

**HUGHES-ELIZABETH LAKES
UNION ELEMENTARY
SCHOOL DISTRICT**



School Plan

2009-2010

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

SCHOOL GOAL # _1_ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Improve the number of students proficient and/or advanced in English-Language Arts at each grade level.	
Student groups and grade levels to participate in this goal: K – 8th grade	Anticipated annual performance growth for each group: 5 percent (K/1 classroom measurements; 2-8th as measured on the CST)
Means of evaluating progress toward this goal: Classroom measurements; CST data	Data to be collected to measure academic gains: Standards achievement K-8

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> All core textbooks, instructional materials and supplemental materials will be aligned with the California state academic content standards. Principal and teachers will use staff meeting time to deconstruct standards and evaluate the alignment of current instructional practices with content standards; training and release time will be scheduled as necessary. 	Principal/VP/ongoing Principal, teachers/ongoing	Administrators salaries, textbooks, instructional materials Release time	Replacement, supplemental \$3,500 Substitutes \$120/day; amount varies based on days needed	Gen. Fund, SIP, IMF, Lottery Teacher Quality, Gen. Fund

<ul style="list-style-type: none"> The administrators and teachers will receive training targeted at standards-based instruction and evaluation Site-based assessments will be explicitly aligned to standards and data will be easy for all stakeholders to use and access. 	<p>Administrators, teachers/ ongoing</p> <p>Principal, Leadership Team 2009-2010</p>	<p>Training, workshops, consultants</p> <p>Possible purchase of a data management system in 2012-2013</p>	<p>\$10,000</p>	<p>Professional dev; Teacher Quality</p> <p>Gen. Fund, Lottery, GAPS</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Continued use of state-adopted ELA materials and approved supplementary materials Teachers will know grade-level standards, convey them to parents and examine student-work at grade level meetings, sharing strategies, successes and concerns Lesson plans will be aligned to grade level standards 	<p>Principal/supt</p> <p>Principal, VP, teachers/ ongoing</p> <p>teachers</p>	<p>Reading/ELA materials Adopted 2002</p> <p>Printing, training/begin 08-09, the ongoing</p> <p>No cost</p>	<p>Replacement, supplemental \$3,500</p> <p>\$300</p>	<p>Gen. Fund, SIP, IMF, Lottery</p> <p>General Fund</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Preschool story time, two days a week After school intervention program, grades 6-8 for math Response to Instruction—45 minutes 3 days a week of ELA instruction targeted at students instructional level GATE differentiation in the general education classroom; afterschool GATE for enrichment 	<p>Coord., Stud Serv, para-ed / ongoing</p> <p>Coord., Stud Serv, teachers/ongoing</p> <p>Princ, VP, teachers/ongoing</p> <p>GATE coordinator; GATE teacher/ongoing</p>	<p>Materials, supplies, training</p> <p>Extra duty pay, materials, supplies</p> <p>Instructional materials, assessments, training, instructional aide salaries</p> <p>GATE instructional materials and supplies, field trips, training</p>	<p>\$5200</p> <p>\$1500</p> <p>\$40,000</p> <p>\$1,500</p>	<p>IDEA-preschool</p> <p>Title I</p> <p>Title I, SIP, Gen. Fund, Special Education</p> <p>GATE</p>

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>For the 2010-2011 school year, review the technology plan and include the next steps necessary for increased student achievement.</p> <ul style="list-style-type: none"> • computers in classroom and labs • listening centers • California Streaming instructional programs • Create and implement plan for grade level expectations for integrating technology into ELA instruction, using both computer labs, to develop student proficiency 	<p>Technology Lead; Principal; VP; Tech Team/ ongoing</p> <p>Director of Bus & Op/ tech lead/ 09-10 VP, teachers</p> <p>Teachers</p>	<p>Computer Tech Support salary, updated computers</p> <p>listening centers</p> <p>contracts for California Streaming,</p> <p>software</p>	<p>\$49,500;</p> <p>\$500</p> <p>\$1400</p> <p>\$600</p>	<p>GAPS, Gen. fund, SIP</p> <p>General fund</p> <p>SIP</p> <p>SIP/ General fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Teachers who need it will be sent to AB 466 training • Staff development in teaching writing based on California Content Standards 	<p>Administration, teachers</p> <p>Admin/teachers/ by end of year 2009</p>	<p>Training costs</p> <p>Release time, training materials</p>	<p>\$3,000-\$5,000 each year until all trained</p> <p>\$4,000; \$120 a day for substitutes</p>	<p>Teacher Quality</p> <p>General Fund, Teacher Quality, Prof. Dev. Block grant</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Continued operation of School Site Council, Parent Teacher Association and Leadership Team 	<p>Members/ monthly meetings</p>	<p>Planning day materials</p>	<p>\$100</p>	<p>General Fund</p>

