

The Single Plan for Student Achievement

Bidwell Junior High School

School Name

04-61424-6057129

CDS Code

Date of this revision: 09/23/11

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Judi Roth
Position: Principal
Telephone Number: (530) 891-3080 ex. 125
Address: 2376 North Avenue
Chico, CA 95926
E-mail Address: jroth@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000 ex. 149
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

School Vision and Mission

Extraordinary Education Empowers Everyone!

The vision for learning at Bidwell Junior High School is the pursuit of excellence. The attainment of this vision directly relates to Bidwell Junior High School's commitment to the school community to provide quality education and support for all students on their path towards personal, social and educational progress.

Belief #1

All students deserve a physically and emotionally safe environment.

Belief #2

Students will be challenged to a high level of performance academically and behaviorally.

Belief #3

State and district standards and course specific common assessments will guide development of curriculum, instructional strategies, student assessment, and the interventions provided to students during the instructional day schedule.

Belief #4

Staff will continue to build a culture of collaboration to improve student achievement. The work done during collaboration will be focused on asking and answering the following critical questions:

- 1) What do we want students to know?
- 2) How do we know they learned it?
- 3) What do we do when they struggle?
- 4) How do we stretch the learning for those who have shown mastery?

Belief #5

Students will be provided with support and assistance to meet their educational challenges, including the use of best educational practices that will prepare them for the future.

Belief #6

Student involvement will be enriched through co-curricular and extra-curricular activities that will provide opportunities for individual growth and acceptance of others.

Belief #7

Parent and community involvement supports student achievement.

III. School Profile

Bidwell Junior High School is a comprehensive middle school serving students in grades 7-8. Bidwell is located on the northeast side of Chico and serves students from Shasta, Nord Country School, John McManus, Neal Dow and Marigold elementary schools. The curriculum is state recommended and instruction meets the diverse needs of all students from those with identified learning disabilities, English language learners to the gifted and talented. Approximately eighty-five percent of the student body would consider themselves "college bound." The Bidwell Junior High School mission statement is "EXTRAORDINARY EDUCATION EMPOWERS EVERYONE".

Research on effective schools clearly states that the quality of the instructional delivery in the classroom has the most impact on student learning and that strong instructional leadership is essential to the improvement of instruction. Bidwell's quest to be extraordinary is guided by School Site Council. School improvement funds are allocated to support the goals outlined in our school plan. Bidwell's Instructional Leadership Team assists the administration in guiding the attainment of school goals. All teachers collaborate regularly to ask and answer the following questions as they relate to student performance:

- What do we want students to know?
- How do we know they learned it?
- How will we respond when students struggle?
- How do we extend the learning for students who have achieved mastery?

One of the most significant elements in the development and employment of effective teaching strategies by teachers is through ongoing staff development. Teachers who are able to maintain engaging, challenging courses of study "hook" students into the joy of learning as well as making their own profession one of constant growth and improvement. The corner stone of the Bidwell professional development program is teacher collaboration. Bidwell teachers meet every Wednesday from 8:00 until 9:00 to collaborate. These sessions provide time for teachers and staff to align subject area curriculum, analyze student achievement data, create strategies to help all students, and share best practices and implement new teaching strategies.

In addition, members of the Instructional Leadership Team are focusing their efforts on all the intervention programs that are offered during the school day as well as the after-school program.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Bidwell Junior High has a wealth of data available to analyze student achievement in order to improve its educational program and increase student achievement. Teachers meet weekly in collaborative groups to examine results from site-developed common assessments, district-wide STAR mirror tests, and California Standards Tests. The teachers work interdependently with guidance and information provided by their peers at other school sites as well as administration at the site and district levels. Each collaborative group is working towards developing goals for improving student achievement and meet in course-alike teams at the site and district level.

The trend in Bidwell's Academic Performance Index (API) growth over the past three years has been upward. The API score for 2009 was at 788, 2010 at 795 and, finally, 2011 at 811. Table 1 in Appendix A shows the various student groups and how they performed last year. While the school showed an increase in API of 16 points, the single group that showed the most growth was the economically disadvantaged student group with an increase of 24 points. The student group of concern, due to lack of growth is the Hispanic group with a decrease in growth of 6 points.

