

ARBOGA ELEMENTARY SCHOOL

58-72736-6056634

CDS Code

Date of this revision: ____July 23, 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: Eric D. Preston

Position: Principal

Telephone Number: 530-741-6101

Address: 1686 Broadway
Arboga, CA 95961

E-mail Address: epreston@mjud.net



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:

<p>SCHOOL GOAL # 1 Utilizing data to monitor student achievement. (Based on conclusions from Analysis of Program Components and Student Data pages)</p>					
<p>Student groups and grade levels to participate in this goal: Although the focus groups are EL students, low SES students and Special Education students, all students will benefit.</p>		<p>Anticipated annual performance growth for each group: An increase in Proficient and Advanced from the first benchmark to the end of the year benchmark assessments in both English/Language Arts and Math of at least 5%. An increase AYP proficiency rates in both ELA and Math.</p>			
<p>Means of evaluating progress toward this goal: Results of benchmark assessments, in-class assessments, student progress towards mastery of standards.</p>		<p>Group data to be collected to measure academic gains: Edusoft benchmark results, student progress towards mastery of standards as measured by standards based report cards, STAR testing results.</p>			
<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
<p>1. Use release time to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies and analyze results of assessments.</p>		2. August 2012- June 2013	1. Release time for all teachers to work together in grade level groups.	1. 4,000 1,000	1. 4100 Title I 5298 EIA SCE

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.

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:

<p>SCHOOL GOAL # 2 Analyzing the instructional program and providing instructional assistance and support for teachers. (Based on conclusions from Analysis of Program Components and Student Data pages)</p>					
<p>Student groups and grade levels to participate in this goal: The entire school.</p>		<p>Anticipated annual performance growth for each group:</p> <p>An increase of 5% in Proficient and Advanced from the first benchmark to the end of the year benchmark assessments in both ELA and Math.</p> <p>A 5% or better increase in CELDT levels as measured by last year's testing.</p> <p>An increase of 3% or better in AYP proficiency rates in both ELA and Math.</p>			
<p>Means of evaluating progress toward this goal: Results of trimester assessments, in-class assessments, student progress towards mastery of standard.</p>		<p>Group data to be collected to measure academic gains: Edusoft benchmark results, CELDT results, student progress towards mastery of standards as measured by standards based report cards, STAR testing results.</p>			
<p>Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
<p>1. Providing one 3.75 hour Literary Resource Technician position to allow the library to be staffed by</p>		1. August 20, 2012 through	1. The salary and appropriate fringe costs.	1. 15,729	1. 4100 Title I

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.

somebody other than teachers to provide comprehensive services to students. The Literary Resource Technician will be responsible for all functions of the library.	June 11, 2013			
2. Providing a 2 hour Bilingual Family Liaison to assist us in better interactions with our Spanish speaking community through actions such as translating at Parent Conferences and at school events, translating letters home, etc. to increase academic achievement and reinforce the importance of education at home to support the school's efforts.	2. August 20, 2012 through June 11, 2013	2. The salary and appropriate fringe costs.	2. 9,180	2. 5295 EIA LEP
3. Provide a 3 hour Instructional Assistant to help with ELA instruction in grades K-2.	3. August 20, 2012 through June 11, 2013	3. The salary and appropriate fringe costs.	3. 5,838 5,380	3. 5298 EIA SCE 4100 Title I
4. Providing support/release time for the EL Facilitator to strategize with other teachers regarding additional teaching methods to strengthen the core Open Court instruction and help EL students achieve mastery through Open Court and EL curriculum such as High Point, Avenues and Peoples' Education.	4. August 20, 2012 through June 11, 2013	4. Release time throughout the school year not to exceed 15 days.	4. 1,815 200	4. 5295 EIA LEP 5298 EIA SCE
5. Continue the supplemental Renaissance Place contract for Accelerated Reader, Accelerated Math, Math Facts in a Flash and English Facts in a Flash to help students improve their English/Language Arts and Math skills.	5 - 8 August 2012 through June 2013	5. See action	5. 2,500 5,000	5. 4100 Title I 5298 EIA SCE
6. Additions to the Library collection and various Library supplies		6. Books and supplies	6. 1,000 1,000	6. 4100 Title I 5298 EIA SCE
7. Purchasing needed supplemental materials for core curriculum and interventions.		7. Purchasing consumables, study aids, etc. for classroom use.	7. 2,000 2,000	7. 4100 Title I 5298 EIA SCE
8. Purchasing additional supplemental teacher classroom supplies that will be utilized to vary the learning environment and educational experience.		8. Purchasing materials such as math manipulatives, art supplies to enhance ELA instruction, etc.	8. 3,970 5,000	8. 4100 Title I 5298 EIA SCE

9. Maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum.	9. July 2012 through June 2013	9. Maintenance contracts and costs for three copiers.	9. 1,710 1,710	9. 4100 Title I 5298 EIA SCE
10. Purchasing paper for copies, etc. to support learning beyond the pages of the textbooks. Complementary assignments make education and lessons more relevant to students.	10. August 2012 through June 2013	10. Supplies such as intervention assessment tools, additional curricular materials, etc.	10. 1,500 1,500	10. 4100 Title I 5298 EIA SCE
11. Purchasing, updating and installing technology for the classrooms (bulbs for LCDs, ELMO replacement parts, computer memory upgrades, etc.)	11. August 2012 through June 2013	11. As our school has grown, the technology necessary to assist student learning has not been provided, so we need to provide it, in addition to furniture to house it.	11. 7,120 3,000 2,678	11. 4100 Title I 5298 EIA SCE 5295 EIA SCE
12. Purchasing additional general curricular materials and supplies designed to complement the core curriculum.	12. August 2012 through June 2013	12. Purchasing instructional materials that will increase student access to curriculum, such as Measuring Up and adding programs/curriculum such as art to complement the English Language Arts curriculum.	12. 2,000 2,500	12. 4100 Title I 5298 EIA SCE
13. Providing schoolwide educational assemblies/opportunities for the students—these assemblies would focus on ELA, History, Math and/or Science.	13. August 2012 through June 2013	13. See action	13. 605 500	13. 4100 Title I 5298 EIA SCE
14. Provide a 2.5 hour Instructional Assistant to assist with science, art and GATE instruction.	14. August 2012 through June 2013	14. The salary and appropriate fringe costs.	14. 5,345 4,014	14. 4100 Title I 5298 EIA SCE
15. Provide after school tutoring for specific students in ELA and Math grades 1-6 who are at Below Basic and Far Below Basic.	15. August 2011 through June 2012	15. Extra Duty for Extra Pay costs.	15. 6,000 5,037	15. 4100 Title I 5298 EIA SCE

Form A: Planned Improvements in Student Performance

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SCHOOL GOAL # 3 Parent and Community Involvement (Based on conclusions from Analysis of Program Components and Student Data pages)					
Student groups and grade levels to participate in this goal: The entire school.	Anticipated annual performance growth for each group: Increased Parent Involvement.				
Means of evaluating progress toward this goal: Parent involvement in the school and in its activities, committees, etc.	Group data to be collected to measure academic gains: Back to School BBQ participation, parent conference attendance, Fall Festival attendance, PTSO participation, Curriculum Nights attendance, Field Trip chaperones, Volunteer Luncheon participation, etc. . .				
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source	
1. Continuing the contract for School Messenger system, allowing us to make school wide all calls at any time, releasing information to parents on an ongoing basis.	1. July 2012 through June 2013	1. See action	1. 600	1. 4101 Title I Parent Involvement	
2. Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement and some additional brochures.	2. August 2011 through June 2012	2. See action	2. 748	2. 4101 Title I Parent Involvement	

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.

Form C: Programs Included in this Plan ARBOGA

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
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$38,299.00 \$3,542.00 \$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$13,673.00 \$525.00 \$
<input type="checkbox"/> List and Describe Other State or Local funds (list and describe ¹⁰)		\$
Total amount of state categorical funds allocated to this school		\$56,039.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <input checked="" type="checkbox"/> <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	4100 4101- Parent Inv Form B 4100 Carryover 4101 Carryover	\$ \$58,859.00 \$1,348.00 \$11,639.00
<input type="checkbox"/> List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$71,846.00
Total amount of state and federal categorical funds allocated to this school		\$127,885.00

¹⁰ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form B: Centralized Support for Planned Improvements in Student Performance

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

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
<p>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.</p>	<p>Actions to be Taken to Reach This Goal¹¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date¹² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>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.</p>	<p>2012-13</p>			<p>\$525.00 \$3,542.00</p>	<p>EIA/LEP EIA/SCE</p>

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:			
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		Increase academic achievement and peer relations. Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
<p>Actions to be Taken to Reach This Goal¹³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> <p>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 with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.</p>		Start Date ¹⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$11,639.00	Title I

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

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
Eric Preston	X				
Twila Smith			X		
Megan Duarte		X			
Shelly Stonebarger		X			
Arie Phongmany		X			
Loretta Voboril		X			
Dean Allen				X	
Janine Ensslin				X	
Russell Ensslin				X	
Dave Gothrow				X	
Heather Kelley				X	
Amanda Weatherall				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

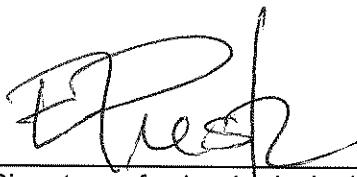
☐ Other (*list*)

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: 8/7/12


Attested:

Eric Preston
Typed name of school principal


Signature of school principal

8/15/12
Date

Loretta Voboril
Typed name of SSC chairperson


Signature of SSC chairperson

8/15/12
Date



Arboga Elementary School
1686 Broadway
Arboga, CA 95961 (530) 741-6101
Eric D. Preston, Principal

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.

