark scores			
Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁸ Completion Date	Proposed Expenditures⁹	Estimated Cost	Funding Source
A system is to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.	2012-2013 School Year	School Messenger	\$650	4101

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.

To improve parent involvement during (not limited to) Back to School Night, Open House, Family Program Dinner Night, Family Reading Night, PTA sponsored activities and classroom participation Provide families with a handbook/school calendar and banners signifying special school events		Supplies, refreshments, personnel, childcare Printing Costs	\$2000 \$538	4101 4101
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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 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		\$2,184.00 \$4,921.00	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 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 behavioral growth of all students; provide social skills training, friendship/support groups, violence	2012-13	Direct services to students, teacher collaboration, and professional development activities	\$17,459.00	Title I	

⁶ See Appendix B: Chart of Requirements for the SPSPA 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.

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 LINDA

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	\$101,262.00 \$4,921.00 \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$56,881.00 \$2,184.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹⁴)		\$
Total amount of state categorical funds allocated to this school		\$165,248.00

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	\$ \$149,257.00 \$3,188.00 \$17,459.00 \$ \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$169,904.00
Total amount of state and federal categorical funds allocated to this school		\$335,152.00

Form D: School Site Council Membership

¹⁴ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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.¹⁵

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Judy Hart	X				
Shirley Davis		X			
Cathy Blackshere			X		
Linda Porter		X			
Norm Roberts		X			
Amy Sether		X			
Roseann VanDerAa				X	
Ann Vanderpool				X	
Juaquin Rodriguez				X	
Maria Rodriguez				X	
Debbie Wroten				X	
Debbie Burrow				X	
Numbers of members of each category	1	4	1	6	

¹⁵ 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

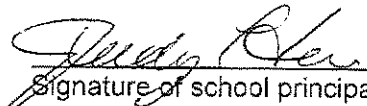
☐ Other (*list*)

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: 6/5/12

Attested:

Judy Hart

Typed name of school principal

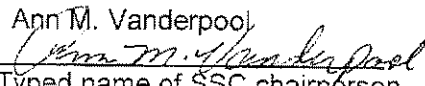


Signature of school principal

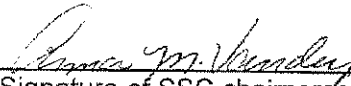
June 5, 2012

Date

Ann M. Vanderpool



Typed name of SSC chairperson



Signature of SSC chairperson

June 5-2012

Date

Linda Elementary School
Judy Hart-Principal

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.

Linda 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. Weekly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to- School Night, Library Reading Nights, and Open House 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 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.
- Participate in decisions relating to my child's education.
- Stays 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.
- Attend school and PTA activities that promote school/home partnership.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve my 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 screen time (television/electronic games) 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: _____

Linda Elementary School

School-Level Parental Involvement Policy

Linda Elementary School has developed a written Title I parent involvement policy with input from Title I parents. Working with members of our School Site Council and parents we developed the Linda School Parent Involvement Policy. The policy was distributed to parents of Title I students at Back to School Night.

Involvement of Parents

Linda Elementary 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.
 - Back to School Night
 - Parent Conferences
2. Offers a flexible number of meetings.
 - Family Dinner Nights
 - English Learner Advisory Committee (ELAC)
 - Parent Conferences
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.
 - School Site Council
 - English Learner Advisory Committee
 - Parent Surveys
4. Provides parents of Title I students with timely information about Title I programs.
 - English Learner Advisory Committee
 - Office Letters
 - "Lion's Roar"
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - Back to School Night
 - School Calendar/Handbook
 - Parent Conferences
 - Student Study Team
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.
 - School Site Council
 - English Learner Advisory Council
 - Surveys

School-Parent Compact

Linda 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.

The School –Parent Compact was developed with a committee of parents, teachers, staff, and the principal and is distributed to everyone in the annual registration packet during the first week of school.

Building Capacity for Involvement

Linda Elementary 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.
 - Back to School Night
 - School Calendar/Handbook
 - Parent Conferences
 - Student Study Team
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
 - Parent Conferences
 - Family Reading Night
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.
 - Parent Conferences
 - Parent Teacher Association (PTA) Meetings
 - Staff Meetings
 - Back to School Night
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.
 - Works closely with School Readiness Program
 - Fully supports Kindercamp, Preschool, STARS Program, and Parent Training Programs (Beth Klinghardt and Rina Banuelos)
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.
 - Office memos in Three Languages
 - Translators for ELAC meetings
 - School Messenger
6. Provides support for parental involvement activities requested by Title I parents.
 - School Surveys (Continuous School Improvement – staff, parent, and student)
 - Office Requests
 - PTA Surveys
 - Staff letters

Accessibility

Linda 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.

