

2012-13

Single Plan for Student Achievement (SPSA)

Edgewater 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:

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District Name: Marysville Joint Unified School District	CDS Code: 58-72736-0119362
<input type="checkbox"/> Initial Plan Approval: 6-4-12	
<input 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			B	756	
Growth Target			B	5	
API Growth Score			756	764	
Actual Growth			B	8	

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

In 2010-11 we added fourth grade. With additional interventions (tutoring and para-educators) we were able to move students to higher levels of proficiency. In order to increase our API in 2011-12 we need to intensify our interventions as we add 5th grade in 2011-12 and 6th grade in 2012-13. In 2012-13 we will have intervention groups at a common time for grades 4-6 to improve student achievement in ELA. Although we exceeded our growth target, we would like to continue to increase the number and percentage of students moving to proficient at a higher rate. We continue to need to increase proficiency in our subgroups especially English Learners and Low socio-economic.

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	
Number At or Above Proficient		38	66			17	31			--	--			4	9	
Percent At or Above Proficient		39.6	39.1			60.7	56.4			--	--			28.6	37.5	
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			--	--			--	--	

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate		100	100			100	100			100	100			100	100	
Number At or Above Proficient		12	23			10	21			23	34			--	--	
Percent At or Above Proficient		29.3	30.7			25.0	28.0			31.5	27.6			--	--	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria		--	Yes			--	Yes			--	No			--	--	

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

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

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

We increased in the actual number of students proficient in ELA for the socioeconomic disadvantaged and white subgroups, but decreased in the percentage as we have more students those categories. Our EL groups continue to be a group we need to focus on increasing proficiency at a higher rate as we only increased the number proficient by 3% for that sub-group. Through the grade level intervention groups, we will focus on addressing the areas students need to improve with the priority on ELA. ELD groups will be held during the intervention time with a focus on improving ELD concepts to improve ELA scores.

Adequate Yearly Progress (AYP) Data: Mathematics

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate		100	99			100	99			100	100			100	100	
Number At or Above Proficient		59	96			20	36			--	--			9	16	
Percent At or Above Proficient		61.5	57.1			71.4	66.7			--	--			64.3	66.7	
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		Yes	No			--	No			--	--			--	--	

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate		100	100			100	100			100	100			100	100	
Number At or Above Proficient		24	37			23	39			41	62			--	--	
Percent At or Above Proficient		58.5	49.3			57.5	52.0			56.2	50.4			--	--	
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			--	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:

In math our number of students proficient increased in all areas, but the percentage of students proficient decreased due to an increase in the number of students. Our primary focus will be to improve student ELA proficiency as students need to be able to read the math problems. Additionally, we will focus on supplementing the Saxon curriculum to supplement the areas not covered in depth for the California State Standards. One teacher piloted IXL math as a supplemental online math program and based on student results, we are considering a site license.

**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		44	51		23	25		27	16		6	8
3		42	44		39	36		15	11		5	8
4		33	70		35	22		23	5		8	3
5			30			46			9			15

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		*	*		*	*		18	*		310.8	*

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		33	49		328.5	351.1		52	63		358.6	364.5
3		41	32		337.0	330.8		50	60		348.2	368.6
4		26	79		323.6	373.3		67	61		361.7	369.9
5			32			325.0			33			356.9

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		32	52		319.0	351.4		37	48		330.8	351.8
3		32	31		333.2	322.4		28	35		326.6	331.4
4		12	72		308.3	371.0		20	63		320.5	360.1
5			10			303.7			15			317.1

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

In 2010-2011, a significant number of our 4th grade students were not scoring proficient in ELA on the CSTs. Interventions were prioritized to support this group first. 12 fourth grade students were only a few questions away from scoring proficient in ELA. Our first intervention groups focused on those students. In 2012-13 we added grade level interventions 4th-6th to focus on ELA standards and focus on areas needed for growth in proficiency. 2011-12 CST assessment results show an increase in all ELA scores for every grade except 3rd. We will focus in implementing intervention groups in that grade level based on the success we have experienced with the other grade levels previously.

