



Single Plan for Student Achievement

DOBBINS ELEMENTARY SCHOOL

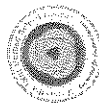
58-72736-6056675
CDS Code

Date of this revision: **6/12/12**

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:	Lynne L. Cardoza
Position:	Site Administrator
Telephone Number:	530-692-1665
Address:	P.O. Box 129 1 Dobbins School Lane Dobbins, CA 95935
E-mail Address:	lcardoza@mjusd.com



Marysville Joint Unified School District

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

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Improve student achievement in English Language Arts and Math. By June 2013, the number of students attaining proficiency will increase by 10% in both Language Arts and Math, as measured by the California Standards Test.				
Student groups and grade levels to participate in this goal: K-6th		Anticipated annual performance growth for each group: Increased proficiency levels and meeting API and AYP growth targets		
Means of evaluating progress toward this goal: Program and Interim Assessments, API reports, STAR Test Scores, Star Reading Level Assessment		Group data to be collected to measure academic gains: State Testing, Trimester benchmark assessments and curriculum embedded assessments, Star Reading Level results		
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source

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

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

1.1 Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA through the implementation of the web based <i>Accelerated Reader Program</i> . This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.	8/12 - 6/13	AR/STAR subscription renewal AR Books	\$1,804 TBA	Title I
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	8/12 - 6/13	Materials, Supplies, Books, Equipment, copy paper, and ink Equipment Maintenance	\$ 1,512 \$1,746	Title I Title I
1.3 Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book	8/12 - 6/13	Library Resource Tech 15hrs/wk	\$ 7,597 \$ 1,496	EIA/SCE Title I

ill 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.

<p>selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support.</p>					
<p>1.4 Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.</p>	8/12 – 6/13	Para-Educator Intervention Tutors	\$ TBA \$ TBA		
<p>1.5 Improve student achievement through the use and integration of technology</p>	8/12 – 6/13	Waterford Renewal Spelling City Subscription Fee	\$ 643 \$ 57	Title I Title I	

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SCHOOL GOAL # <u>2</u> (Based on conclusions from Analysis of Program Components and Student Data pages) Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2013				
Student groups and grade levels to participate in this goal: K-6th	Anticipated annual performance growth for each group: Decrease in disciplinary actions. Improvement in attendance and student academic performance			
Means of evaluating progress toward this goal: Attendance/Survey Feedback/School Documentation	Group data to be collected to measure academic gains: Attendance Records, Testing Data, Survey Results, CST results			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source

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.

<p>2.1 Continue to keep the school community informed about school and classroom activities, and school related functions and meetings.</p> <p>2.2 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers</p> <p>2.3 Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.</p>	<p>8/12 – 6/13</p> <p>8/12 – 6/13</p> <p>8/12 – 6/13</p>	<p>School Messenger Renewal</p> <p>Subscription fees for Parent Education Publications</p> <p>Fingerprinting Fees</p> <p>Materials, supplies, refreshments</p>	<p>\$ 100</p> <p>TBA</p> <p>\$ 71</p> <p>\$ 23</p>	<p>Title I - PI</p> <p>Title I - PI</p> <p>Title I - PI</p>
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Form B: Centralized Support for Planned Improvements in Student Performance

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

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁸ 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		\$7.00 \$455.00	EIA/LEP EIA/SCE

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

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

Form B: Centralized Support for Planned Improvements in Student Performance

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

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹⁰ 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	\$2,910.00	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 DOBBINS

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	\$7,597
<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	\$182 \$462
<input type="checkbox"/> List and Describe Other State or Local funds (list and describe ¹¹)		\$
Total amount of state categorical funds allocated to this school		\$8,241

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	\$7,258 \$194 \$2,910 \$ \$
<input type="checkbox"/> List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$10,362
Total amount of state and federal categorical funds allocated to this school		\$18,603

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

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

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹²

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lynne Cardoza	X				
Jennifer Givens			X		
Felicia Mayo				X	
Erica Nelson				X	
Brenda Johnson				X	
Katie Stockton				X	
Jill Keck				X	
Teri Soares		X			
Peri Sutherland		X			
Carol Kelly		X			
Numbers of members of each category	1	3	1	5	

¹² At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

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

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

☒ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

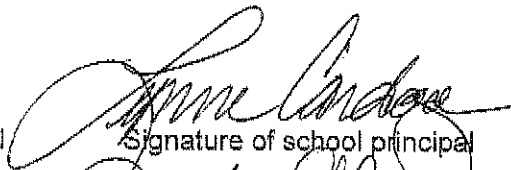
☐ Other (*list*)