<ul style="list-style-type: none"> • Results of CST sent home after received at site and teachers are available to meet with parents as needed • Two parent conferences—one for all students; second for at-risk students • At-risk notification 	<p>Annual Teachers/ biannually</p> <p>Student Study Team, Coord of Stud. Serv/ ongoing</p>	<p>Printing, mailing</p> <p>mailing</p>	<p>\$100</p> <p>\$50</p>	<p>General Fund</p> <p>Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <ul style="list-style-type: none"> • Special education services including direct services, collaboration, transition meetings • Speech and Language services • Para educators will work with students in classrooms during Response to Instruction Time • Preschool • Middle school community nights 	<p>Special Ed teacher/ ongoing</p> <p>Coord. Stu Serv/ paraeducators</p> <p>Middle school teachers</p>	<p>Special Education Teacher salary and benefits, special ed aide</p> <p>Contract for SL consultant</p> <p>Para ed salaries, materials, Teacher time</p> <p>Food, activities</p>	<p>\$103, 600</p> <p>\$25,000</p> <p>\$600</p>	<p>Special Ed 602, IDEA</p> <p>IDEA</p> <p>SI</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The Hughes-Elizabeth Lakes School District Board of Education and administration will fully support the Public Schools Accountability Act • HELUS will fully participate in STAR testing • School Site Council will annually monitor the Single Plan for Student Achievement and make revisions as necessary. • Teachers will use STAR data and classroom data to monitor student achievement, individually and in grade level and staff meetings • Leadership Team will meet regularly to monitor program effectiveness 	<p>The Board of Education, superintendent</p> <p>Administrators, teachers, paraeducators</p> <p>SSC chair, principal, teachers/ongoing</p> <p>Teachers/ admin</p> <p>Leadership Team</p>	<p>Board member monthly stipend</p> <p>Lunch for two workdays</p> <p>Additional teacher reports</p> <p>No cost</p>	<p>\$240 p/month</p> <p>\$200.00</p> <p>\$40</p>	<p>General fund</p> <p>SIP</p> <p>General fund</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Students in lowest-performing student groups will receive small group, targeted instruction in RTI 	<p>Grade level teams; paraeducators</p>	<p>Aides</p>		
<p>10. Any additional services tied to student academic needs:</p>				

<ul style="list-style-type: none"> Site-based assessments will be explicitly aligned to standards and data will be easy for all stakeholders to use and access. 	Administrators, teachers/ ongoing Principal, Leadership Team/ 2009-2010	Possible purchase of a data management system in 2012-2013		Teacher Quality Gen. Fund, Lottery, GAPS
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> Implementation of newly adopted math textbooks involving requisite training on new materials and all ancillary components Teachers will know grade-level standards, convey them to parents and examine student-work at grade level meetings, sharing strategies, successes and concerns Lesson plans will reflect standards 	Principal, teachers/adopt spring 08, implement 08-09 Principal, VP, teachers Teachers	 Duplicating, release time No cost	Replacement, supplemental \$3,500 \$300	Gen. Fund, SIP, IMF, Lottery General Fund
3. Extended learning time: <ul style="list-style-type: none"> Preschool story time, two days a week After school intervention program, grades 6-8 Response to Instruction—45 minutes for 7/8 students daily for one of the semesters, with math instruction targeted at students' instructional level GATE 	Coord., Stud Serv, para-ed / ongoing Coord., Stud Serv, teachers/ongoing Princ, VP, teachers/ongoing GATE coordinator; GATE teacher/ongoing	Materials, supplies, training Extra duty pay, materials, supplies Instructional materials, assessments, training GATE instructional materials and supplies, field trips, training	\$5200 \$2000 \$10,000 \$1,500	IDEA-preschool Title I Title I, SIP, Gen. Fund, Special Education GATE