Arboga 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. Newsletters provide parents up to date information and opportunities to strengthen relationships. Back-to-School Night, Parent Teacher Conferences, Curriculum Nights and Open House welcome parents and the community onto campus. School Messenger allows for the school to provide every student with a phone call about changes, etc.
- 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: _____



Arboga Elementary School School-Level Parental Involvement Policy

Arboga Elementary School has developed a written parent involvement policy with input from Title I parents. The policy was created and members of the School Site Council had the opportunity to add and edit information prior to the policy being distributed to all parents of the school in a back to school handout. Copies of the policy are also available in the school office and will be posted on our school website.

Involvement of Parents

Arboga Elementary School does the following:

1. Convenes meetings to inform parents of Title I requirements. Informational handouts are made available at our Math, Reading, History/Culture, Science and Art Nights, and parents have the opportunity to dialogue with the principal before, during and after school hours, at the aforementioned curricular nights, at Open House, during parent conference week, at any school activity and via school phone or email.
2. Involves parents and students in an organized, ongoing, and timely way, in the planning, review, and improvement of its programs and the Parental Involvement Policy. Information is discussed in our School Site Council meetings, and in each letter home, parents are encouraged to share their thoughts.
3. Provides parents with timely information about programs. Information is included in newsletters and if there is anything pressing/urgent, there will be handouts sent home or phone calls made either personally or via School Messenger.
4. Provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This information is covered in our Back-to-School packet, in our newsletters and in handouts throughout the year.
5. Provides parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Every parent is encouraged to attend school functions and events and with each letter sent home, parents are encouraged to call, email or stop by the school with any questions, comments or concerns.

School-Parent Compact

Arboga Elementary School has jointly developed with and distributed to parents 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:

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 Arboga Elementary School School-Parent Compact was created and shared with the School Site Council where Council members were given the opportunity to add or edit any information prior to it being distributed to all parents.

Building Capacity for Involvement

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

1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. This is done through letters and handouts sent home, through Parent Teacher Conferences, through information provided at our curricular themed nights and through the letters sent home accompanying students' standardized test scores. Additionally, if parents wish more information, all they need do is ask.
2. Provides materials and training to help parents work with their children to improve their children's achievement. Parents are provided with information on interpreting STAR and CELDT test scores as well as interventions that are provided to assist students in their academic achievement. Teachers go over standards and expectations during parent-teacher conferences as well.
3. Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. Arboga teachers are encouraged to seek parent volunteers for classroom help beyond just field trips and are also encouraged to make multiple parent contacts throughout the year and to keep track of those contacts.
4. Coordinates and integrates the parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children. Fliers publicizing the district's Love and Logic classes are made available in the front office and information is included in newsletters. Our Parent Liaison and Student Support Specialist are excellent resources for our parents to find connections to district and county/local agencies able to help parents more fully participate in the education of their children.
5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. We send home copies of letters and informational handouts in Spanish as well as English, as Spanish is the second largest spoken language on our site.
6. Provides support for parental involvement activities requested by parents. Parents are encouraged to participate in all school events at Arboga Elementary School. Our Back to School BBQ, PTSO sponsored events, curricular themed nights, Open House, etc. are all opportunities for parents to be involved in events related to our school.

Accessibility

Arboga Elementary School provides opportunities for all parents to participate, including Title I parents and 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. We ensure there are translators at all PTSO and ELAC meetings and school to home communications are sent home in both English and Spanish.

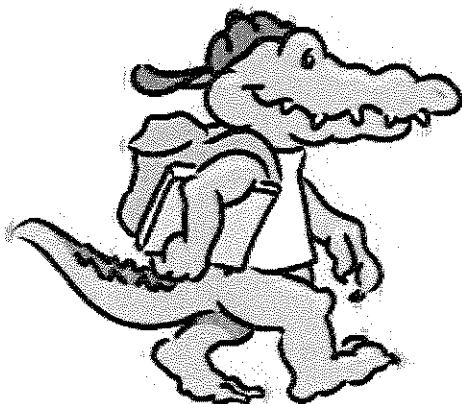
Parent Information and Resource Centers (PIRCs)

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)

Ella 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: Rob Gregor	Telephone: (530) 741-6124
Address: 4850 Olivehurst Ave	Email Address: rgregor@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056683
<input checked="" type="checkbox"/> Initial Plan Approval: August 27, 2012	
<input checked="" type="checkbox"/> 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	617	652	652	658	745
Growth Target	9	7	7	7	7
API Growth Score	655	652	658	745	
Actual Growth	38	0	6	87	

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

Ella Elementary has made growth in the API due an effort to concentrate on student engagement and teacher development. Through PLC/Articulation meetings the staff has worked on *High Quality First Instruction* while using district testing to check growth and understanding. District test scores continue to improve across grade levels in both math and language arts in all sub-groups.

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	99	100	100		98	99	100		100	100	100		100	100	100	
Number At or Above Proficient	79	83	108		38	40	43		--	--	--		5	7	8	
Percent At or Above Proficient	24.9	25.9	36.5		33.0	35.4	46.2		--	--	--		23.8	31.8	44.4	
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	No	Yes		Yes	No	Yes		--	--	--		--	--	--	

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	99	100	100		99	100	100		99	100	100		97	100	100	
Number At or Above Proficient	32	29	52		27	28	51		69	76	95		1	0	0	
Percent At or Above Proficient	19.4	17.9	31.7		16.6	17.4	32.7		23.3	25.2	34.3		2.3	0.0	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	No	No	Yes		No	No	Yes		No	No	Yes		--	--	--	

* = 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:

Ella Elementary met all of their criteria in ELA for the first time ever in their AYP. This growth is attributed to all staff working together in PLCs/Articulation and concentrating on High Quality First Instruction and student engagement.

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	99	100	100		98	99	100		100	100	100		100	100	100	
Number At or Above Proficient	118	135	197		46	50	65		--	--	--		10	14	16	
Percent At or Above Proficient	37.1	42.2	66.6		39.7	44.2	69.9		--	--	--		47.6	63.6	88.9	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	No	Yes	Yes		No	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	99	100	100		99	100	100		99	100	100		99	100	100	
Number At or Above Proficient	54	63	106		55	64	106		107	125	180		0	0	2	
Percent At or Above Proficient	32.7	38.9	64.6		33.7	39.8	67.9		36.1	41.5	65.0		0.0	0.0	6.7	
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	No	Yes	Yes		No	No	Yes		No	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:

Ella Elementary met all criteria in Math on the AYP for the first time in the schools history. All staff continues to meet in PLC/Articulation groups to develop High Quality First Instruction while focusing on student engagement.

**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	36	44		26	27		28	18		10	11	
3	23	33		34	33		16	22		27	12	
4	18	46		31	31		31	14		20	8	
5	17	22		39	34		21	19		23	25	
6	33	36		27	36		14	17		25	11	

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	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	

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	21	33		310.7	327.3		50	57		346.5	366.4	
3	17	23		299.6	314.5		32	45		314.5	343.0	
4	16	41		306.6	327.8		26	52		316.8	352.6	
5	15	21		316.4	312.2		20	29		309.2	312.3	
6	22	38		298.9	330.0		44	50		334.6	352.3	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	26	44		315.6	337.0		36	42		330.3	340.2	
3	12	31		295.6	325.2		24	34		308.8	327.2	
4	13	37		299.8	323.4		19	43		309.9	337.2	
5	12	16		307.5	304.1		13	21		309.4	308.0	
6	11	25		289.1	323.0		32	34		314.5	331.0	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

**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	58	77		25	8		11	6		6	8	
3	56	71		17	14		21	14		6	0	
4	32	65		27	17		24	15		17	3	
5	32	63		24	14		27	16		17	8	
6	24	59		27	24		37	14		13	3	

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	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	