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

Attested:

Lynne Cardoza

Typed name of school principal



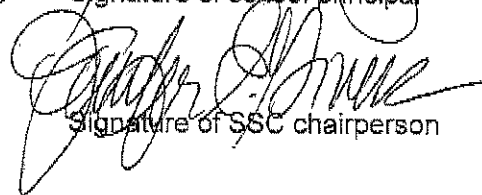
Signature of school principal

6/12/12

Date

Jennifer Givens

Typed name of SSC chairperson



Signature of SSC chairperson

6/12/12

Date

Dobbins Elementary School

School-Level Parental Involvement Policy

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

Annual Meeting

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

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

Meeting Options

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

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

Parent Involvement

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

- Invitation/Meeting notification via newsletters, marquee, website, notices
- Review, evaluate, and revise Parent Involvement Policy annually
- Review, evaluate, and revise School-Parent Compact annually
- Working jointly with parents on an on-going basis to improve parental involvement

Providing Parent Information

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

- Title I Programs in the school
- Results of the annual school review including school performance profiles
- Individual students assessment results and their interpretation
- A description and explanation of the school curriculum
- The assessments used to measure student progress and proficiency levels that the students are required to meet

- Opportunities for regular meeting to provide input, collaborate with other parents, and participation in shared decision making related to the education of their children

School-Parent Compact

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

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

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

Building Capacity for Involvement

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

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through:
 - Back-to-School Night presentations
 - Parent-Teacher conferences
 - Standards based report cards
 - Grade Level standards brochures
 - Newsletter articles
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement through:
 - Parent-Teacher conferences
 - Family literacy/math/science nights
 - District Parent Training Opportunities
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners through:
 - District sponsored professional development days
 - Buy Back Days
 - Foothill Schools Articulation Days
 - Minimum Day Staff Development Training
 - Monthly Staff Meetings
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children through:
 - Participation in Parent/School Organizations

- Invitations to volunteer at school in classrooms, library, etc.
 - Serve as a member on the District Advisory Committee (DAC)
 - Fundraising
 - Special School/Community Events
 - Chaperones
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands.
- All notices are distributed in native languages

Accessibility

Dobbins School will ensure, to the extent possible, that information concerning school and parent programs, meetings, and other activities and information be sent home in the primary language used in the home and written in a language that is simple and understandable to all parents including Limited English Proficient, migratory workers, and those with disabilities.

Confidentiality

Dobbins School will ensure confidentiality in all matters concerning students and their families.

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/>.

Dobbins Elementary
School-Parent Compact 2012-2013

The 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.

As **parents**, we will provide a loving and nurturing home environment that supports our child's learning in the following ways:

- Model an atmosphere of respect and responsibility.
- Ensure my child attends school every day and is on time.
- Encourage my child to make healthy life choices which include:
 - Provide my child with the necessary tools and support to practice good oral and physical hygiene.
 - Healthy food choices
- Regularly monitor my child's progress in school.
 - Provide a time and place for homework to be completed.
 - Check to make sure homework is complete and legible
- Monitor the amount of time spent watching television and playing video games.
- Be actively involved in my child's education by:
 - Volunteering in my child's classroom (when parent is available).
 - Participating in decisions relating to my child's education.
 - Staying informed about my child's progress
 - Communicating with the school by reading all notices received from the school or district and respond as appropriate.
 - Serving on school advisory or policy groups (when parent is available).

Parent Signature: _____ Date: _____

As a **student**, I will be responsible for my academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and return it on time.
- Ask for help when I need to.
- Meet my monthly Accelerated Reader (AR) goals.
- Limit television watching and video game playing
- Read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Follow Eagle Expectations

Student Signature: _____ Date: _____

Dobbins School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, respectful, nurturing, safe, 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, Family Nights, and Open House
 - Award Ceremonies
 - PTC Events
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences and reports on student progress.
- Teachers are enthusiastic to meet with parents throughout the school year by appointment (this lessens disruptions in student learning).
- 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 Signature: _____ Date: _____



Single Plan for Student Achievement

YUBA FEATHER SCHOOL

CDS Code: 58-72736-6056782

Date of this revision: June 20, 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*.