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>For the 2010-2011 school year, review the technology plan and include the next steps necessary for increased student achievement.</p> <ul style="list-style-type: none"> • computers in classroom and labs • listening centers • California Streaming instructional programs • Create and implement plan for grade level expectations for integrating technology into ELA instruction, using both computer labs, to develop student proficiency 	<p>Technology Lead; Principal; VP; Tech Team/ ongoing</p> <p>Director of Bus & Op/ tech lead/ 09-10 VP, teachers</p> <p>Teachers</p>	<p>Computer Tech Support salary, updated computers</p> <p>listening centers</p> <p>contracts for California Streaming,</p> <p>software</p>	<p>\$49,500;</p> <p>\$500</p> <p>\$1400</p> <p>\$600</p>	<p>GAPS, Gen. fund, SIP</p> <p>General fund</p> <p>SIP</p> <p>SIP/ General fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Staff will receive training in new materials and strategies • The principal and representative teachers will attend local math collaboration meetings with nearby districts to ensure parity of program offered 	<p>Administration, teachers, 2009-10</p> <p>Administration, teachers</p>	<p>Training costs, mileage, consultant feeds</p> <p>Mileage</p>	<p>\$4,000; \$120 a day for substitutes</p> <p>IRS rate</p>	<p>Teacher Quality, professional dev. Block grant, general fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Continued operation of School Site Council, Parent Teacher Association and Leadership Team 	<p>Members/ monthly meetings</p>	<p>Printing</p>	<p>\$100</p>	<p>General Fund</p>

<ul style="list-style-type: none"> • Results of CST sent home after received at site and teachers are available to meet with parents as needed • Two parent conferences—one for all students; second for at-risk students • At-risk notification 	<p>Annual Teachers/ biannually</p> <p>Student Study Team, Coord of Stud. Serv/ ongoing</p>	<p>Printing, mailing</p> <p>Printing, mailing</p>	<p>\$100</p> <p>\$50</p>	<p>General Fund</p> <p>Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <ul style="list-style-type: none"> • Special education services including direct services, collaboration, transition meetings • Para educators will work with students in classrooms during Response to Instruction Time, in grades 7/8 • Preschool • Middle school community nights 	<p>Special Ed teacher/ ongoing</p> <p>Coord. Stu Serv/ paraeducators</p> <p>Middle school teachers</p>	<p>Special Education Teacher salary and benefits, special ed caide aide</p> <p>Instructional aide salaries, materials, Teacher time</p> <p>Food, activities</p>	<p>\$103, 600</p> <p>\$25,000</p> <p>\$600</p>	<p>Special Ed 602, IDEA</p> <p>IDEA</p> <p>SI</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The Hughes-Elizabeth Lakes School District Board of Education and administration will fully support the Public Schools Accountability Act • HELUS will fully participate in STAR testing • School Site Council will annually monitor the Single Plan for Student Achievement and make revisions as necessary. • Teachers will use STAR data and classroom data to monitor student achievement, individually and in grade level and staff meetings 	<p>The 5 member Board of Education, superintendent</p> <p>Administrators, teachers, paraeducators</p> <p>SSC chair, principal, teachers/ongoing</p> <p>Teachers/ admin</p>	<p>Board member monthly stipend</p> <p>Lunch for two workdays</p> <p>No cost</p>	<p>\$120 a month/per person</p> <p>\$200.00</p>	<p>General fund</p> <p>SIP</p>

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

<p>SCHOOL GOAL # 3 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Improve the number of ELL students who are proficient in English and the California grade level standards.</p>	
<p>Grade levels to participate in this goal:</p> <p>Any grade level with ELL students</p>	<p>Anticipated annual performance growth:</p> <p>1 level of improvement on the CELDT and 5 percent improvement on standards (k/1 using classroom measurements; 2-8th as measured on the CST)</p>
<p>Means of evaluating progress toward this goal:</p> <p>CELDT test scores</p>	<p>Data to be collected to measure academic gains:</p> <p>CELDT scores, CST scores, classroom data on standards achievement</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)