**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		61	69		20	18		16	11		3	2
3		69	66		23	25		8	8		0	2
4		41	75		27	19		25	5		7	2
5			50			26			22			2

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		27	*		323.5	*

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2		50	66		347.8	391.9		68	81		405.9	415.2
3		67	61		379.6	371.0		68	70		401.5	405.8
4		37	71		324.1	385.5		57	76		369.4	396.4
5			52			363.7			56			396.5

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
2		48	69		345.8	389.9		54	65		362.6	386.9
3		76	58		380.7	366.4		63	63		380.5	383.1
4		27	68		316.7	380.5		33	73		318.9	379.3
5			40			342.7			38			346.2

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

Math proficiency increased in 2011-12 in all grade levels except 3rd. 3rd grade teachers have reviewed the data and curriculum and are aware of the need to supplement the Saxon curriculum. One third grade teacher piloted a supplemental math program and had more students in the proficient range. We will implement the program in all 3rd grade classrooms this year. Teachers in all grade levels will continue to articulate and refine the use of supplemental curriculum following each district benchmark assessment.

Title III Accountability Data (Edgewater Elementary School)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	66	105	
Percent with Prior Year Data	100%	100%	
Number in Cohort	66	105	
Number Met	38	48	
Percent Met	57.60%	45.70%	
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	102	1	130	5		
Number Met	13	--	25	--		
Percent Met	12.70%	--	19.20%	--		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	*	Yes	*		

Summarize your conclusions indicated by the Title III Accountability data:

While we increased the number of students proficient in ELA, we increased the number of students at a higher rate which decreased our overall percentage of students proficient in 2010-11. Staff development was provided to support teachers in understanding concepts EL students will be assessed on and ELD materials were secured for all grade levels. In 2011-12, each grade level established a common time for ELD instruction allowing for students to be grouped by their academic needs. In 2010-11 we were approximately 10% below the target for proficiency.

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	1416	984	1,358	985		
Number Met	240	449	231	390		
Percent Met	16.9	45.6	17	39.6		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No		

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

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			6	26	7	30	6	26	4	17	23
2	2	7	5	17	11	37	10	33	2	7	30
3	3	10	8	26	15	48	3	10	2	6	31
4	3	12	14	54	9	35					26
5	1	5	6	29	13	62	1	5			21
Total	9	7	39	30	55	42	20	15	8	6	131

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

Students scoring Early Advanced and Advanced for 3rd grade will have CST and grades reviewed to determine if they are eligible for reclassification.

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	2	6	10	29	13	37	6	17	4	11	35
2	2	8	2	8	9	36	11	44	1	4	25
3			7	33	10	48	4	19			21
4			3	13	14	61	4	17	2	9	23
Total	4	4	22	21	46	44	26	25	7	7	105

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):

Teachers are focusing on ELD instruction and within their grade levels have developed plans for providing ELD for the various levels. Materials were obtained for all grade levels which did not already have them. Professional development was provided to teachers including the skills and standards students are assessed on the CELDT test. Samples and rubrics were provided. Additional teachers received GLAD training. EL articulation was held once a month. GLAD strategies and successful practices were shared with participants. Additionally, student progress was reviewed and teachers needs were addressed. 4th-6th grade intervention will provide ELD groups with small group focus on improving ELD standards. Para-educator support will also be provided during this time. SSTs were held on all Long Term English Learners that were not identified as special education students. In fall of 2012-13 we were able to redesignate an additional 15 students due to increased CST 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	62	83		53	65	
3	51	51		83	80	
4	25	43		52	75	

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

2nd and 4th grade continue to show improvement in ELA and Math. 2nd grade has implemented a grade level time where they focus on students' reading needs based on their abilities. While this is the first year with 5th grade students, 19% of students proficient and advanced is alarming. We are continuing to provide resources and increasing interventions. In 2012-13 We will be having 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance.

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	74	66		73	90	
1	95	83		83	90	
2	35	53		68	78	
3	34	39		74	80	
4	4	21		71	84	

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

K teachers strongly feel the decrease in ELA scores by 12% is due to increases in their classes combined with more students with individual needs. First grade teachers also faced increased class sizes and have worked with the K teachers to send student that need letter and sound reinforcement to provide intervention when the K teachers have their small groups for intervention. 2nd-4th grade In 2012-13 we will be having 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance. All grade levels improved the percentage proficient or above in mathematics.

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	29	33		62	60	
3	40	63		48	59	
4	28	60		28	52	

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

Each grade level continues to show growth from last year to this year. Looking back at the 12 week benchmark all grade levels show an increase with the exception of 2nd grade. Teachers are looking at the curriculum and making adjustments. There were several concepts on the 2nd trimester test that had not been introduced yet in the curriculum. In 2012-13 We will be having 4-6 intervention for 45 minutes per day providing specific instruction in comprehension, fluency, writing or ELD based on students' needs and performance.