In addition to paying close attention to the school's API scores, we must also work hard to achieve our Adequate Yearly Progress (AYP). AYP measures achievement in English Language Arts (ELA) and in Math and has set performance targets for each subject. The long term goal for this program as established by NCLB is to have 100% of students proficient or above by the year 2014.

This year the ELA target is **67.6%** of students will be proficient or above. The White students were the only sub-group to meet this goal with a 69.7%. All students at or above proficiency was 62.2%.

The Math target is **68.5%** of students will be proficient or above. None of the sub-groups met this target. All students at or above proficient was 57%. See Table 4 in Appendix A.

B. Surveys

Surveys were given to all staff, all students and parents in 2011 in order to examine the educational program at Bidwell Junior High.

Teachers strongly believe in the importance to communicate with parents about their students' progress and most teachers are making an effort to communicate via email through Parent Portal and regular email. Teachers believe they work effectively with all students, including students with special needs. It is obvious from survey results as well as classroom observations that teachers are passionate about teaching. Teachers believe that in order for them to be effective, school needs to offer a threat-free environment and that parents are involved in their students' education.

Parents are generally satisfied with the level of education their students receive at Bidwell Junior High School and feel welcome at school. The parents know that teachers at Bidwell expect quality work for students and have respect for the teachers.

Students feel their teachers believe they can learn. Students feel challenged in their classes and the work they do make them think. They are concerned about not having as much choice as they would like about their education.

C. Classroom Observations

In addition to the standard, formal evaluation process, site administrators use every opportunity they have to conduct “walk-through” observations. These informal observations allow administrators to provide support to the teachers and allows students to see administrators in class rooms. The strength of teachers at Bidwell, aside from the pursuance of excellence is the training they provide to all students regarding study skills and appropriate academic behaviors in class.

Lessons are aligned with the state standards and teachers maintain a positive atmosphere in their classrooms, creating a safe environment for students to learn. SDAIE strategies are being used across the disciplines to aid second-language learners (as well as struggling learners) to increase their achievement. Teachers and other staff continue to look for ways to inspire unmotivated learners. Creative incentive strategies and parental involvement is often used to help motivate students who struggle to focus and perform in class. Teachers continually strive to include all students in the learning process.

Teachers teaching the same classes have striven to articulate their curricula to assure all students receive the same high-quality instruction. Collaboration time has been built into the week and teachers meet Wednesdays to plan lessons and create assessments together. The students benefit from the combined knowledge of all teachers within a department, rather than relying on one person. Teachers strong in one area are tasked with taking the lead for that area and sharing their expertise with their department colleagues.

D. Student Work and School Documents

School documents are created by committee and shared with staff members prior to final publication. This process allows all voices to be heard and allows teachers to share what they are doing in and out of their classrooms. Teachers share their students' work in collaborative groups, as many have adopted common assessments and assignments. The counselors work together with the teachers, parents and students to assess students' needs based on their achievement in class and develop strategies to increase students' achievement. Counselors, teachers, and administrators place students in a variety of intervention and support classes which include before, during, and after school intervention classes, the after school B.L.A.S.T program, lunch time homework completion, reading and math intervention during the school day and tutorial during the school day. This year a new program is available to students during fourth period called, Encore, which focuses upon students identified as needing re-teaching or front loading of a concept.

E. Analysis of Current Instructional Program (See Appendix B) Standards, Assessment, and Accountability

Teachers have examined the state standards for their particular discipline and collaboratively identified a set of essential standards, based on a criterion that examines the endurance, relevance, leverage, and necessity of the standard. Student mastery of the essential standards is assessed with common assessments at the site level and district-wide. Other standards are also taught, but are assessed by the teacher in his or her classroom, but not necessarily on district benchmark exams or site-wide common assessments. We are beginning the process by which teachers share the results of the common assessments and STAR mirror tests within their department and with teachers of course-alike teams in the district.

Staffing and Professional Development

100% of Bidwell's teachers meet the requirements for highly qualified staff as established by the No Child Left Behind legislation. The principal and assistant principal have both completed AB 430 (formerly AB75) training for administrators. Professional development activities for teachers are related to and occur within their collaborative groups.

Teaching and Learning

Instructional materials used by teachers at Bidwell have been adopted by the State Board of Education and are in line with the Williams legislation. All students have access to the materials. Bidwell Junior meets the required number of instructional minutes set forth by the State Board of Education. Teachers have identified a set of essential standards for the courses and have created lessons, which they share electronically, and based their common assessments on the set of standards.