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	46	75		342.2	387.0		68	87		390.6	415.3	
3	51	64		349.8	393.4		61	85		380.9	435.6	
4	32	61		317.1	372.9		35	64		322.1	395.9	
5	35	69		312.8	389.3		30	61		328.0	384.5	
6	22	57		306.1	356.8		22	61		319.1	368.9	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2	54	75		351.6	390.0		57	77		365.3	387.7	
3	54	71		350.1	404.9		54	72		361.9	410.5	
4	30	60		311.8	368.6		34	63		318.6	382.4	
5	29	72		303.0	384.1		31	62		314.2	377.6	
6	22	56		298.7	351.9		24	56		313.0	357.9	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

Title III Accountability Data (Ella Elementary School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	201	202	
Percent with Prior Year Data	100%	100%	
Number in Cohort	201	202	
Number Met	87	95	
Percent Met	43.30%	47.00%	
NCLB Target	53.1	54.6	56.0
Met Target	No	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	200	59	195	58		
Number Met	23	13	30	19		
Percent Met	11.50%	22.00%	15.40%	32.80%		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	No	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
	#	%	#	%	#	%	#	%	#	%	#
K					1	25	1	25	2	50	4
1	3	7	11	26	16	37	11	26	2	5	43
2	3	9	11	32	14	41	6	18			34
3	2	7	11	37	13	43	2	7	2	7	30
4			11	37	16	53	2	7	1	3	30
5	1	3	15	45	9	27	4	12	4	12	33
6	1	4	9	33	10	37	6	22	1	4	27
Total	10	5	68	34	79	39	32	16	12	6	201

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***	*****	***	*****
1			11	28	16	40	10	25	3	8	40
2			4	12	11	33	14	42	4	12	33
3	1	3	6	19	11	35	9	29	4	13	31
4	1	3	7	20	19	54	4	11	4	11	35
5	1	4	7	26	13	48	4	15	2	7	27
6	5	15	7	21	20	59	2	6			34
Total	8	4	42	21	90	45	44	22	18	9	202

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):

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	49	84		53	74	
3	35	48		81	85	
4	46	55		63	88	
5	16	32		57	73	
6	22	49		36	42	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	85	83		90	80	
1	98	99		94	92	
2	36	72		70	79	
3	42	40		88	85	
4	11	25		73	97	
5	17	29		64	88	
6	16	32		33	56	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	45	61		63	67	
3	55	49		82	68	
4	40	62		54	81	
5	19	37		66	79	
6	39	61		30	76	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

Grade Level	Trimester 2: Section 2 (24 weeks)
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	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
K	72	87		86	96	
1	88	83		94	94	
2	50	62		64	82	
3	57	53		83	80	
4	33	35		54	81	
5	15	18		68	78	
6	18	51		44	61	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	39	54		54	70	
3	52	55		76	82	
4	39	37		52	80	
5	16	26		45	59	
6	52	35		53	62	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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	79	74		90	70	
1	84	66		87	84	
2	54	65		72	80	
3	51	50		79	75	
4	28	31		72	92	
5	21	25		67	79	
6	80	68		75	79	

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

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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:

Staff has used articulation/PLC's to meet weekly to discuss student progress and go over district assessments. The staff has used the time to develop high quality lessons that engage students. The assessments are also used to form intervention and test to reteach concepts that students struggle with. This has helped bring up our overall scores.

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) Students will make academic growth/progress on three forms of measures: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and the subgroups of AYP A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require weekly articulations to respond to the lessons -including what the students learned and student engagement. B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student. C Professional Development for all staff to help foster growth in EL, ELA and Math.	
What data did you use to form this goal (findings from data analysis)? Results from the CST Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Sign-in sheets Classroom assessments and intervention tests (developed by teachers in Edusoft)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.

What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable).
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Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Teachers meet weekly to develop highly effective lessons that involve strategies that provide access to academic language, practice academic language, and provide higher level questioning to extend the lesson for all students but in particular, EL students.	2012-2013	Hourly pay for teachers that participate.	Other 42000
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. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CABE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.	2012-13	CABE English Learner Conference CUE Title I Conference SCOE Behavior Conference Substitutes, mileage and food SIG Conference	EIA-SCE 11562 EIA-LEP 3750 Title I 15345 Other 20000
1.3 Elementary Student Support Specialist will help motivate students to improve academic skills, attendance and	2012-2013	Hourly pay and benefits	Title I 35000

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
attitude. Provide students with academic counseling, Motivational Assemblies, Monitoring and maintaining student's achievement. Provide supplemental intervention for students. Pacing of Standards, use of Edusoft, benchmark alignment, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's.			
1.4 Extra Help will be provided three 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 be having difficulty. These teachers will provide instruction during classroom workshop time reducing the student to teacher ratios.	2012-2013	Daily Sub rates and benefits	EIA-SCE 20684
1.5 A STARS liaison will be used to provide academic bridge between Ella and the after school program. This person will work with the classroom teachers to identify areas of need by students attending the program and identifying resources that will provide effective remediation. The liaison will provide professional development to the STARS staff on teaching strategies and methods of engaging students.	2012-2013	Extra - Duty pay and benefits	Other 15000
1.6 Teachers will be used to provide after school tutoring and instruction in areas that Ella students are struggling. These teachers will develop intervention based instruction that reteaches concepts that students are struggling to master.	2012-2013	Extra - Duty pay and benefits	Other 40000
1.7 The turnaround specialists will be used to work with staff in the development of High Quality First Instruction and student engaged lessons that promote growth in ELL, ELA and Math. These specialist are an integral part to the turnaround of ELLA school and the implementation of the SIG Grant. The turnaround specialists will work with staff and administration to help assure that students and staff are making growth.	2012-2013	2 teachers plus benefits and raises.	Other 170000

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
1.8 School Psychologist will provide extra support for students with difficulty learning and meeting grade level proficiency whether with a disability or lack of academic progress. Behavioral counseling will impact student attention and focus on academic progress and in some cases student progress will be monitored daily. The school psychologist will also support SST's and other forms of RTI for students that are struggling in school.	2012-2013	50% of Psych's salary and benefits	Other 45000
1.9 Student Service Administrator will provide direct support to ensure all 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. Help develop a mentoring program for studentst that are at risk or are experiencing high rates or repetitive referrals'	2012-2013		Other 90000
1.10 Grade levels will meet every Wednesday from 1:35 to 3:15. Collaboration is focused on interim testing and instructional strategies. Kindergarten will participate in an extended day program. Instructional time will be increased in all grade levels K-6. One hour a week to meet in grade level outside of Wednesday. Ella will focus on EL strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in ELD instruction. Teachers will 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. This will require weekly articulations to respond to the lessons -including what the students learned and student engagement.	2012-2013	Increase in salary to compensate for the extra minutes in the day and benefits	Other 300000

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

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) Ella will teach EL, ELA and Math students using supplemental programs and materials to enhance the core curriculum. The teachers will use the supplemental materials to provide growth in these three areas: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and subgroups of AYP			
What data did you use to form this goal (findings from data analysis)? Results from the CST Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests iReady Classroom assessments and intervention tests (developed by teachers in Edusoft)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.	Actions to improve achievement to exit program improvement (if applicable).
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.			
What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?			
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

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, iPad Apps, iReady, CAB, Curriculum Associates, Math Facts in a Flash, Discovery Education, Edusoft, Open Court workbooks that are not part of the core, NCWP and BrainPop. Inspiration, Kidspiration, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning.	2012-2013	Resource Library Paper, ink cartridges library and classroom books Open Court Supplementals CAB iReady BrainPop NCWP GLAD Curriculum Associates AR/AM Quizdoms Discovery Education Read Naturally Edusoft Math Facts in a Flash	EIA-SCE 5703 EIA-LEP 2000 Other 5000 Other 40000 EIA-SCE 10000 EIA-LEP 7500 Title I 15000
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	2012-2013	iPad Apps iPads iPad Accessories Apple TV Laptops	EIA-SCE 10000 EIA-LEP 10000 Title I 2500

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
replaced due to age.		Printers Towers and Monitors Cleaning Supplies LCD Projectors LCD Bulbs Headsets DVD/CD Players	Other 100000
2.3 Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum	2012-2013	Lease and Contracts for machines. Canon, Xerox, and Riso	EIA-SCE 2000 EIA-LEP 1750 Title I 8000 Other 1175
2.4 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as iReady, AR, AM, Curriculum Associates, BrainPop, NCWP, GLAD, CAB Edusoft, Math Facts in a Flash. Materials for supplemental projects	2012-2013	Paper, writing paper, markers, crayons, pens, pencils, glue, scissors, CD players, headsets, rulers, ink cartridges	EIA-SCE 15000 EIA-LEP 15000 Title I 27981 Other 6000
2.5 Print Shop to create learning aids to supplement classroom instruction	2012-2013	Print Orders	EIA-SCE 1000 EIA-LEP 2843
2.6 Office supplies and materials to support the SIG implementation	2012-2013	Ink cartridges, paper, envelopes, pens, paper, organizational materials, general office supplies	Other 6000

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 Ella. From ELAC to PTO, Ella 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 95% 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.	2012-2013	School Messenger	Title I 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.	2012-2013	Paper, Ink,	Other 500
3.3 Provide snacks for monthly parent meetings. We have coffee and a light snack. There is often over 60 adults in	2012-2013	Light snacks, juice, coffee, water	T1-PI 2274

Single Plan for Student Achievement for Ella 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
attendance.			