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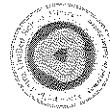
Contact Person: Lynne Cardoza

Position: Principal

Telephone Number: (530) 675-2382

Address: POB 398, 18008 Oregon Hill Road, Challenge, CA 95925

E-mail Address: lcardoza@mjusd.com



Marysville Joint Unified School District

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

YUBA FEATHER SCHOOL

VISION & MISSION STATEMENT

We, at Yuba feather School, believe all students will learn at high levels where instruction meets their needs.

We believe that all people are inspired by high standards and challenging goals.

We believe that all people thrive in a setting that respects their individual contributions and the diversity of perspectives they bring to achieve common goals.

We believe that all people give their best in a culture that promotes trust, encourages risk-taking and celebrates success.

We believe that all people excel in an environment that is safe, and offers everyone unlimited opportunities for personal success.

We believe that all people value open, honest, and timely communication and collaboration.

We believe that all people want to be held accountable and rewarded for their contribution to the attainment of common goals.

We believe that the social, economic and cultural diversity of our community is a source of strength for our school system.

We inspire and provide opportunities for all students to achieve high standards of performance for success in life and work.

Yuba Feather School is committed to offering a stimulating and innovative educational program to students that:

- *Provides a safe place for our children to reach their full academic potential*
- *Develops and nurtures feelings of self-worth, self-image, and self-esteem, and allows them to understand that others have similar feelings and needs.*
- *Develop positive character strengths and instills an understanding for the need to be responsible, productive members of society.*

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SCHOOL GOAL # 1 Improve student achievement in English Language Arts and Math. By June 2013, the number of students attaining proficiency will increase by 10% in both Language Arts and Math, as measured by the California Standards Test.				
Student groups and grade levels to participate in this goal: All students, K-6th	Anticipated annual performance growth for each group: Higher proficiency levels and exceeding API and AYP growth targets including socio-economically disadvantaged and English learners.			
	Means of evaluating progress toward this goal: Program and Interim Assessments, API reports, STAR Test Scores, Star Reading Level Assessments			
	Start Date ¹ Completion Date	Proposed Expenditures ²	Estimated Cost	Funding Source

¹ List the date an action will be taken or will begin, and the date it will be completed.

² 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.

1.1 Provide students access to curriculum that addresses individual academic levels in grades K – 6 ELA through the implementation of the web based Accelerated Reader program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.	8/12-06/13	AR Enterprise/STAR subscription AR Books	1,745 TBA	Title I
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	8/12-06/13	Materials, Supplies, Books, & Equipment, copy paper, ink Equipment Maintenance	2,415 1,248 2,151	Title I EIA/SCE EIA/SCE

1.3 Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support.	8/12-06/13	Literacy Resource Tech Destiny Collection Management System Renewal	12,038 118	Title I Title I	
1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership classes.	8/12-06/13	Consultant Fees, Teacher Stipends, Supplies, & Materials	TBA		
1.5 Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.	8/12-6/13	Hourly Rate for Teachers Intervention Tutors – wages & benefits	3,893 182	Title I EIA/ELL	
1.6 Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and First Grade.	8/12-06/13	Para-educator wages & benefits	13,285	EIA/SCE	

<p>1.7 Improve student achievement through the use & integration of technology</p> <p>1.8 Motivate students to meet the grade level benchmarks through Incentive Awards and Student Recognition Programs such as A Team and Wonderful Wildcats</p>	<p>8/12-6/13</p> <p>8/12-6/13</p>	<p>Waterford Upgrade Spelling City Subscription</p> <p>Supplies, Awards, Medals/Pins, Plaques</p>	<p>643 57</p> <p>TBA</p>	<p>EIA/SCE EIA/SCE</p>

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # 2 Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2013					
Student groups and grade levels to participate in this goal: All students		Anticipated annual performance growth for each group: Increased attendance rates, decline in disciplinary infractions and consequences for inappropriate behaviors, and increased proficiency levels for all students.			
Means of evaluating progress toward this goal: Test scores, attendance reports, discipline reports,		Group data to be collected to measure academic gains: Attendance Records, Testing Data, Survey Results, CST Results			
Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁴ Completion Date	Proposed Expenditures ⁵	Estimated Cost	Funding Source
2.1 Continue to keep the school community informed about school and classroom activities, and school related functions and meetings.		8/12-06/13	School Messenger Renewal	150	Title I - PI

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

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

⁵ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

2.2 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	8/12-6/13	Fingerprinting Fees	284	Title I - PI
2.3 Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.	8/12-6/13	Materials, supplies, refreshments	8	Title I - PI