Opportunity and Equal Educational Access

The Bidwell Junior instructional program has been designed to ensure all students succeed. In addition to the “regular” program, Bidwell also offers interventions and enrichment opportunities for students. Bidwell has implemented Core Power Hour, a program where students, identified by their teachers, are given time at lunch to complete work, with the assistance of counselors, volunteer parents and teachers and instructional aides. Additionally, there is a math-specific program at lunch called Math Power Hour, where students receive intensive help on their math homework. During the school day, students who are struggling readers have a reading class, in addition to their English class. An additional intervention called Tutorial/Academic Strategies is a daily study hall class for students who are failing core subjects. Students who need additional class time support are sent to the learning center where they can get small group assistance from instructional aides. Students are removed from their elective and scheduled in to Tutorial/Academic Strategies. Bidwell’s after school program, BLAST, also offers an hour of homework help every day. Newly created for the current school-year is the Encore program. Students are recommended to this program by core teachers and it is offered during the school day by teachers. The targeted students are offered an instructional setting that is smaller and provides additional explanation of a concept, front loading of an upcoming new unit, and the ability to re-take a test for full credit.

Parent/Community Involvement

Parent and community involvement is an ongoing focus for Bidwell Junior. Bidwell has an active School Site Council, PTA organization, club sports program, and a Foundation made up of outside community members. Parents are encouraged to use the Parent Portal program, which allows parents to follow their students’ progress on-line; currently about 2/3 of Bidwell’s parents access their students grades on line. Teachers and administration contact parents to discuss successes and failures academically and behaviorally to develop strategies in tandem for the benefit of the students.

Funding

Funding is provided by the district in the form of categorical and unrestricted budgets. The School Site Council examines the categorical budgets and has the opportunity to approve or deny the proposed budgetary allocations for the different categorical programs on site.

V. Description of Barriers and Related School Goals

Barrier #1

Some students need more time and support to successfully access the curriculum. Providing targeted interventions within the school day would better serve students.

Barrier #2

Bidwell's overall API score rose from the 2008-09 score of 775 to a score of 795 in 2010. Regardless, not all student sub groups reached their API growth targets. Although Bidwell did raise its API to 811 in 2011, we can continue to improve our student achievement. Differentiated teaching and interventions need to be common place in all classrooms.

Barrier #3

While Bidwell teachers have access to state and local performance data there is emerging capacity on site to analyze and interpret this data within the context of improving student achievement. Professional development in this area would help remove this barrier.

Barrier #4

Our current student population has a 44% rate of economically disadvantaged students. Support for learning and education needs to be increasingly provided before, during and after school since families are struggling at home.

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) The school wide average of all numerically significant subgroups will meet or exceed AYP proficiency targets in mathematics.	
Student groups and grade levels to participate in this goal: All students in grades 7 and 8	Anticipated annual performance growth for each group: An increase of 10% for all students scoring proficient or advanced on the CST
Means of evaluating progress toward this goal: Evidence of Effectiveness: formative assessment data, district common assessment data, HelpMath results, and student work. Attendance in intervention programs: Encore, Power Hour, and BLAST.	Group data to be collected to measure academic gains: Site common assessments District common assessments HelpMath STAR results

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire math support aide to provide school day academic support	August 2011-May 2012	Math support aide	\$41,000	Title 1
Provide before and after school support for math specific classwork and homework.	August 2011-May 2012	0 /7th period class time	\$26,000	21st Century Grant BLAST
Staff development and teacher collaboration to analyze data and enhance teacher skills in core subject areas	August 2011-May 2012	Release time and/or extra assignment	\$2,000	Title 1
Hire a math teacher to provide re-teaching and / or front loading of instruction. [Encore]	August 2011 - May 2012	Teacher support	\$38,200	Title 1
Staff development, teacher release time and collaboration to develop classroom formative assessments and enhance teacher skills in this area.	August 2011-May 2012	Release time and/or extra assignment	\$4,000	Title 1
After school homework support - BLAST	August 2011-May 2012	Salaries, materials, and equipment	\$150,000	21st Century grant
School day homework support - Power Hour	August 2011-May 2012	Personnel, materials, and equipment	\$21,000	Title1
Teacher use of collaboration time and release time to improve and refine instructional delivery	August 2011-May 2012	Substitute teachers	\$6,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) The school wide average of all numerically significant subgroups will meet or exceed AYP proficiency targets in ELA.	
Student groups and grade levels to participate in this goal: All students grades 7 and 8	Anticipated annual performance growth for each group: An increase of 10% for all students scoring proficient or advanced on the CST
Means of evaluating progress toward this goal: Evidence of Effectiveness: formative assessment data, district common assessments, and student work. Attendance in intervention programs: Encore, Power Hour, and BLAST.	Group data to be collected to measure academic gains: Site common assessments District common assessments Accelerated Reader goal results STAR results