- Office information in three languages

- Translators for ELAC meetings, conferences, Student Study Team meetings, Individual Education Plan meetings, and in office when needed.

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

NORTH MARYSVILLE CONTINUATION HIGH SCHOOL

58-72736-5830088
CDS CODE

Date of this revision: 06/1/12

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: Rocco Greco

Position: Principal

Telephone Number: (530) 749-6105

Address: 1919 b st, Marysville ca 95901

E-mail Address: rgreco@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 North Marysville All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.				
Student groups and grade levels to participate in this goal: All students 10th - 12 th grades.		Anticipated annual performance growth for each group: Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.		
Means of evaluating progress toward this goal: Reduction in Drop out rate. Increase API scores, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.		Group data to be collected to measure academic gains: State testing, Grade reporting, ASAM data.		
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 SPSSA 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.

Production, display and dissemination of student centered materials regarding academic, work and health options and agencies. Family involvement centered activities. Directed at open house night. Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license for APEX, Pearson or some credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory SUMMER SCHOOL Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th. Teacher(classroom only 7:30am -11:30am X 15days) \$2,631.60 Teacher(classroom + online) 7:30am–3:00pm X 15days) \$4,934.25 Administration/Counselor 7:30am – 3:00pm x 15days \$5,263.20	06/12- 06/13	Print costs including print shop printer materials, display materials and mailing costs. Computers, site license for APEX, Pearson or some credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory. Additional Technology to go with site licenses, lab development to increase student access. SUMMER SCHOOL Teacher salaries would consist of 15 school days paid at \$43.86 per hour for 4 hours a day for two teachers. An additional 3.5 hours a day would be paid to one teacher to oversee the 25 online students taking courses through Pearson digital online. The clerical would consist of a 4 hour person to do date entry, answer phones and maintain attendance records.	\$287 \$11,000	<u>4101</u> <u>5298</u> \$8,000 <u>5295</u> \$1,000 <u>4100</u> \$2,000 <u>5295</u> \$458 <u>5298</u> \$2,464 <u>4100</u> \$7,555
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Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840 Supplies \$1,037.32 Additional Supply money based on overage from clerical costs. Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs.	06/12 – 06/13	Administration would manage course work, attend to discipline and do outreach and intervention. Supplies would consist of paper, ink and pens, pencils. Substitutes, extra duty hours.	\$1,000 <u>4100</u>
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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 # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

Student groups and grade levels to participate in this goal: All students, k-12	Anticipated annual performance growth for each group: <i>Increased ELA, Math and CAHSEE proficiency levels for all students by state and federal mandated goal amounts. Decrease drop out rate by 5%.</i>
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Means of evaluating progress toward this goal: Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.		Group data to be collected to measure academic gains: CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test 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
PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.		7/11 – 06/12	Pass officer wages	\$8,000	<u>5298</u> \$4,000 <u>5295</u> \$4000

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.

Form C: Programs Included in this Plan NORTH MARYSVILLE

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	\$14,464.00 \$812.00 \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$1,458.00 \$56.00 \$
☐ List and Describe Other State or Local funds (list and describe ⁷)		\$
Total amount of state categorical funds allocated to this school		\$16,790.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation

⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

✓	Title I, Part A: School wide Program	4100	\$
✓	<u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4101-Parent Inv Form B	\$13,555.00 \$287.00 \$1,455.00
☐	List and Describe Other Federal Funds (list and describe ¹)	4100 Carryover 4101 Carryover	\$ \$
Total amount of federal categorical funds allocated to this school			\$15,297.00
Total amount of state and federal categorical funds allocated to this school			\$32,087.00

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. Actions to be Taken to Reach This Goal⁸ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) 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.	Start Date⁹ Completion Date 2012-13	Proposed Expenditures	Estimated Cost \$56.00 \$812.00	Funding Source 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 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
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, friendship/support groups, violence prevention, anger and stress management; and assist		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$1,455.00	Title I

⁶ See Appendix B: Chart of Requirements for the SPSSA 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.