	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>At HELUS there are usually fewer than 10 students who require support as Limited-English Proficient. Therefore, individual needs are explicitly targeted based on initial assessments, STAR and CELDT results. Once identified the EL coordinator, EL paraprofessional and classroom teachers collaborate to ensure a sound instructional program.</p> <ul style="list-style-type: none"> Teachers with LEP students will use appropriate materials for instruction and all have CLAD certification Teachers will deliver ELD instruction daily to students who are levels 1-3 on the CELDT; teachers will use appropriate SDAIE strategies Primary language materials will be purchased when necessary A bilingual paraprofessional will be available to work with students and assist the certificated teacher in the classroom 	<p>(All are ongoing)</p> <p>Classroom teachers, EL coordinator, EL instructional aide</p> <p>Ongoing</p> <p>Teachers, admin</p> <p>EL Instructional aide, teachers</p>	<p>EL coordinator stipend, EL instructional aide salary</p> <p>Training</p> <p>Textbook, support materials costs</p> <p>EL instructional aide salary</p>	<p>\$13,000</p> <p>Will vary</p> <p>Varies year to year</p> <p>(included in above listed costs)</p>	<p>General fund</p> <p>EIA, general fund</p> <p>ELAP</p> <p>General fund</p>

	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>Teachers will continue to monitor ELLs acquisition of English and state standards, using modified assessments as necessary. The SSC and Leadership Team will annually evaluate the performance of LEP students at HELUS and will present data on how well those students meet the performance goal, AYP and English Proficiency to the Board of Trustees.</p>	Classroom teachers with EL students; EL Coordinator; EL instructional aide; Principal, SSC and Leadership Team Ongoing	EL stipend; instructional aide salary;	(see previous page)	General fund
	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <ul style="list-style-type: none"> • Parent English instruction—Parent English instruction is held on campus weekly • Translation of information—A bilingual paraprofessional is available to translate as necessary, both in writing, and verbally. • Parent contact in native language—Either through a personal call, or translation of an automated call, parents will be contacted in native language 	All are ongoing: EL Coordinator EL instructional aide EI Instructional aide	Materials Instructional aide hourly rate Instructional aide hourly rate	\$32.25 p/h \$18.18 p/h \$18.18 p/h	General fund General fund ELAP

	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ol style="list-style-type: none">1. English proficiency2. Academic achievement in the core academic subjects <ul style="list-style-type: none">• Teachers use the EL support pieces from our state-adopted ELA texts, Houghton-Mifflin and Holt. Teachers also employ ELD and SDAIE strategies.				
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Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <ul style="list-style-type: none"> • teachers, the EL aide and the EL coordinator are sent to training as needed to develop skills in providing standards-based instruction and assessments to EL students • Professional development in research-based differentiation strategies, best practices and response to instruction will continue to be offered to assist teachers in providing instruction to students with a variety of ELD needs • The professional development will be ongoing and will support the new framework and ELA materials as well as the ELD standards. 	<p>EL Coordinator, Teachers, administration</p>	<p>Appropriate conferences, LACOE trainings, Use of ELA/ELD materials (AB 466 training, differentiated instruction,</p>		
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	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Upgrade to program objectives and effective instructional strategies, if applicable	N/A			
	2. Any: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <ul style="list-style-type: none"> • Intensified instruction is provided during RTI time for our EL students. 	Classroom teachers, instructional aides			
	3. How programs for English Learners are coordinated with other relevant programs and services <ul style="list-style-type: none"> • After school tutoring and RTI time, which are provided for all students, are also used to support EL students. Teachers and instructional aides working with EL students share information and needs when working with EL students 	Teachers, instructional aides			
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children <ul style="list-style-type: none"> • An EL instructional aide is available to provide additional support of EL students on a one-on-one basis as needed, or in small group settings, dependent on proficiency levels 	EL instructional aide			
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children • Parent English classes are provided weekly and a translator is available for phone conferences meetings or to translate documents so parents can support their children 	EL coordinator/ bilingual instructional aide			

	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs • Read, write, type; books on tape, online programs 				
	<p>7. Other activities consistent with Title III or EIA/LEP funds</p>				