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire ELA subject support teacher to provide school day academic support. [Encore]	August 2011 - May 2012	ELA subject support teacher	\$25,000	Title I
Provide Lunch time "Power Hour" homework help	August 2011 - May 2012	Personnel, materials & supplies	\$26,000	Title I
After school homework support - BLAST	August 2011 - May 2012	Salaries, materials, and equipment	\$150,000	21st Century grant
Staff development and teacher collaboration to analyze data and enhance teacher skills in core subject areas	August 2011 - May 2012	Release time and/or extra assignment	\$2,000	Title 1
Staff development, teacher release time and collaboration to develop classroom formative assessment skills	August 2011 - May 2012	Release time and/or extra assignment	\$2,000	Title 1
Communicate with parents/guardians about student progress and available interventions through the use of Parent Portal, site level conferences, mailings, and parent meetings as a group.	August 2011 - May 2012	Web based student information system, Phone calls, mailings	\$1,600	Title I Parent Ed.
Teacher use of collaboration time and release time to improve and refine instructional delivery	August 2011 - May 2012	substitute teachers	\$3,350	Title 1
Schedule one period of teacher time to coordinate Reading, Accelerated Reader Program and ELD services.	August 2011 - May 2012	Teacher/Coordinator	\$30,000	Title I
Hire 6 hour reading specialist Instructional Aide - ReadRight	August 2011 - May 2012	Salaries, materials & supplies	\$36,240	Title I
Schedule one period of teacher time to coordinate Encore.	August 2011 - May 2012	Teacher/Coordinator	\$12,600	Title I

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Reduce the number of students receiving Fs on their semester report cards.	
Student groups and grade levels to participate in this goal: All students grades 7 and 8	Anticipated annual performance growth for each group: A reduction of 3% in the total number of Fs received
Means of evaluating progress toward this goal: End of semester report cards	Group data to be collected to measure academic gains: Number of Fs school wide via grade distribution analysis report (aeries).

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire intervention coordinator to manage school day homework help - Power Hour	August 2011 - May 2012	Coordinator	\$13,000	Title I
Provide additional staff time to counselor for support and monitoring.	August 2011 to May 2012	Counselor	\$30,800	Title I
Provide lunch time homework support - Power Hour	August 2011 - May 2012	Materials and supplies	\$6,000	Title I
Hire subject support teachers in History 8 and Science 8 to provide school day academic support. [Encore]	August 2011 - May 2012	Two teachers / one period each	\$32,000	Title I
After school homework help - BLAST	August 2011 - May 2012	Salaries, materials and supplies	\$150,000	21st Century grant
Communication with parents/guardians about student progress through the use of Parent Portal, site level conferences, mailings, and evening group meetings.	August 2011 - May 2012	Mailings	\$1,500	Title I parent ed