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 SPSC 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:¹⁴

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
ROCCO GRELO	X				
KEVE WESTCAMP		X			
MAYLA MONTGOMERY					X
AREN ENGELHART		X			
JEY HENDRIX			X		
GRACE WOMAN				X	
EMIL SWEETWOOD		X			
DANNA WIMMERS				X	
IS DUGGINS		X			
STACE GALLARDO				X	
CO GARCIA					X
TONI ESPINOSA					X
Numbers of members of each category	1	4	1	3	3

¹⁴ 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 (**PART OF SSC**).

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

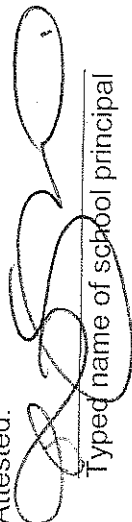
___ Other (*list*)

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: _____.

Attested:


Typed name of school principal

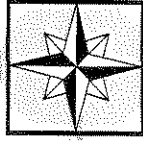
Rocco Greco.
Signature of school principal

6/1/12
Date


Typed name of SSC chairperson

KEVIN SWEETWOOD
Signature of SSC chairperson

6/1/12
Date



North Marysville 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.

North Marysville Continuation High 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, Parent Summit, and Open House 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.

Student Signature: _____

Date: _____

NMHS

School-Level Parental Involvement Policy

NMHS has developed a written Title I parent involvement policy with input from Title I parents. The plan was derived by looking at the specific needs of our highly mobile and transient population and discerning the needs of these families. The policy was distributed to parents of Title I students. The policy will be sent home with students and followed up with a mass caller to ensure that it reaches its destination.

Involvement of Parents

NMHS 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 meeting is done by mass caller invitation and usually corresponds with a site council meeting.
2. Offers a flexible number of meetings. In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities
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. Done in conjunction with site council meetings
4. Provides parents of Title I students with timely information about Title I programs. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities

School-Parent Compact

NMHS 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.

In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities. The student handbooks and monthly newsletters specifically relate the information on these programs as well as keeping an ongoing dialogue with parents inviting them into the process of school improvement.

Building Capacity for Involvement

NMHS 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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
6. Provides support for parental involvement activities requested by Title I parents. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.

Accessibility

NMHS 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.

This occurs via mass caller and monthly newsletter, as well as in our initial handbooks. Also included are ELAC, DELAC and site council meetings as opportunities to increase understanding and involvement.

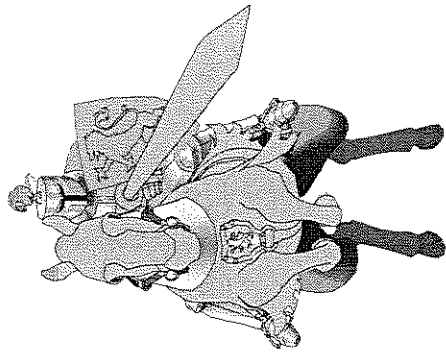
Parent Information and Resource Centers (PIRCs)

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

SOUTH LINDHURST CONTINUATION HIGH SCHOOL

58-72736-5830096

Date of this revision: 06/01/12

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: Rocco Greco
Position: Principal
Telephone Number: (530) 749-6105
Address: 1919 b st, Marysville ca 95901
E-mail Address: rgreco@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:

1 SOUTH LINDHURST All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.				
Student groups and grade levels to participate in this goal: All students' 10th - 12 th grades.	Anticipated annual performance growth for each group: Higher proficiency levels that exceed API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.			
	Group data to be collected to measure academic gains: State testing, Grade reporting, ASAM data.			
Means of evaluating progress toward this goal: Reduction in Drop out rate. Increase API scores, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.				
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	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.

Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs.	08/11- 06/12	Substitutes, extra duty hours.	\$1,000	5298
Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA and ELD.	08/11- 06/12	Reading books for classroom libraries.	\$2,000	4100
Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license for, Pearson credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as	08/11 - 06/12	Computers, site license for Pearson or e credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory.	\$12,740	5298 \$5,000 5295 \$2,740 4100 \$5,000

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.

hours to hire tech to work in laboratory	8/11 – 6/12			
SUMMER SCHOOL Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11 th – 29 th . Teacher(classroom) 7:30am -3:00pm X 15days)\$4,934.25 Teacher(classroom) 7:30am–11:30pm X 15days) \$2,631.60 Administration/Counseling/Teacher 7:30am – 3:00pm x 15days \$5,263.20 Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840 Supplies \$167.20 (afternoon cross funded ABL)				
Instructional assistant to work one on one with struggling students and help develop academic plans as set forth by classroom teacher.				