2012-13 Program Expenditure Summary

Goal 1	
EIA-SCE	32,246
EIA-SCE Carryover	0
EIA-LEP	3,750
EIA-LEP Carryover	0
Title I	50,345
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	722,000
Total	808,341

Goal 2	
EIA-SCE	43,703
EIA-SCE Carryover	0
EIA-LEP	39,093
EIA-LEP Carryover	0
Title I	53,481
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	158,175
Total	294,452

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	500
Title I Carryover	0
Title I Parent Involvement	2,274
Title I Parent Involvement Carryover	0
Other	500
Total	3,274

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	\$75,949.00
EIA-SCE Carryover	
EIA-LEP	\$42,843.00
EIA-LEP Carryover	
Title I	\$104,326.00
Title I Carryover	
Title I Parent Involvement	\$2,274.00
Title I Parent Involvement Carryover	
Other	
Total	225,392

Total Expenditures	
EIA-SCE	75,949
EIA-SCE Carryover	0
EIA-LEP	42,843
EIA-LEP Carryover	0
Title I	104,326
Title I Carryover	0
Title I Parent Involvement	2,274
Title I Parent Involvement Carryover	0
Other	880,675
Total	1,106,067

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: \$3,444.00

Estimated Cost from EIA/LEP: \$1,645.00

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: \$14,549.00

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.	\$75,949.00
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.	\$42,843.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$5,089.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$123,881.00

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	\$104,326.00
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.	\$2,274.00
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	\$14,549.00
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	\$121,149.00

Total amount of state and federal categorical funds allocated to this school	\$245,030.00
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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
Rob Gregor	1			
Mailee Lor		1		
Patricia Norby		1		
Lindsay Vantress		1		
Lydia Rasmussen			1	
Debbie Wilden				1
Nubia Octavio				1
Ermelinda Sanchez				1
Bernice Larios				1
Dulce Avelar				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)

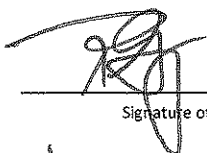
☐ Other committees established by the school or district (list):

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: August 27, 2012

Attested:

Rob Gregor

Typed Name of School Principal

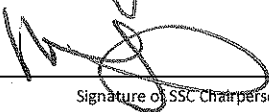


Signature of School Principal

8/27/12
Date

Mailee Lor

Typed Name of SSC Chairperson



Signature of SSC Chairperson

8/27/12
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Ella Elementary School-Level Parental Involvement Policy

Ella Elementary has developed a written Title I parent involvement policy with input from Title I parents. The policy was developed with the help of the parents and community members through Parent Meetings, ELAC Meetings, PTO Meetings and Site Council Meetings. With the input of each of these groups we came up with the following Parent Involvement Policy. The policy was distributed to parents of Title I students at our monthly Parent/ELAC meetings.

Involvement of Parents

Ella does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. This information is given to all parents through interpreters at our beginning of the year Parent/ELAC Meetings and on Back to School Night. All meetings are posted and they are announced at the end of each meeting.
2. Offers a flexible number of meetings. Ella has monthly meetings that are held on the first Friday of each month that goes over information that is vital for all Title I parents.
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. Ella Parents were provided input in their home language and this was translated so that all parents were able to voice their concerns and questions. Parents were given opportunity to list and voice and areas that they wanted addressed at Monthly ELAC/PTO meetings.
4. Provides parents of Title I students with timely information about Title I programs. Ella Parents were provided information that was sent home, in two languages to every Title I parent. Parents were also given the same information at the first ELAC/PTO meeting of the year.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. The parents were directed by the principal on how to read interim test scores, STAR Test Scores, Report Cards, and CELDT Scores at a monthly meeting. Parents also receive information through the mail in their language, and in that information a number was provided to allow for any questions that may have occurred.
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. Ella Parents are asked monthly to give their ideas at ELAC/PTO Meetings. Parents are also invited to Site Council meetings and are asked to participate.

School-Parent Compact

Ella 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.

Ella Elementary has developed a written School-Parent Compact with input from Title I parents. The policy was developed with the help of the parents, teachers and community members through Parent Meetings, ELAC Meetings, PTO Meetings and Site Council Meetings. With the input of each of these groups we came up with the following School-Parent Compact. The compact was distributed to parents of Title I students at our monthly PTO/ELAC meeting.

Building Capacity for Involvement

Ella 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. Ella Parents were provided input in their home language and this was translated so that all parents were able to voice their concerns and questions. Parents were given opportunity to list and voice and areas that they wanted addressed at Monthly ELAC/PTO meetings.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. The parents were directed by the principal on how the read interim test scores, STAR Test Scores, Report Cards, and CELDT Scores at a monthly meeting. Parents also receive information through the mail in their language, and in that information a number was provided to allow for any questions that may have occurred.
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. Ella Staff continues to provide professional development for all staff members on how to better communicate with parents and students.
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. Ella provides ESL classes, parenting classes and pre-school instruction to parents to help encourage our parents to get involved with their students.
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. Ella provides all home communication in the two primary home languages of our parents. Ella also provides interpreters in those languages at meetings that are held at Ella.
6. Provides support for parental involvement activities requested by Title I parents. Parents are provided opportunities to get involved through parent nights, back to school nights, and through our pre-school parent meetings. Parents are taught how to read with their children. How to check and help their student's homework. Parents are given many choices on how they can get involved with their child's education

Accessibility

Ella 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. Ella provides all school to home communications in primary languages. Ella also provides interpreters at all meetings in primary 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/>.

Ella Elementary School Family - School Compact

Working together, families and the staff at Ella Elementary School can help our students achieve high academic standards. In partnership along with students, we agree on responsibilities which support our students' success in school and in community life.

Staff Pledge

To the best of my ability, I will

- Teach interesting and challenging lessons.
- Motivate students and promote achievement.
- Have high expectations and provide support for the students to reach them.
- Communicate regularly and clearly with families.
- Establish a safe and caring environment.
- Continue to develop professional competencies.
- Work together with staff and families in a considerate way.
- Provide worthwhile, daily homework to reinforce and extend learning.

Student Pledge

To the best of my ability, I will

- Come to school ready to learn and work hard.
- Attend school every day and be on time.
- Return completed assignments and homework, and bring necessary materials.
- Know and follow school and classroom rules.
- Talk with my parents and teachers so that they can help me succeed in school.
- Play and exercise daily.
- Read and study at home on a daily basis.
- Make friends.
- Respect myself, my friends, staff and family.

Family/Parent/Guardian Pledge

To the best of my ability, I will

- Provide a quiet time and place for homework without television or radio.
- Read to and encourage my child to read every day.
- Ensure my child attends school every day, gets proper nutrition and sleep and receives regular medical attention.
- Work together with staff in a considerate way.
- Oversee my child's progress at school through parent-teacher conferences.
- Agree to meet with the teacher at the student's home or off-site to build relationships.
- Communicate the importance of education and learning to my child
- Participate in School Site Council, PTO and/or volunteering.

Affirmed by

Student

Teacher

Parent/Guardian



Single Plan for Student Achievement

LINDHURST HIGH SCHOOL

58727365830013
CDS Code

Date of this revision: 6/20/12

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: Bob Eckardt

Position: Principal

Telephone Number (530) 741-6150

Address: 4446 Olive Ave, Olivehurst CA, 95961

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



Marysville Joint Unified School District

The District Governing Board approved this revision of the School Plan on Aug 9, 2011.