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	698	635	617	508	440	412	21	21	15	38	31	42
Growth API	788	795	811	808	824	838			773			823
Base API	799	775	795	822	796	824			636			750
Target	1	5	5	A	4	A						
Growth	-11	20	16	-14	28	14						
Met Target	No	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	108	122	117	71	72	78	311	279	289	70	79	71
Growth API	717	725	720			695	735	726	750			641
Base API	743	705	726			664	730	724	726			530
Target	5	5	5				5	5	5			
Growth	-26	20	-6				5	2	24			
Met Target	No	Yes	No				Yes	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	99	99	100	100	99	100	96	100	100	97	100
Number At or Above Proficient	393	365	384	310	285	287	9	4	7	20	15	23
Percent At or Above Proficient	55.0	57.5	62.2	59.8	64.8	69.7	39.1	19.0	46.7	50.0	48.4	54.8
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	99	100	100	99	100	99	99	99	99	98	96
Number At or Above Proficient	42	50	48	16	19	24	137	114	140	21	19	35
Percent At or Above Proficient	37.8	41.0	41.0	21.3	26.4	30.8	42.5	40.9	48.4	24.1	24.1	49.3
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	No	Yes	No	--	--	--	No	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	99	99	100	99	100	96	100	100	97	100
Number At or Above Proficient	344	336	351	269	253	256	6	8	10	22	15	28
Percent At or Above Proficient	48.4	53.0	57.0	52.2	57.6	62.3	26.1	38.1	66.7	55.0	48.4	66.7
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	100	99	100	99	99	99	98	98	96
Number At or Above Proficient	36	49	41	20	22	25	127	111	130	17	20	28
Percent At or Above Proficient	32.7	40.2	35.0	26.7	30.6	32.1	39.6	39.9	45.0	19.8	25.3	39.4
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	No	Yes	No	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	1	4	12	44	9	33	4	15	1	4	27
8	2	12	5	29	9	53	1	6			17
Total	3	7	17	39	18	41	5	11	1	2	44

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

STAR scores, CELDT scores, GATE scores, IEPs are used in making decisions regarding student placement in classes.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Accelerated Reader scores are used by all of the English department members. Results from district common assessments will drive instructional choices.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are NCLB qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The current principal and assistant principal have completed AB75 (AB 430) training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Bidwell teachers are offered numerous opportunities for professional development. All approved professional development must tie into either student learning, CA standards, SDE approved curriculum or research based instructional strategies. Offerings include AB466 training, PLC development, Formative Assessment, CSUC Math Lesson Study, Developing Learning Targets, etc.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

With the guidance of the Instructional Leadership Team, all on-site and off-site staff development opportunities are directly linked to enhancing students learning.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Weekly teacher collaboration provides peer support for teachers. School wide data is discussed at staff meetings and during Instructional Leadership meetings. On-site and off-site staff present "mini" workshops at staff meetings (e.g. Enhancing Content Literacy, Developing Learning Targets). Some collaboration groups develop units, lessons and assessments that are then placed in folders on the WEB site for all to utilize. This system of dividing the workload has alleviated some of the stress teachers feel as they strive to move all students into the proficient level.

8. Teacher collaboration by grade level (EPC)

All teachers meet weekly in course alike or department meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

The teachers have developed or are in the process of developing a pacing guide and common assessments which are standards-based.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Bidwell Junior High School adheres to the recommended instructional minutes for reading/language arts and math.

11. Lesson pacing schedule (EPC)

A lesson pacing guide has been developed for all curricular areas. The teachers meet weekly to discuss lessons, common assessments and to make adjustments so that all students are receiving the same curriculum at about the same time. This is helpful for intervention and support systems that are in place as it allows all students, in the same grade, to walk into an intervention group and work on similar assignments, regardless of the teacher.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

As per the Williams Act, instructional materials are available for all students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Bidwell uses all SBE-adopted and standards-aligned materials.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Teachers use SADIE strategies and strive to differentiate instruction so that the curriculum is accessible to all students. In addition, numerous teachers are using researched based teaching methods that improve student learning.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Within our school and throughout our school district, we are following the Professional Learning Community model for school improvement. Teachers have had staff-directed training with Keeping Learning on Track materials. Bidwell staff is offering targeted interventions with improvement oversight by the Instructional Leadership Team. The staff and district teachers are using STAR mirror test results in the four core curriculum areas to identify areas where teaching and learning need improvement. As a result of the first baseline test, teachers have created SMART goals and will look at results of the goals on the second STAR mirror tests.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Bidwell offers support during the school day and before and after school intervention/support groups for struggling students in all areas with an emphasis on reading and mathematics. In addition, work completion help is also provided at lunch time.

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Bidwell has evening events for students and families. In addition, informational nights are held, with translators available. Bidwell also has an onsite parent resource center and offers parent skills classes.