Form B: Centralized Support for Planned Improvements in Student Performance

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

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
<p>Actions to be Taken to Reach This Goal⁶ 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</p>		Start Date ⁷ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$2,910.00	Title I

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

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

training, friendship/support groups, violence prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.				
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Form C: Programs Included in this Plan YUBA FEATHER

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	\$17,384 \$910 \$
<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	\$182 \$ \$
<input type="checkbox"/> List and Describe Other State or Local funds (list and describe ⁸)		\$
Total amount of state categorical funds allocated to this school		\$18,476

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
<input checked="" type="checkbox"/> <i>Title I, Part A: School wide Program</i> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$20,209 \$442 \$2,910 \$ \$
<input type="checkbox"/> List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$23,561
Total amount of state and federal categorical funds allocated to this school		\$42,037

⁸ 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:⁹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Middle Sch. Student
Lynne Cardoza	X				
Theresa Evans		X			
Daneen Phillips			X		
Carlene McCarty-SSC Chairperson		X			
Lila Mora		X			
Rhonda Lococo				X	
Tammy Konz				X	
Erin Weckman				X	
Dan Battershell				X	
Bellena Fox				X	
Numbers of members of each category	1	3	1	4	

⁹ 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

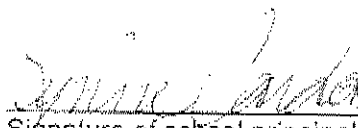
The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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: June 20, 2012.

Attested:

Lynne Cardoza

Typed name of school principal


Signature of school principal

June 20, 2012
Date

Carlene McCarty

Typed name of SSC chairperson


Signature of SSC chairperson

June 20, 2012
Date

Yuba Feather School

School-Level Parental Involvement Policy

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

Annual Meeting

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

- Information regarding the school's participation in the School-wide Title I Program
- Explanation of the program and its requirements
- Information informing parents of their right to be involved
- Encouragement of parents' participation
- An opportunity for parents to serve on the School-wide Title I Committee
- Orientation of the School- Parent Compact

Meeting Options

Yuba Feather School offers a flexible number of meetings to encourage parent participation by:

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

Parent Involvement

Yuba Feather School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs by:

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

Providing Parent Information

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

- Title I Programs in the school
- Results of the annual school review including school performance profiles
- Individual students' assessment results and their interpretation
- A description and explanation of the school curriculum
- The assessments used to measure student progress and proficiency levels that the students are required to meet

- Opportunities for regular meetings to provide input, collaborate with other parents, and participation in shared decision making related to the education of their children

School-Parent Compact

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

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

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

Building Capacity for Involvement

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

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through:
 - Back-to-School Night presentations
 - Parent-Teacher conferences
 - Standards based report cards
 - Grade Level standards brochures
 - Newsletter articles
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement through:
 - Parent-Teacher conferences
 - Family literacy/math/science nights
 - District Parent Training Opportunities
 - Making parent resources available in library for check-out
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners through:
 - District sponsored professional development days
 - Buy Back Days
 - Foothill School Articulation Days
 - Minimum Day Staff Development Training
 - Monthly Staff Meeting
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their children through:

- Participation in Parent/School Organizations
 - Invitations to volunteer at school in classrooms, library, etc.
 - Serve as a member on the District Advisory Committee (DAC)
 - Fundraising
 - Special School/Community Events
 - Chaperones
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands.
- All notices are distributed in native languages
 - All notices are written in language that is simple and understandable

Accessibility

Yuba Feather School will ensure, to the extent possible, that information concerning school and parent programs, meetings, and other activities and information be sent home in the primary language used in the home and written in a language that is simple and understandable to all parents including Limited English Proficient, migratory workers, and those with disabilities.

Parent Information and Resource Centers (PIRCs)

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

Yuba Feather 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.

Yuba Feather School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a respectful, 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, Family Nights, Gatherings, Award Ceremonies, PTSA Events, 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 and reports on student progress. 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 gets adequate rest, attends school every day (except in case of illness) and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor the amount of television my child watches and time spent playing video games.
- 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 and support/participate in PTSA when possible.

Parent Signature: _____

Date: _____

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

- Come to school rested and ready to learn and will work hard.
- Do my homework every day and ask for help when I need to.
- Get my class work from my teacher when I am absent
- Meet my monthly Accelerated Reader (AR) goals.
- Limit television watching, time playing video games, and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be respectful and responsible for my own behavior.

Student Signature: _____

Date: _____