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:

<p>SCHOOL GOAL # 1: English To continue to provide and enhance Lindhurst High School's Core, Strategic and Intervention Programs in English which supports increased growth in the number of students measured as proficient or advanced on state measured testing. This goal is in line with drive to not only meet both Federal and State measures but also keep in line with LHS' WASC goal to maintain the highest level of rigor in our classes using all means available including professional development, supplemental materials and integrating technology into the classrooms.</p>					
<p>Student groups and grade levels to participate in this goal: All students in grades 9-12</p>		<p>Anticipated annual performance growth for each group: An increase in API growth of 10pts and meet all AYP targets for all subgroups in English. The target is 74 percent.</p>			
<p>Means of evaluating progress toward this goal: Department assessments, District Benchmarks, CELDT scores, CST and CAHSEE results</p>		<p>Group data to be collected to measure academic gains: AYP and API scores from the Spring of 2012, district benchmark data, March 2010 CAHSEE scores. The Current target for the AYP in English is 68</p>			
<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
<p>Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the</p>		2012/2013	program specific Conferences, such as English conferences and Secondary Lit Conf	7,000	4100

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.

increasing levels of proficiency as required by NCLB.	2012/2013	<p>As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner.</p> <p>In an effort to have a more concrete and uniform way to create formative as well as summative assessments, departments use the Edusoft system to create formative tests, print reports, and tests and even study materials for their classes. Thus the need for paper, printer ink, replacement printers, misc. technology supplies</p> <p>To ensure LHS teachers can generate supplemental work and copies, LHS will fund a portion of our copy contracts</p>	2,500	4100
<p>In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 6 out of 10 in terms of similar school in the state of California. This is an increase from 6 years ago when it was a 2.</p>			2,500	5298
<p>In order to keep up with supplemental copies and worksheets teachers generate LHS will fund a portion of our copy maintenance contracts.</p>			2,339	5298

In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.	2012/2013	Teachers teaching beyond their required time to act as subs and/or bringing in substitutes to allow for collaboration time for Structured Teacher Planning days.	8,904	4100
Monies will be used to implement and continue the various supplemental programs and supplemental assessment and instruction that are going on in the classrooms; extra progress monitoring will be required.	2012/2013	Maintaining of equipment used to track student progress and reporting (copiers), paper and materials needed to maintain the supplemental assessment reports and generate supplemental instructional copies	5,000	4100
Monies will be used to purchase an annual site license for <i>Accelerated Reader</i> .	2012/2013	This program will be used to help motivate and provide extra supplemental reading support for EL and RFEP students	1,500	4100

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:

<p>SCHOOL GOAL # 2: Math To continue to provide and enhance Lindhurst High School's Core Math and Strategic classes. In addition LHS is striving to meet or exceed all goals set forth by the Federal Government, State Government and WASC team at LHS. This goal is in line with drive to not only meet both Federal and State measures but also keep in line with LHS' WASC goal to maintain the highest level of rigor in our classes using all means available including professional development, supplemental materials and integrating technology into the classrooms.</p>					
<p>Student groups and grade levels to participate in this goal: All students 9-12</p>	<p>Anticipated annual performance growth for each group: <u>An API growth of 10pts.</u> Meet all AYP criteria for all subgroups. Currently the AYP target is 74.0.</p>				
	<p>Group data to be collected to measure academic gains: AYP and API and CAHSEE results for the Spring of 2012, district benchmarks</p>				
<p>Means of evaluating progress toward this goal: Department assessments, District Benchmarks, fall and winter CAHSEE scores</p>					
<p>Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>					
	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.

Professional Development training certificated and support staff. These training will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.	2012/2013	program specific Conferences, such as Math conferences at Asilomar	7,000	4100
In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this	2012/2013	Teachers teaching beyond their required time to act as subs and/ bringing in substitutes to allow for collaboration time for Structure Teacher Planning days and CELDT testing	8,000	4100
In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. All of these items help enrich our instruction and help with our efforts to increase our state and federal gains in both API and AYP scores thus moving us out of PI status.	2012/2013	As a more efficient way of checking for understanding the school has adopted the use of personal whiteboards for the class. This requires numerous white board markers, erasers, the occasional replacing of whiteboards and whiteboard cleaner.	2,500	4100
	2012/2013	In an effort to have a more concrete and uniform way to create formative as well as summative assessments, departments use the Edusoft system to create formative tests, print reports, and tests and even study materials for their classes. Thus the need for paper, printer	2,500	5298

		ink, replacement printers, misc. technology supplies			

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 3: English Language Development: A main focus at LHS as seen in our WASC document is to close the achievement gap found with our English Language learner students. LHS will continue to provide the best possible services to all English Language Learners and close the achievement gap between English Language Learners and the other subgroups at Lindhurst High School using trainings, technology and supplemental services and materials.</p>					
<p>Student groups and grade levels to participate in this goal: All English Language Learners in grades 9-12</p>		<p>Anticipated annual performance growth for each group: <u>An increase of 14 pts in all CST EL subgroups</u> Meet all AYP criteria for our English Language Learner subgroup. The current target is 56.8 in ELA and 58.0 in Math.</p>			
<p>Means of evaluating progress toward this goal: Department Assessments, District Benchmarks, CELDT scores Fall and Winter CAHSEE scores</p>		<p>Group data to be collected to measure academic gains: Spring 2010 CST and CAHSEE scores as well as Fall of 2010 CELDT scores</p>			
<p>Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date⁸ Completion Date</p>	<p>Proposed Expenditures⁹</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

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

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

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

Monies will be used to fund an ELAC facilitator	2012/2013	While having an ELAC facilitator is not required we have found that it greatly improves the communication between community and school and aides ELAC president in his/her roll.	418	5298
In order to provide collaboration with teachers and maximize the learning environment during CELDT testing, substitutes as well as teachers teaching during the prep time will be needed to accomplish this	2012/2013	Teachers teaching beyond their required time to act as subs and/ bringing in substitutes to allow for collaboration time for Structure Teacher Planning days and CELDT testing	8,000	4100

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:

<p>SCHOOL GOAL # 4: Student Support Services, Incentives and Climate/Culture</p> <p>Maintain supplemental support services for students at Lindhurst High School that will help support students with counseling needs, anger management, social and behavioral interventions, positive attitudes towards self and other student support organizations. These types of achievements increase the levels of engagement of all students thus giving a greater opportunity for student success.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students at Lindhurst High School</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>Student feedback on counseling needs being met at 90% positive</u></p> <p><u>Decrease in D and F list</u></p> <p><u>Reduction of suspensions and referrals by 5%</u></p> <p><u>Increase Parent Participation by 10%</u></p> <p><u>Increase Graduation rate to 90%</u></p>
<p>Means of evaluating progress toward this goal:</p> <p>Student exit surveys at the end of the year will show student evaluation of counseling. Quarterly reports of the D and F list will give us periodic dipsticks of how students are performing. Student feedback and evaluation of discipline data will help to determine school climate and sign in sheets will reflect parental participation at meetings such as ELAC, PTSO and site council.</p>	<p>Group data to be collected to measure academic gains:</p> <p>Counseling exit survey</p> <p>Quarter progress monitoring</p> <p>District year end discipline report</p> <p>Parent attendance at site meetings and gatherings</p>

Actions to be Taken to Reach This Goal ¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹¹ Completion Date	Proposed Expenditures ¹²	Estimated Cost	Funding Source
LHS will continue to fund a 25% Student Services Coordinator	2012/2013	This position will interact directly with students and assist parents in guiding students towards positive solutions to conflict resolution, scheduling issues that may be affecting social behavior and oversee school climate programs such as AVID and Leadership	25,715 4,707	4100 5298
LHS will supplementally fund four student counselors.	2012/2013	It has been established that with three counselors the amount of time doing general fund duties for each counselor is 15% that amount is funded by the district. With one other counselor doing more general fund activities, including master scheduling total his general fund time to 55% The remaining 85% and 45% of the time LHS has counselors working with students on social emotional issues and programs thus putting students in a much better frame of mind so that they have a better opportunity to be successful. If students feel	183,230 50,590 90,450	4100 5295 5298

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

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

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

LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	2012/2013	connected to their school and teacher studies have shown those students have a lower dropout rate and increased academic success. Having only one counselor would have our student to counselor ratio of 1:1185 thus almost ensure little to no contact	1,500	4101
	2012/2013	<p>a) Electronic equipment used to communicate with parents which includes contracts and services for the school's 'auto dialer', printed material for parents who can not down load the information from a computer such as parent/student handbook, course catalogs, business cards to be given to parent to facilitate direct contact with teachers and school officials</p> <p>b) LHS will have materials printed out for parental/community communication such as informational pamphlets regarding various events such as college information night and parents information nights, as well as food for meetings such as freshman information night, senior night, open house and back to school</p>	3,428	4101

LHS will fund for a Secondary Student Support Specialist	2012/2013	d) LHS will continue to fund a PASS officer. This position will work directly with students / parents and provide such secondary resources as leading groups for those students with behavioral and or emotional issues, run anger management classes, work one on one with students who have made poor choices and counsel them on effective and alternate choices that can be made.	58,174	5298
	2012/2013	This position will continue to provide service to students and families who are struggling with various aspects of school such as discipline, attendance and social acceptance as well as other areas	47,900	5298
		a) LHS will continue to send staff to ongoing professional development conferences that pertain directly to these programs and AVID as well as content specific conferences/trainings, including advanced placement courses and ELD training	9,482	4100

Form B: Centralized Support for Planned Improvements in Student Performance

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

PROGRAM SUPPORT GOAL # 1					
Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/or exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$1,778.00 \$8,533.00	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 # 3 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth of all students; provide social skills training, friendship/support groups, violence	2012-13	Direct services to students, teacher collaboration, and professional development activities	\$23,279.00	Title I	

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.