19. Strategies to increase parental involvement (Title I SWP)

Bidwell strives to increase parent involvement with the parents of at-risk students. Bidwell holds a ceremony to celebrate the re-designation of EL students and a large parent group attended. It afforded the staff time to inform parents of the services Bidwell has in place to support students and families.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

All stake holders are involved when planning and implementing consolidated application programs.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

- Before and After School Intervention groups
- Lunch time Homework Completion program
- Reading Specialist
- Read Right aide
- Aide who helps families acquire low cost computers from Computers for Schools
- Aide to supervise tech lab to provide access for students who do not have computers

22. Fiscal support (EPC)

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$139,228
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$7,000
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$146,228

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$353,500
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$18,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$371,500

Total amount of state and federal categorical funds allocated to this school	\$517,728
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Bidwell Junior High School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

Instructional Leadership Team

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 Local Improvement 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 on: October 5, 2011

Attested:

Judi Roth

Typed name of school principal

Signature of school principal

Date

Marjorie Kucich

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn, and with assignments completed
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.

Parents Pledge:

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

- Talk to my child regularly about the value of education.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress codes.
- Monitor my child's progress in school
- Make every effort to attend school events such as parent-teacher conferences, Open House, and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Bidwell Junior High School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Judi Roth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Duchala	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margorie Kucich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Debra Lou Hoffmann	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charlotte Mallory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Winslow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Velasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adam Helton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeanine Dunsmoor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Shea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sharon Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bianca Abara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category					

(43) 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.

The Single Plan for Student Achievement

Chapman Elementary School

School Name

04-61424-6002968

CDS Code

Date of this revision: October 1st, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ted Sullivan
Position: Principal
Telephone Number: (530) 891-3100
Address: 1071 E. 16th St.
Chico, CA 95928
E-mail Address: tsulliva@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

The District Governing Board approved this revision of the School Plan on 10-19-11.

II. School Vision and Mission

Chapman's mission is to create academically skilled students. Chapman strives to create a safe, educational community with constant collaboration focused on student learning. Chapman utilizes data to improve student learning and as a foundation for collaboration time. The many cultures and life experiences are welcomed, respected, involved, and valued on our campus. Chapman's goal is to create students who are self-directed, life-long learners working to achieve their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies.

III. School Profile

Chapman School is located on the southwest side of Chico in an older section of town. The school itself is in the city limits, but all homes surrounding it are located outside the city limits. The attendance area includes families from as far west as Park Avenue, and to the east it extends to Highway 99. There are currently twenty-four teachers on staff and a full time Principal. Included in the total of seventeen teachers are many certificated bilingual teachers serving Spanish speaking students, one math support teacher who works with staff implementing the new Every Day Math adoption and one EL support teacher who works with staff on instructional practices designed to best need the needs of our many EL students. There is one full time and three part time Title I Resource teachers. Including instructional aides, secretaries, custodians, cooks and teachers, the staff at Chapman School totals 60 adults. Chapman School has three Special Day Classes and a Resource Specialist Class. Included in the faculty is a Music instructor that is here for 1 ½ days per week and three Fine Arts teachers who share and make sure all classes are served on a rotational basis (grades 1-6). In addition, Chapman students receive special instruction from a Physical Education/Health Specialist who services each 1st through 6th grade class. The school has a wide ethnic variety in its student population and many students with special needs.

All classes contain students who have a dominant language other than English. Nearly two thirds of the students are second language learners. Therefore, you will find many special programs in place to meet our students' needs. Title I Program- Chapman School has an extensive Title I program that is implemented to provide a wide variety of supports for our students. Title 1 staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. Some of the instructional strategies used by Title 1 staff include: Read Naturally-provides a method to improve reading fluency for students in grades 3-6. Most struggling readers have fluency problems and spend little time reading. This program combines three powerful strategies for improving fluency: teacher modeling repeated readings and progress monitoring. Direct Instruction- staff uses programs such as SIPPS to provide a very directed, daily, sequenced reading lesson to students at their instructional level. SIPPS carefully builds each lesson on what was learned in the previous days lesson so students are able fill in missing reading skills in a coherent manner.

Language star is the program Chapman utilizes to teach ELD in which the primary purpose is to teach the English language to students with primary languages other than English.

Other Student Support Services- Chapman School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. The library is open before and after school on a daily basis. A school nurse and a health aide provide school nurse services. Either the nurse or the aide is here for coverage daily. A speech and language therapist who spends five days each week on campus provides speech and language services. Chapman School offers a Homework Club Monday through Thursday for an hour each day after school. In addition, the school employs a Language Liaison who works with Asian students five days a week.