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	63	79		66	91	
1	70	74		82	79	
2	35	41		57	60	
3	50	55		36	57	
4	12	41		27	65	

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

All grade levels showed an increase in the percentage proficient and above in all grade levels in ELA and Math with the exception of 1st grade which decreased by 3% in mathematics. It is evident that the interventions have been working and students are making consistent progress improving proficiency in ELA and Math. Teachers continue to review data and change intervention groups accordingly.

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	40	41		64	52	
3	42	50		55	67	
4	7	35		22	52	

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

ELA scores are consistent or increased over last year. We need to continue to look at how to increase the number of students proficient and advanced in ELA. We continue to focus on ELD instruction and intervention for ELA. 2nd grade Math scores decreased from last year and teachers reviewed the data to determine specific standards that students needed additional support to reach proficiency.

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	71	69		90	96	
1	70	79		73	71	
2	38	59		59	77	
3	48	46		50	57	
4	8	56		33	70	

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

Each year, the number of students proficient and advanced is increasing. The percentage of students in most grade levels are increasing also. K and 3rd decreased by 2% in ELA from 2010-11 to 2011-12. Teachers attribute the decrease to increased class sizes and are implementing plans after each set of benchmarks for interventions. We continue to use this data for placement in intervention groups.

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:

Based on the scores declining in 3rd grade and fewer than 40% of students scoring proficient in writing, we are focusing on writing strategies at every grade level. In 4-6 grades, there are two writing intervention classes for students that are not proficient in writing. 3rd grade has implemented writing projects integrating science and language arts skills with our goal to increase the number of students scoring proficient and advanced. In addition, all grade levels are providing ELD and/or intervention times for ELA. Teachers provide small group instruction during their classroom workshop times.

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 number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the California standards test by 15%.	
What data did you use to form this goal (findings from data analysis)? CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classroom. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels. Looking at the data over a 3 year period, all grade levels have made growth and continue to reach higher levels of proficiency.	What did the analysis of the data reveal that led you to this goal? Our ELA and Math proficiency rates are still below the federal targets for AYP. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark (as evidenced in 2nd grade last year).
Who are the focus students and what is the expected growth? Students in grades 2-6.	What data will be collected to measure student achievement? STAR reading; CST ELA; MUSD benchmark assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classroom performance; Open Court assessments, attendance rates
What process will you use to monitor and evaluate the data? Grade level articulation meetings after each benchmark will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.	Actions to improve achievement to exit program improvement (if applicable). Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress.

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 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.		Extra Duty	EIA-SCE 17238
		Para Educators	Title I 25082

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
materials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.		print shop	EIA-SCE 1000
1.6 Provide Elementary Student Support Specialist to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically.	7-1-2012 to 6-20-2013		Title I 13,000
1.7 Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 13 parents and with PTO and Lottery funds, another 16 parents will be fingerprinted.		fingerprinting for volunteers	T1-PI 923 Other 1136
1.8 Provide phone calls to remind parents of important events, upcoming meetings, and to monitor attendance.		school messenger supplies	T1-PI 400

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) Improve students scoring proficient and advanced in ELA on the CSTs by at least 15% by increasing students accessibility to the library. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use the library. Make library available for students before school, lunch and afterschool.			
What data did you use to form this goal (findings from data analysis)? CST scores, MIUSD benchmarks, Accelerated Reader participation, number of books read, pages and words read and library patronage and circulation reports. Students that improved the number of books they read and took tests on also improved in their ELA CSTs and district benchmarks.	What did the analysis of the data reveal that led you to this goal? Last year we saw an increase doubling the number of books, pages and words read by students. We also saw an increase in the number of students participating in accelerated reader. A majority of the students that earned a medal for reading and participated in accelerated reader consistently scored proficient or higher in ELA on benchmarks and CSTs. We want to increase participation. Last year we had several kindergarten students participating and almost half of our first grade students.		
Who are the focus students and what is the expected growth? K-6 and we expect to increase participation and number of books, pages and words read by 15%.	What data will be collected to measure student achievement? Accelerated Reader Participation, number of books, pages and words read MIUSD benchmark assessments CST assessments (2-6) Library patronage and circulation reports		
What process will you use to monitor and evaluate the data? Monthly circulation reports, Accelerated Reader dash board results which reviews Accelerated Reader participation and MIUSD benchmark assessments will be reviewed in grade level articulation meetings and presented at staff meetings for analysis and adjustments.	Actions to improve achievement to exit program improvement (if applicable). Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.		
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 Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library.	8-20-2012 to 6-13-2013	Literacy resource technician salary	Title I 12,707

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
Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).			
Evaluation of activities to determine if successful in closing the achievement gap			
2.2 Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for A/R books, non fiction, and vocabulary building books as recommended by Isabel Beck.		currently unfunded	
2.3 Provide books in other languages and about different cultures for parents to check out and read with their children.		Currently unfunded	