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 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
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$186,073.00 \$8,533.00 \$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$46,307.00 \$1,778.00 \$
<input type="checkbox"/> List and Describe Other State or Local funds (list and describe ¹)		\$
Total amount of state categorical funds allocated to this school		\$242,691.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
<input checked="" type="checkbox"/> 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	\$234,407.00 \$4,928.00 \$23,279.00 \$ \$
<input type="checkbox"/> List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$262,614.00
Total amount of state and federal categorical funds allocated to this school		\$505,305.00

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

Form D: School Site Council Membership

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.²⁰

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bob Eckardt	X				
Jason Willmon		x			
Fran Tune			x		
Bill Priddy		x			
Terrance Bowens					x
Marilyn Eaves				x	
Fabiola Perez					x
Jamie Yang					x
Monica Para				x	
Eric Hoefler		x			
John Beckett Sr				x	
Tosca Bini		x			
Carla Beckett-Secretary					
Numbers of members of each category					
	1	4	1	3	3

²⁰ 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**) **School faculty and staff**

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 5/3/12.

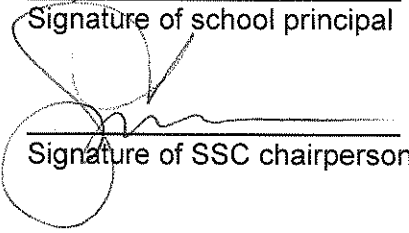
Attested:

Bob Eckardt
Typed name of school principal

Fran Tune
Typed name of SSC chairperson


Signature of school principal

Date 6/20/12


Signature of SSC chairperson

Date 6/20/12

Lindhurst High School

Parent Involvement Policy

2012-13

Part I. Policy Involvement

- A. The LHS education community recognizes and values the importance of parent involvement and participation in the learning process. LHS is committed to the continual improvement of the relationship, involvement, and participation of all parents and students in the whole educational experience of every LHS student.
- B. Parent involvement, Title I programs, and other pertinent and appropriate programs, policies, and procedures will be explained, and discussed in open parent forums called, "Parent Information Night" held in the evening twice each school year on a date agreed upon by the school and parents through the Parent Teacher Student Organization, (PTSO).
- C. PTSO will meet regularly and invite all parents to attend. LHS representative employees will attend all PTSO meetings. Meeting times and dates will be rotated to ensure maximum opportunity for parents to attend.
- D. Parents will be informed of meetings and other opportunities to participate and be involved in school functions and activities by postings in the parent bulletin, auto-dialer, and when possible and appropriate, individual mail and email.
- E. Whenever possible, and always when required by policy or law, parent communication from LHS will be sent in English, Spanish, and Hmong.
- F. This policy will be translated and distributed to all parents of students attending Lindhurst High School.
- G. PTSO will solicit parent participation in selecting parent members of Site Council and other advisory committees existing, or to come.
- H. Multiple opportunities with varied dates and times will be afforded for parent involvement and participation, including but not limited to: Open House, Back to School Night, Parent Information Night, PTSO parent seminars, Freshman Orientation, Parent counseling meetings for financial aid, ELAC meetings, PIQE meetings, Parents on Campus, WASC committees, and Site Council.

Part II. LHS / Parent / Student Compact

It is expected that: Every employee at Lindhurst will work diligently and to the best of their ability to provide the cleanest, safest, most valuable and accessible education possible for every student at LHS. The curriculum will be developed, monitored, and implemented to provide and demand rigor and high expectations of student achievement for all students. Teachers, administrators, counselors, and staff will support students to the best of their abilities, in their respective capacities to ensure the highest level of success possible for each individual student. They will work to provide a pleasant, courteous, and professional atmosphere for everyone in the LHS community. Lindhurst High School will honor the dignity of every parent, student, and employee with respect, due process, and professionalism. Staff meetings and inservice time will be set aside for the specific purpose of educating staff in the value of parent contributions and equal partnership.

It is expected that: Every parent of a student attending Lindhurst High school will support their child in achieving the highest level of success possible in school. Parents will support the school at home by expecting students to behave with high levels of courtesy, respect, and tolerance for other students, and school employees. Parents will support and encourage students to do their best work, complete assignments, pay attention in class, be well prepared and rested for school each day. Parents will support the school in disciplinary and educational expectations all of which are designed to provide the safest and most beneficial educational experience possible for all LHS students. Parents will question the procedures and policies of LHS and expect clear and reasonable answers. Parents will take advantage of opportunities to become involved and participate as active members of the school community. They will attend meetings and school activities as often as possible. Parents will attempt to be visible on campus during the school day, in a supportive capacity, at least once each school year.

It is expected that: Every student will prioritize their time making achievement at school the most important activity of each day. They will focus, concentrate, and make their very best effort to succeed at school, learn, and develop the highest level of skills and knowledge possible each period of each day at school. They will complete all of their assignments on time and put their best effort into all tests and assessments. Students will follow all school rules willingly with the knowledge that these rules keep the school safe and orderly for all of the school community. Students will behave and conduct themselves with the highest level of respect, dignity, and tolerance for all people at all times. Students will represent their school with the highest level of honor through good behavior on and off campus, attaining the highest level of academic achievement possible, and positive participation in school and community activities.

Part III. Implementation and accessibility of the Parent Involvement Plan

- A. Meetings will be conducted to keep parents informed and to gain parent advisory input in curriculum, school policies, federal and state programs, and other pertinent information.**
- a. Parent information nights are announced to all parents by mail and auto-dialer once each semester. They are held in the evening after most people have returned home from work and had time to eat dinner. These meetings are designed to keep parents informed of specific programs such as, Title I programs; policies and procedures such as, school discipline, and school safety procedures; curriculum and assessment issues such as, new course offerings, STAR testing, CAHSEE, expected levels of student performance, grade level content standards, instructional policies and practices, strategies for parents to help students perform and succeed both socially and academically at school, and graduation requirements. Translators are available at all meetings for both Spanish and Hmong speaking parents.**
 - b. Open House and Back to School Night are held each year to provide parents open access to the school facility, operations, and staff. Translators will be available both nights.**
 - c. The English Language Advisory Committee (ELAC) will meet regularly throughout the school year as per by-laws. ELAC is required to review Title I programs and the Parent Involvement Policy during at least one meeting per year.**
 - d. The Parent Institute for Quality Education (PIQE) will be available to all parents each year at LHS. Translation will be provided as needed.**
 - e. Counselors will conduct meetings at various times during the year with flexible dates and times to accommodate the needs of all parents. These meetings will assist parents in understanding and acting upon specific needs of students concerning scheduling, financial aid, testing, graduation requirements, career counseling, and freshman orientation, Title I and other student programs, etc.**
 - f. The Parent Teacher Student Organization (PTSO) will meet regularly. They will elect officers and develop by-laws. They will serve as an advisory committee to the principal. All parents are automatically members of PTSO with all rights, responsibilities, and privileges, when**

their children enroll at LHS. They will participate in school and student activities as well as working independently on projects to inform and involve parents in activities, social issues, and advisory functions including but not limited to Title I programs. PTSO will communicate with parents and be responsible for the election of parent representatives to the Site Council and PTSO officers. PTSO will review and evaluate the Parent Involvement Policy and Plan annually. PTSO will provide translation at meetings and events as needed.

- g. Site Council will include parent representatives duly elected by the PTSO. Site Council will provide translation as needed at its meetings
- h. Parents will be invited, welcomed and encouraged to participate on WASC committees throughout the LHS self-study process. These meetings will include but are not limited to review of Title I programs. Meeting times and dates will be varied to accommodate maximum parent access and involvement. Translation will be provided as needed.
- i. Communication with parents concerning committees, meeting dates, activities, and programs will be accomplished through multiple means. Communication will be attempted in each instance by at least two of the following: auto-dialer, Parent Newsletter, direct mail, email, phone call or message, or flyer sent home with students. Whenever possible, these communications will be sent in English, Spanish, and Hmong.
- j. Parents will be provided the opportunity to observe and participate in regular school days through the Parents on Campus Program. Parents will be informed of the opportunity at the beginning of each year. They will need to sign up and comply with all safety and security procedures before they begin participation.
- k. LHS will recognize and value the contributions of parents and community members on the Boosters Club.

My signature indicates that I have read and understand my rights and responsibilities to Lindhurst High school.

Parent _____ Student _____

Administrator _____ Date _____



Lindhurst High 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.