<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>n/a</p>				
<p>SSD Parent Notification Failure to Make Progress</p> <p>If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p> <p>If Hughes-Elizabeth Lakes School District fails to make its AYP, all parents will be notified in writing in a language they understand no later than 30 days after such failure occurs. Bilingual personnel will make phone calls to parents who do not speak English and will follow-up with a written letter. A meeting will be held for all parents and translation and childcare will be provided.</p>				

Plans to Provide Services for Immigrants

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
+9A Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	N/A			
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.	N/A			
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	N/A			
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.	N/A			
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.	N/A			
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.	N/A			
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	N/A			

SCHOOL GOAL # <u>3</u>					
Improve the number of 5th and 8th grade students proficient and/or advanced in science as measured by the CST					
Student groups and grade levels to participate in this goal: 5th – 8th grade		Anticipated annual performance growth for each group: 5 percent			
Means of evaluating progress toward this goal: CST data		Group data to be collected to measure academic gains: Classroom grade level data on science standards achievement K-8; CST 5th and 8th			
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Adopt and implement state-approved textbook series K-8, supporting with supplemental materials and lab and investigational materials, including library, computer and internet resources 		2009-10	New textbooks with appropriate training; supplemental materials, nonfiction texts; lab and investigative materials; library resources and appropriate technological support, such as United Streaming, RETAC, Online assessment in applicable programs; maintain and update website/links		Instructional Materials

<ul style="list-style-type: none"> Standards-based instruction with data-driven differentiation to support the needs of all learners 	Ongoing	Staff development in differentiation, Thinking Maps; onsite learning experiences such as Marine Lab, Mad Scientists, Science Fair and Science week; release time for vertical articulation, planning; field trips to support science standards		Teacher Quality, Professional Devel., General, PTA
<ul style="list-style-type: none"> Communicate science standards to all parents 	Ongoing	Parent night; communication home of standards; on-line grading for grades 5-8		Title I, General
<ul style="list-style-type: none"> Participate in Science School in 6th grade. 	2009-2011	This event is funded through fundraisers, PTA and community organizations		

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SCHOOL GOAL # <u>4</u>				
Improve the number of 8th grade students proficient and/or advanced in history/social studies as measured by the CST				
Student groups and grade levels to participate in this goal: 8th grade		Anticipated annual performance growth for each group: 5 percent		
Means of evaluating progress toward this goal: CST data		Group data to be collected to measure academic gains: Classroom grade level assessments for history/social studies standards K-8; CST for grade 8		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Continued use of adopted curriculum and supplementals, including appropriate technological support in grades K-8 	Ongoing	Replacement texts; supplemental materials; nonfiction texts; lab and investigative materials; library resources (e.g. newspapers, videos, periodicals) and appropriate technological support, such as United Streaming, RETAC, Online assessment in applicable programs	5,000	Lottery Prop 20 Restricted

<ul style="list-style-type: none"> Standards-based instruction with data-driven differentiation to support the needs of all learners 	Ongoing	Staff development in differentiation, Thinking Maps; release time for vertical articulation, planning; field trips (e.g. Renaissance Faire); onsite learning experiences (assemblies, historical reenactments), History Day in March, supplemental Washington DC trip		Title I, GATE, Professional Develop., Teacher Quality
<ul style="list-style-type: none"> Apply cross-curricular connections to support reading and writing at all grade levels 	Ongoing	Release time, training	2100	Professional Develop., Teacher Quality
<ul style="list-style-type: none"> Communicate history/social science standards to all parents 	Ongoing	Parent night; communication home of standards; on-line grading for grades 5-8	1000	Title I, General

SCHOOL GOAL # <u>5</u>					
Improve student achievement on 5th and 7th grade PE tests as measured by the California Physical Fitness Test					
Student groups and grade levels to participate in this goal: All 5th and 7th grade students		Anticipated annual performance growth for each group: 5 percent			
Means of evaluating progress toward this goal: CPFT data		Group data to be collected to measure academic gains: Teacher reports on Sparks PE/standards achievement K-8; CPFT data 5 th and 7 th			
<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Continued use of SPARKS program 		Ongoing	Update and replace equipment; SPARKS training	10,000	PE Block Grant