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)		
Increase the percentage of EL students scoring proficient and advanced in ELA and levels 4 and 5 on CELDT exam by 15%. Increase number of students eligible for redesignation by 15%.		
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?	
CELDT data, CST and benchmark data. The number of EL students proficient in ELA increased, but due to increasing population, our percentage proficient decreased. Looking at the CELDT data and number of years students have been in school shows we have a group that did not make any CELDT growth, but	We have a large group of students that are performing high enough on the CSTs to be redesignated, but do not have high enough CELDT scores for redesignation.	
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?	
EL students grade 3 to 6.	CELDT, CST, redesignation numbers, MJUSD benchmark data, classroom assessments and work samples, and intervention assessments.	
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).	
Teacher articulation after the benchmarks. MJUSD benchmark data reviewed by grade level and administration. EL team to review data when CST results are in during August and again in January when new CELDT scores are available.	Targeting instruction for EL students based on ELD levels during grade level intervention time and focussing on improving student achievement in ELA based on students' levels.	

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 Provide para-educator support for teachers and to work with groups of students for intervention during workshop time.	8-20-12 to 6-13-13	para-educator	EIA-LEP 12,500
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Provide technology to assist teachers with instruction and to supplement the curriculum for students. Provide English and Math in a Flash and Brain Pop to increase comprehensible input for EL students by providing visual and interactive instruction.	7-1-12 to 6-30-13	contracts	EIA-LEP 2,800
3.3 Provide supplemental supplies, materials and/or books to provide additional visual comprehensive input for EL	8-30-12 to 6-13-13	books, supplies	EIA-LEP 1969

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
students. This may include learning games and materials for learning English words and concepts.			
3.4 Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input.			EIA-LEP 8619

2012-13 Program Expenditure Summary					
Goal 1		Goal 2		Goal 3	
EIA-SCE	41,568	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	25,888
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	51,060	Title I	12,707	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	1,331	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	4,636	Other	0	Other	0
Total	98,595	Total	12,707	Total	25,888
Goal 4		Goal 5		Goal 6	
EIA-SCE	0	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$41,568.00
EIA-SCE Carryover	
EIA-LEP	\$25,888.00
EIA-LEP Carryover	
Title I	\$63,767.00
Title I Carryover	
Title I Parent Involvement	\$1,331.00
Title I Parent Involvement	
Other	
Total	132,554

Total Expenditures	
EIA-SCE	41,568
EIA-SCE Carryover	0
EIA-LEP	25,888
EIA-LEP Carryover	0
Title I	63,767
Title I Carryover	0
Title I Parent Involvement	1,331
Title I Parent Involvement	0
Other	4,636
Total	137,190

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	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: \$2,982.00

Estimated Cost from EIA/LEP: \$994.00

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: \$5,820.00

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.	\$41,568.00
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.	\$25,888.00
Economic Impact Aid/ Limited English Proficiency - Carryover	
Central Services Expenditures	\$3,976.00
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$71,432

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	\$63,767.00
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.	\$1,331.00
Title I, Part A: Parent Involvement - Carryover	
Central Services Expenditures	\$5,820.00
List and Describe Other Federal Funds:	
Total amount of federal categorical funds allocated to this school	\$70,918

Total amount of state and federal categorical funds allocated to this school	\$142,350
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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
Lori Guy	1			
Celeste Guess		1		
Sandy Wilcox		1		
Nikki Nakamura		1		
Rebecca Knudson			1	
Sheila Grimsley				1
Brenda Frank				1
Melissa Burns				1
Crystal Peters				1
Ashleigh Couch				1
Numbers of members of each category	1			

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):
PTO

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 6/4/2012

Attested:

Lori Guy

Typed Name of School Principal



Signature of School Principal

6/4/12

Date

Rebecca Knudson

Typed Name of SSC Chairperson



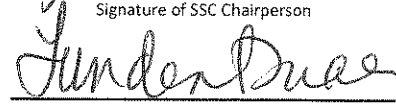
Signature of SSC Chairperson

6/4/12

Date

Lunden Duenas

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

6/4/12

Date

Edgewater Elementary School

5715 Oakwood Drive, Marysville, CA 95901

Phone: (530) 741-0866 Fax: (530) 741-1332

Principal, Lori Guy

It is important that families and schools work together to help students achieve high academic standards. The following 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.