Lindhurst 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: _____

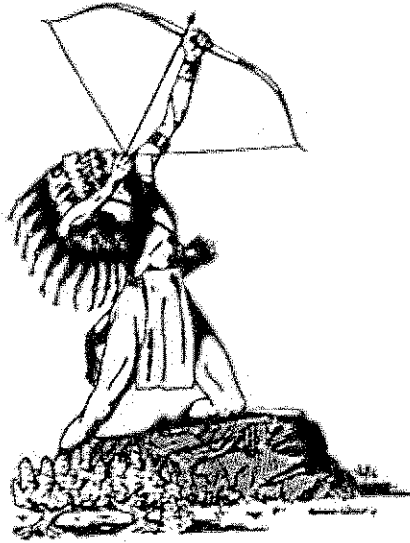
Date: _____

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: _____



2012-13
Single Plan for Student Achievement (SPSA)

Yuba Gardens Intermediate 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: Kari Ylst	Telephone: (530) 741-6194
Address: 1964 E. 11th Ave.	Email Address: kylst@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-6056790
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	662	656	669	689	
Growth Target	7	7	7	6	
API Growth Score	664	672	689	686	
Actual Growth	2	16	20	-3	

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	96		99	100	100	
Number At or Above Proficient	216	205	226		70	70	71		8	4	7		35	29	28	
Percent At or Above Proficient	32.1	32.7	35.1		34.8	36.6	37.4		33.3	19.0	35.0		33.3	30.9	29.8	
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	No	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	99	99	100		100	100	100		100	100	100		99	100	99	
Number At or Above Proficient	92	94	107		77	73	88		170	167	181		3	4	1	
Percent At or Above Proficient	30.5	31.8	34.1		25.4	24.6	27.4		29.7	29.9	32.3		3.6	3.7	1.0	
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	No	No		Yes	No	No		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	99	100	100		100	100	100		100	100	100		99	100	100	
Number At or Above Proficient	228	267	265		69	77	70		6	7	7		51	52	47	
Percent At or Above Proficient	34.0	42.4	41.3		34.5	40.1	37.0		25.0	33.3	35.0		48.6	55.3	50.0	
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	No	Yes	No		No	Yes	No		--	--	--		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	99	100	100		100	100	100		99	100	100		98	100	99	
Number At or Above Proficient	94	121	127		103	128	133		188	237	220		6	11	7	
Percent At or Above Proficient	31.0	40.7	40.4		33.9	43.1	41.4		32.8	42.3	39.3		7.3	10.1	7.0	
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	No	Yes	No		No	Yes	No		No	Yes	No		--	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)

All Students
English-Language Arts

Grade Level	Performance Data by Level English-Language Arts											
	% 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
7	29	33		36	27		15	19		20	21	
8	34	36		36	31		13	16		17	18	

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
7	20	36		294.3	321.4		22	33		310.6	327.3	
8	9	*		317.6	*		38	27		337.5	313.5	

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
7	27	32		319.6	315.2		34	32		322.9	321.7	
8	34	33		327.7	325.6		36	42		324.8	337.7	

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
7	9	11		296.7	291.6		26	30		316.8	316.4	
8	12	4		305.8	288.5		32	33		325.3	324.2	

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	Performance Data by Level Mathematics											
	% 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
7	48	48		24	20		14	21		14	11	

Subgroup	Grade	Performance Data by Level Mathematics					
		% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	6						
	7	27	36		306.3	334.4	
	7	60	65		355.6	371.1	
Hispanic/Latino	6						
	7	46	47		339.6	338.8	
	7	48	42		340.7	340.3	
English Learner	6						
	7	35	37		323.8	322.9	
Socio-Economically Disadvantaged	6						
	7	47	47		340.3	341.3	

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% 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
8	23	18		36	37		23	20		17	25	

Subgroup	Grade 8: Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	*	*		*	*	
Asian	25	22		323.1	301.3	
Hispanic/Latino	25	16		317.1	304.2	
White	20	20		308.8	295.6	
English Learner	21	14		310.8	300.7	
Socio-Economically Disadvantaged	23	17		310.8	298.0	

Grade Level	Performance Data by Level Algebra I
-------------	--

	% 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
8	46	45		37	36		17	17		1	2	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	7						
	8	58	43		360.6	357.4	
Hispanic/Latino	7						
	8	43	46		346.6	343.0	
	8	39	37		334.9	343.2	
English Learner	7						
	8	45	23		343.1	318.5	
Socio-Economically Disadvantaged	7						
	8	48	41		347.8	344.5	

Grade Level	Performance Data by Level Geometry											
	% 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

Subgroup	Grade 8: Performance Data by Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

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

Title III Accountability Data (Yuba Gardens Intermediate School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	209	200	
Percent with Prior Year Data	100%	100%	
Number in Cohort	209	200	
Number Met	132	104	
Percent Met	63.20%	52.00%	
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	23	194	15	189		
Number Met	--	108	--	81		
Percent Met	--	55.70%	--	42.90%		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	*	Yes	*	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
	#	%	#	%	#	%	#	%	#	%	#
7	17	15	64	58	19	17	8	7	2	2	110
8	15	15	34	34	30	30	14	14	6	6	99
Total	32	15	98	47	49	23	22	11	8	4	209

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
	#	%	#	%	#	%	#	%	#	%	#
7	10	9	43	40	34	32	14	13	6	6	107
8	6	6	31	33	44	47	9	10	3	3	93
Total	16	8	74	37	78	39	23	12	9	5	200

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	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2012-13	2009-10	2010-11	2012-13
8 – Algebra Readiness				28		
8 – Algebra 1				61		

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	33	33		41	38	
8 – Algebra Readiness				16	14	
8 – Algebra 1				47	56	

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	33	21		37	42	
8 – Algebra Readiness				26	27	
8 – Algebra 1				52	53	

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2010-11	2011-12	2012-13
8 – Algebra Readiness			
8 – Algebra 1	50	40	

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2009-10	2010-11	2012-13	2009-10	2010-11	2012-13

7	39	38		30	39	
8 – Algebra Readiness				10	7	
8 – Algebra 1				35	27	

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) Increase the average benchmark data by 20% in ELA, Alg Readiness, Pre Algebra and Algebra	
What data did you use to form this goal (findings from data analysis)? API, AYP, CELDT and Average Benchmark DATA	What did the analysis of the data reveal that led you to this goal? There has been an increase in API of 27 points from 07/08-10/11. In 10/11 Yuba Gardens did not meet the expected API growth targets. AYP targets for the 10/11 school year were not met. CELDT scores show a slight increase from 10/11-11/12. Average benchmark data indicates that very little growth has been obtained from 2009/2010-2011/2012.
Who are the focus students and what is the expected growth? Increase the average benchmark data by 20% in ELA, Alg Readiness, Pre Algebra and Algebra	What data will be collected to measure student achievement? API, AYP, CELDT and Average Benchmark DATA
What process will you use to monitor and evaluate the data? Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Facilitators. Data will also be reviewed during monthly Site Council meetings to determine if resources are being spent appropriately.	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 Continued integration of technology (smart boards, IPAD's, printers to scan and access academic data, Elmo's, student use computers), that support the core curriculum/state standards.	08/20/12-06/13/13	Materials	EIA-SCE 1000 EIA-LEP 0
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Accelerated Reading Program to support reading decoding, fluency and building vocabulary.	08/20/12-06/13/13	Renewal of Contract	EIA-SCE 5,000
1.3 Technology Support for teachers to help support student use of technology.	08/20/12-06/13/13	Salary/Benefits	EIA-SCE 1000

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
1.4 ELD 3.5 Para-professional to support English Learners with English language acquisition.	08/20/12-06/13/13	Salary/Benefits	EIA-LEP 14,316
1.5 ELD Intervention Curriculum/Materials, in addition to the core program, to help English Learners acquire the English Language	08/20/12-06/13/13	Materials	EIA-LEP 2598
1.6 Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core curriculum.	08/20/12-06/13/13	Maintenance contracts and costs for copy and RISO	EIA-SCE 3500
1.7 Supplemental/complementary supplies and materials for to help reach academic goals.	08/20/12-06/13/13	Materials	EIA-SCE 10102 Title I 698
1.8 Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies.	08/20/12-06/13/13	Salary/Benefits	EIA-SCE 4500
1.9 Content Facilitators – plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development.	08/20/12-06/13/13	Salary/Benefits	EIA-SCE 6500
1.10 Providing one 6 hour Literacy Resource Technician position to allow the library to be accessible to all students, including low socio-economic/EL and SPED students, allowing students to increase their reading and fluency skills, as well as research academic standards.	08/20/12-06/13/13	Salary/Benefits	EIA-SCE 13500 Title I 13500

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)	
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?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	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
2.1 Secure an additional 2 days a week of School Psychologists time to provide direct services to school site teams and individual groups of student to maximize student learning and achievement based on individual learning differences and best teaching practices. Assist school intervention teams in designing effective strategies to enhance instruction. Provides ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth. Provides primary and early intervention services, social skills training, friendship/support groups, violence prevention, anger and stress management training. Assists site staff development as it relates to effective instructional techniques and practices for at-risk students.	08/20/12-06/13/13	Salary/Benefits	EIA-SCE 26,000
Evaluation of activities to determine if successful in closing the achievement gap			