<ul style="list-style-type: none"> Adherence to state standards and mandated minutes 	Ongoing	Materials for inclement weather days; Release time, training		
<ul style="list-style-type: none"> Explore extended opportunities for fitness activities pending funding 	Ongoing	Cross-body, gross motor skills training in primary; intramural activities; Field Day; recess activities; after-school sports or team sports training, including use of local facilities.		PTA
<ul style="list-style-type: none"> Communicate physical education standards to all parents 	2009-10	Communication of standards/middle school expectations; on-line grading		SI

SCHOOL GOAL # <u>6</u>					
Improve school climate and culture.					
Student groups and grade levels to participate in this goal: All students, K-8		Anticipated annual performance growth for each group: Improve student attendance by 5 percent; improve parent attendance at Back-to-School Night and Open House by 5 percent; decrease # of office referrals by 5 percent and increase positive referrals by same			
Means of evaluating progress toward this goal: Sign-in sheets, referrals (behavior and positive), monthly attendance reports, citizenship grades		Group data to be collected to measure gains: California Safe and Healthy Kids Survey			
<p style="text-align: center;">Actions to be Taken to Reach This Goalⁱ</p> <p style="text-align: center;">Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Dateⁱⁱ</p> <p>Completion Date</p>	<p>Proposed Expendituresⁱⁱⁱ</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Create a positive school climate by providing opportunities for students to learn social and personal responsibility, participate in the school as community and engage in activities that reward good behavior 		Ongoing	Awards assemblies; principal's luncheon; good referrals; dances; Magic Mountain; middle school merit system; research-based character education; peer counseling; student council activities; clubs; career education; high school/college visits; assemblies; Red Ribbon Week, Student Academic Success 6 th -8 th		General Fund; SSVP; TUPE; PTA; Student Council; Site Block Grant

<ul style="list-style-type: none"> • Increase opportunities for parents to stay informed and be involved in their children's schooling and school community 	Ongoing	Back-to-School Night; Fall Festival; Open House; Holiday program; Talent Show; performances; Volunteer appreciation; childcare; Lion's Roar (website); handbook; Kindergarten round-up; Independent Study;	1500	General Fund, PTA
<ul style="list-style-type: none"> • Implement Caring School Community and All-Stars 	ongoing	Roll-out program; incentives; buddy activities	500	General fund/SI
<ul style="list-style-type: none"> • Use school messenger for daily attendance and announcements about school schedule 	ongoing	Parent/schoolwide program implemented; materials, parent night	500	General fund/SI
		Support contract		General Fund

Form C: 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
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ <u>11,939</u>
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$ <u>41,029</u>
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$ <u>1,980</u>
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$

<input type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ <u>85,564</u>
<input type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 10,000
<input type="checkbox"/>	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ <u>794</u>
<input type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) <u>CBET - 434</u> Gifted and Talented – <u>7,165</u> Restricted Lottery – <u>8,212</u> Transportation – <u>279,709</u> Engl. Lang. Acq. Prog. – <u>900</u> Instr. Materials – <u>22,880</u> <u>Art, Music, P.E.:-10,663</u>	\$ <u>329,963</u>
	Total amount of state categorical funds allocated to this school	\$ <u>481,269</u>
Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ <u>13,681</u>
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ <u>5,000</u>
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 2,057
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ <u>10,000</u>
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 5,000

<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 18, <u>677</u>
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ <u>421</u>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ <u>1222</u>
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ <u>1022</u>
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ <u>28,039</u>
<input type="checkbox"/>	Other Federal Funds (list and describe) Special Education Discretionary	\$ <u>31,528</u>
Total amount of federal categorical funds allocated to this school		\$ <u>116,647</u>
Total amount of state and federal categorical funds allocated to this school		\$ <u>597,916</u>

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:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Diane Parkins	X				
Linda Lewis		X			
Steve Martinez		X			
Glo Gunagan		X			
Debi Cowen			X		
Laura Lockwood				X	
Liberty Longmoore				X	
Kathy Messineo				X	
Denise Sabra				X	
Amy White				X	
Numbers of members of each category	1	3	1	5	

¹ 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 staff members

-Kari Christensen, teacher, former SSC member

-Ruby Thompson, Director, Business and Operations

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: March 1, 2010.

Attested:

Diane Parkins
Typed name of school principal

Signature of school principal

3/1/10
Date

Linda Lewis
Typed name of SSC chairperson

Signature of SSC chairperson

3/1/10
Date