Edgewater Staff Pledge:

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

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Participate in appropriate professional development to improve teaching and learning.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences, Student Study Team meetings (as necessary) and conferences as requested by parent and/or teacher throughout the school year.
- Communicate with parents on a regular basis and encourage them 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.
- Actively participate in collaborative decision making and work with my colleagues to help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Staff Signature: _____ Date: _____

Edgewater Family/Parent Pledge:

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

- Ensure my child attends school every day, on time and gets adequate sleep.
- Provide quiet time and place for homework and monitor TV viewing.
- 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.
- Participate in decisions relating to my child's education.
- Communicate with the teacher or school when I have a concern.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Respect the school, staff, students and families.

Parent Signature: _____ Date: _____

Edgewater Student Pledge:

I agree to share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Ask for help when I need it.
- Know and follow school and class rules. (see attached school rules)
- Limit my television watching and read every day after school.
- Be responsible for my own behavior.
- Respect the school, classmates, staff and families.

Student Signature: _____ Date: _____

Edgewater Elementary School

5715 Oakwood Drive, Marysville, CA 95901

Phone: (530) 741-0866 Fax: (530) 741-1332

Principal, Lori Guy



School-Level Parental Involvement Policy

Edgewater Elementary has developed a written Title I parent involvement policy with input from Title I parents. Parents contributed information in parent meetings and through the school's site council. The policy is distributed to all Edgewater Elementary students in the Edgewater family handbook distributed the first week of school.

Involvement of Parents

Edgewater Elementary does the following:

1. Edgewater Elementary informs parents of Title 1 students of Title 1 requirements and their rights to be involved in the Title 1 program in their annual Back to School Night, school site council and parent informational meetings.
2. A variety of parent meetings are scheduled throughout the year. ELAC (English Learner Advisory Committee), Site council, parent meetings (established by the PTO board), and special evening events. Meetings are held (depending on the group), during mornings, afternoons and/or evenings. Site representatives also participate in DAC (District Advisory Committee) and DELAC (District English Learner Advisory Committee) meetings and report back to parents at the monthly site meetings.
3. Parents of Title 1 students are involved in the planning, review and improvement of its Title 1 programs and the Title 1 Parental Involvement Policy through monthly site council meetings. Input is also gathered at monthly parent meetings, ELAC parent meetings and shared at site council meetings. Input is included in the school site plan.
4. Information about Title 1 programs is provided in the family handbook, presented at Back to School Night and updated information is provided at site council meetings and in monthly newsletters.
5. Parents of Title I students are provided with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through classroom information, Back to School information, progress reports, parent teacher conferences, newsletters, parent meetings and notices.
6. Parents of Title 1 students are provided with opportunities for regular meetings as requested to participate in decisions relating to the education of their children. Monthly parent meetings are held and additional meetings are scheduled as requested.

School-Parent Compact

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

1. Edgewater Elementary staff's responsibility to provide high quality curriculum and instruction aligned to California State Content Standards.
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 attached school-parent compact was developed with a group of parents and school staff. The compact will be reviewed and revised as needed each year by the site council and is included in the family handbook distributed at the start of each school year. Students are given a copy to take home, review with their parents, sign and return to their classroom teacher each fall.

Building Capacity for Involvement

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

1. In order to assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children, Edgewater Elementary provides kindergarten information meetings during the first month of school and grade level standards/ expectations are presented at Back to School night. Teachers schedule additional conferences as needed for student achievement/ improvement or as requested by parents.
2. Materials and training are provided to help Title I parents work with their children to improve their children's achievement. A monthly parent education newsletter is sent home with ideas and materials for parents to work with their children at home. Additionally, teachers meet with parents and send home appropriate materials and activities. At parent meetings, parents are encouraged to visit and seek assistance from our school library.
3. Staff is educated in the value of parent contributions and how to work with parents as equal partners during staff development provided by the district and at the school site. At our site, parent representatives have attended staff meetings to discuss with the staff, the best ways for parents and teachers to work together on common goals.
4. Coordination and integration of the Title I parental involvement program with other programs (i.e., ELAC) and conducts other activities, such as parent meetings, that encourage and support parents in more fully participating in the education of their children.

5. Information related to school and parent programs, meetings and other activities are provided in a form and language that the parent understands. Newsletters and meeting notices are translated in Spanish and Hmong. School notifications through the school messenger system are made in English and Spanish. Translators are provided for meetings.
6. Support for parental involvement activities requested by Title I parents are provided including a list of requests for classroom volunteer times by teacher and/or school activity, and funding assistance for fingerprinting.

Accessibility

Edgewater Elementary provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Translators are available on site and at parent meetings. All communication sent home is translated and parents are always encouraged to come to the school if there is something they don't understand.

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/>.