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 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them in becoming contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration and counseling, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
All students, k-12		Increased ELA, Math and CAHSEE proficiency levels for <i>all</i> students by state and federal mandated goal amounts. Decrease drop out rate by 5%.		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.		CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test 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

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.

PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	08/11- 06/12	Pass officer wages	\$8,000	<u>4100</u> \$4,000 <u>5298</u> \$4,000
Production display and dissemination of student centered work, health options and agencies. Aimed at open house.	8/11 – 06/12			

Form C: Programs Included in this Plan SOUTH LINDHURST

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 Purpose: Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$15,095.00 \$784.00 \$
☒ Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$4,740.00 \$182.00 \$
☐ List and Describe Other State or Local funds (list and describe ⁷)		\$
Total amount of state categorical funds allocated to this school		\$20,801.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation

⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

✓	Title I, Part A: School wide Program	4100	\$
✓	Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	4101-Parent Inv Form B	\$25,365.00
		4100 Carryover	\$513.00
		4101 Carryover	\$1,455.00
			\$
☐	List and Describe Other Federal Funds (list and describe')		\$
	Total amount of federal categorical funds allocated to this school		\$27,333.00
	Total amount of state and federal categorical funds allocated to this school		\$48,134.00

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
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		\$182.00 \$784.00
				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 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
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 individual 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	\$1,455.00	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 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
ROCCO GREGO.	X				
STEVE WESTCAMP		X			
HANNA MONTGOMERY					X
AREN ENGELHART		X			
JEY HENDRIX			X		
GRACE WOMAN.				X	
EVAN SWEETWOOD.		X			
DANNA CUMMINGS				X	
DE DUGGON.		X			
STUBB GALLARDO				X	
ICO GARCIA.					X
JUSTIN ESPINOSA.					X
Numbers of members of each category	1	4	1	3	3

¹⁴ 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 (**PART OF SSC**).

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

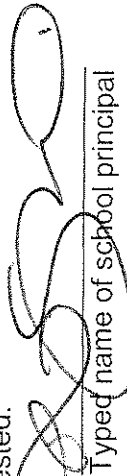
☐ Other (*list*)

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: _____.

Attested:


Typed name of school principal

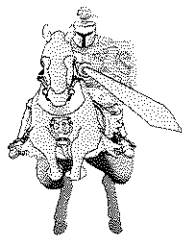
Rocco Greco.
Signature of school principal

6/1/12
Date


Typed name of SSC chairperson

KEVIN SWEETWOOD
Signature of SSC chairperson

6/1/12
Date



South Lindhurst 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.

South Lindhurst Continuation High 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, Parent Summit, and Open House 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.

Student Signature: _____

Date: _____

SLHS

School-Level Parental Involvement Policy

SLHS has developed a written Title I parent involvement policy with input from Title I parents. The plan was derived by looking at the specific needs of our highly mobile and transient population and discerning the needs of these families. The policy was distributed to parents of Title I students. The policy will be sent home with students and followed up with a mass caller to ensure that it reaches its destination.

Involvement of Parents

SLHS 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 meeting is done by mass caller invitation and usually corresponds with a site council meeting.
2. Offers a flexible number of meetings. In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities
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. Done in conjunction with site council meetings
4. Provides parents of Title I students with timely information about Title I programs. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities

School-Parent Compact

SLHS 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.

In the initial invitation parents are invited to come to the school at any time to receive more information on resources and participation opportunities. The student handbooks and monthly newsletters specifically relate the information on these programs as well as keeping an ongoing dialogue with parents inviting them into the process of school improvement.

Building Capacity for Involvement

SLHS 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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.
6. Provides support for parental involvement activities requested by Title I parents. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks.

Accessibility

SLHS 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. This occurs via mass caller and monthly newsletter, as well as in our initial handbooks. Also included are ELAC, DELAC and site council meetings as opportunities to increase understanding and involvement.

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/>.