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
2.2 Ongoing, researched based training to continue implementation of Professional Learning Communities with the use of Sacramento Office of Education consultant.	08/20/11-06/13/13	Service Contract	EIA-SCE 12785
2.3 Training for teachers to support needs of educationally disadvantaged students.	08/20/12-06/13/13	Salary/Benefits/Training Costs	EIA-SCE 3521 EIA-LEP 0
2.4 After School Tutoring, based upon curriculum and benchmark assessments for low Socio/EL/SPED students.	08/20/12-06/13/13	Salary/Benefits	EIA-SCE 500

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) Reduce student referrals and suspension days by an additional 20% for the 2012/2013 school year.		
What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS		What did the analysis of the data reveal that led you to this goal? Data reveals that suspension days were down an average of 20% from 10/11-11/12
Who are the focus students and what is the expected growth? Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.		What data will be collected to measure student achievement? Attendance and Discipline STATS
What process will you use to monitor and evaluate the data? Monthly intervention team meetings.		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 Student Services Coordinator – Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions. The student services coordinators will coordinate student services with each other, the PASS officer and the school psychologist.	08/20/12-06/13/13	Salary/Benefits	Title I 25,565
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 PASS Officer – PASS officer works with students as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	08/20/12-06/13/13	Contract	Title I 82,000
3.3 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through Single Plan for Student Achievement for Yuba Gardens Intermediate School	08/20/12-06/13/13	.75 FTE Salary/Benefits Spanish Speaking Student Support Specialist serving English learners Spanish Translation (Site is over 15% threshold)	EIA-SCE 47000 EIA-LEP 7,000

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
classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead 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. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.		Supplemental hours to support work beyond 6.5 hours a day .75 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 6.5 hours a day .5 FTE Salary/Benefits Student Support Specialist Supplemental hours to support work beyond 3.5 hours a day	Title I 32,500
3.4			EIA-SCE

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) Increase parental involvement and community support.	
What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	What did the analysis of the data reveal that led you to this goal? The number of SST/Parent Conference meetings has increased, as well as the attendance of the meetings by parents. ELAC membership has increased. Site Council and PTA meetings are not well attended by parents and community members.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Actions To Be Taken To Reach This Goal (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
4.1	Increase school to home communication with use of School Messenger.	08/20/12-06/13/13	Contract	EIA-SCE 700
Evaluation of activities to determine if successful in closing the achievement gap				
4.2	Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	08/20/12-06/13/13	Materials	T1-PI 4,611
4.3	Provide a 3.5 hour Parent Liaison to assist us in better	08/20/12-06/13/13	Salary/Benefits	EIA-LEP 14,316
Single Plan for Student Achievement for Yuba Gardens Intermediate School				20 of 26

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
interactions with our students, parents and community members.			

2012-13 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	45,102	EIA-SCE	42,806	EIA-SCE	47,000
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	16,914	EIA-LEP	0	EIA-LEP	7,000
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	14,198	Title I	0	Title I	140,065
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0
Total	76,214	Total	42,806	Total	194,065

Goal 4	
EIA-SCE	700
EIA-SCE Carryover	0
EIA-LEP	14,316
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	4,611
Title I Parent Involvement Carryover	0
Other	0
Total	19,627

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	\$122,991.00
EIA-SCE Carryover	
EIA-LEP	\$34,639.00
EIA-LEP Carryover	
Title I	\$137,862.00
Title I Carryover	
Title I Parent Involvement	\$2,971.00
Title I Parent Involvement Carryover	
Other	
Total	298,463

Total Expenditures	
EIA-SCE	135,608
EIA-SCE Carryover	0
EIA-LEP	38,230
EIA-LEP Carryover	0
Title I	154,263
Title I Carryover	0
Title I Parent Involvement	4,611
Title I Parent Involvement Carryover	0
Other	0
Total	332,712

Balance**	
EIA-SCE	-12,617
EIA-SCE Carryover	0
EIA-LEP	-3,591
EIA-LEP Carryover	0
Title I	-16,401
Title I Carryover	0
Title I Parent Involvement	-1,640
Title I Parent Involvement Carryover	0
Total	-34,249

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: \$5,166.00

Estimated Cost from EIA/LEP: \$1,330.00

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: \$17,459.00

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.	\$122,991.00
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.	\$34,639.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$6,496.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$164,126.00

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	\$137,862.00
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.	\$2,971.00
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	\$17,459.00
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	\$158,292.00

Total amount of state and federal categorical funds allocated to this school	\$322,418.00
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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	Secondary Students
Kari Ylst	1				
Rene Wellman		1			
Sue Churchill		1			
Michelle Jones		1			
Pat Paulo		1			
Gloria Castro			1		
Renee Avila				1	
Tina McDonald				1	
Annette Donley				1	
Karen Warner				1	
Traci Watson				1	
Adtl Member To Be Elected 090512					
Numbers of members of each category	1	4	1	5	

At middle 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). A council at the middle school, may, but is not required to, include pupil representation. If pupils are included on the council, parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012 and 33133(c))

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), and Parents (5). If pupils are included, the composition would be: Principal (1), Teacher (4), Other School Personnel (1), Parents (3), and Pupils (3).

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)

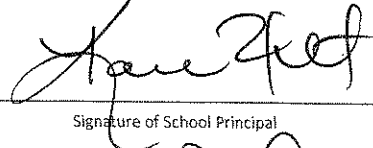
Other committees established by the school or district (list):

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:

Kari Ylst

Typed Name of School Principal



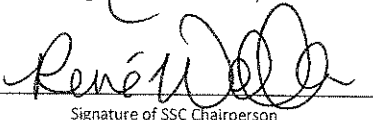
Signature of School Principal

8/27/2012

Date

Rene Wellman

Typed Name of SSC Chairperson



Signature of SSC Chairperson

8/27/2012

Date

* Parent(Student) moved to LHS; new

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Chairperson for ELAC to be elected.

YUBA GARDENS INTERMEDIATE SCHOOL SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY

Yuba Gardens Intermediate School has developed a written Title I parent involvement policy with input from Title I parents. This policy was developed with parent input gathered from ELAC meetings, PTA meetings, and Site Council meetings. The policy was distributed to parents of Title I students by mail.

INVOLVEMENT OF PARENTS

Yuba Gardens Intermediate School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. This meeting is conducted within ELAC and PTA meetings in September.
2. Offers a flexible number of meetings. These flexible meetings are held monthly within ELAC and PTA meetings. Other meetings are called as necessary throughout the school year.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. The planning and review occurs during Site Council meetings, PTA meetings and ELAC meetings.
4. Provides parents of Title I students with timely information about Title I programs. Information is provided through school newsletters, ELAC meetings, Back to School Night, Open House, PTA meetings, written informational letters sent home with students, parent/teacher/student meetings, IEPs, SSTs, web page and Site Council
5. Provides parents of Title I students with an explanation of the curriculum, assessments and proficiency levels students are expected to meet. ELAC, PTA, Open House, Back to School Night, Parent conferences, SSTs, IEPs, PIQE and community forums are used to explain curriculum, assessments, and proficiency levels for students.
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. Surveys are an ongoing means of gathering information regarding the needs of parents and are taken into consideration when making decisions within the school, allowing parent input regarding the education of their children.

School-Parent Compact

Yuba Gardens Intermediate 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 compact was developed with input by all stake holders, including parents through surveys, parent meetings. The school compact is distributed to all parents, including Title I parents, within the enrollment packet, signed by student, parent and administration.

Building Capacity for Involvement

Yuba Gardens Intermediate 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. ELAC, PTA, Open House, Back to School Night, Parent conferences, SSTs, IEPs, PIQE and community forums are used to explain curriculum, assessments, and proficiency levels for students.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. Send out progress reports, report cards, SSTs, IEPs, weekly progress reports, parent/student conferences, ELAC meetings, PTA, Site Council, benchmark exams, CST results mailed home, promotion standards, PIQE, newsletters, web site and forums as needed.
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. Staff meetings, content collaboration meetings, Interdisciplinary teams studying "Taking Center Stage", a state website, and parent needs assessments surveys.
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. PIQE trainers, Outreach Consultant, School Psychologist and EL coordinator work with the needs of all parents, including Title I.
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 means of communication are disseminated to parents in three languages; English, Spanish and Hmong.
6. Provides support for parental involvement activities requested by Title I parents. Using needs assessment surveys and other information given by parents at conferences, IEPs, and SSTs parental involvement activities are developed throughout the school year.

Accessibility

Yuba Gardens Intermediate 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. This is provided by PIQE, Open House, Back to School Night, ELAC, PTA, newsletters, website, all translated into English, Spanish and Hmong.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Departments 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.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 school in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
Yuba Gardens Intermediate School
1964 11th Avenue, Olivehurst, CA 95961
(530) 741-6194 FAX 741-7847



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.

Yuba Gardens 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.

Teacher's Signature: _____ Date: _____

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

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- 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.
- Serve on school advisory or policy groups.

Parent's 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's Signature: _____ Date: _____