Chapman is fortunate to operate both a 21st Century Learning grant and an ASES grant simultaneously on our campus. These grants allow our campus to provide a before school program (Power Hour) from 7:00-8:30. Students who attend Power Hour may do homework or play academic games with adult supervision. Chapman also runs a before school tutoring program from 7:40-8:20 in which approximately 120 students participate. The before school tutoring program offers approximately five levels of reading support from alphabet skills to comprehension. Students are placed via teacher input. Attendance and progress are monitored. The before school tutoring program also offers five levels of ELD instruction for students who are scoring low or not making adequate progress on the yearly CELDT test. Student participation is strongly encouraged if so recommended by their teacher. A second part of the 21st Century grant and ASES program is an extensive after school program. The after school program runs for three hours per day. There are approximately 160 students who participate in the after school program daily. The initial hour of the program is academic. All students either go to homework club or a math tutoring session determined by teacher input. The remaining two hours of the program are split between recreation and enrichment activities.

Chapman has also started to invest much effort the past two to implement a Professional Learning Communities model within our campus. Grade level teams have been established and teachers are released weekly to collaborate with a focus on student academic achievement. Refining our PLC pattern of business on our campus will be a significant area of focus in the coming year. Chapman will also implement a different pattern of ELD instruction this coming year. Chapman will work with consultant Kevin Clark to alter our delivery of ELD.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

STAR data was used as an initial point for analysis. Chapman made significant growth in all areas with all sub groups on our state testing. We made such significant growth last year that we are "On Hold" in relation to our PI status and Chapman is officially at safe harbor. If Chapman scores as well next year, we will be exited from PI status. Based on STAR data it was evident that Math scores have improved significantly, to the point that subgroups hit the established AYP. A growth area that was apparent based on STAR scores was targeting our second language learners in the area of English Language Arts. Chapman noticed that some EL students seemed to stay static and not have the desired yearly growth. Chapman is currently working with an ELD consultant, Kevin Clark, to alter our patterns of ELD deliver with the expectation we will see improved student growth in this area.

In addition to our STAR scores, the Chapman staff have paid particular attention to our CELDT scores. We have noticed a trend where our students make the expected one level of growth per year for about three years, then seem to get stuck at the 3rd or 4th CELDT level. Our EL support teacher has brought and continues to bring awareness of this growth area to staff's attention with her participation in the weekly PLC grade level meeting time.

B. Surveys

The Chapman parents, students and staff are provided input opportunities via a yearly survey. The information is reviewed and shared and each year our program is modified with the input taken into account.

C. Classroom Observations

Classroom observations happen as per CUSD/CUTA contract. The school principal visits each classroom on a weekly basis. Staff also has regular visits and observations from our math and ELD support providers. The support providers also regularly offer demonstration lessons for classroom teachers to observe. The lessons are structured to provide a time for the classroom teachers and support staff to de-brief the lesson for 30 minutes as well. This provides an essential time to dialogue the pattern and success of the lesson.

D. Student Work and School Documents

After staff reflected on the academic program at Chapman, the area of our EL students making adequate yearly growth was our area of greatest concern. To improve this area Chapman now has an ELD support provider on staff who meets weekly with each grade level team during our PLC time to review students' academic growth, instructional practices, struggling student support and provide assistance as requested by staff. There was significant growth amongst our EL students on the STAR testing results.

E. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

The main barrier that Chapman faces as far as raising API and AYP scores is having a significant number of students (60%) whose primary language is either Hmong or Spanish. Chapman continues to refine our pattern of ELD instruction and Language Arts instruction to best meet the needs of this student group. Chapman has consistently raised its API score the past seven years and also hit all of the AYP target areas for math and language arts this past year.

Chapman has adopted a Professional Learning Community pattern of business to better help critique how well we are providing a program for our EL students. In our initial year of PLC implementation there have certainly been a few barriers experienced as we move into the process. Our expectation is that we will hone our ability to act as a PLC as we move deeper into the process which will in turn allow us to hone our ability to best meet the needs of our EL student population.

As mentioned earlier, Chapman has also added an ELD support teacher to our staff to help us better reflect on how well we are meeting the needs of our EL students with our curriculum, instructional practices and our student academic growth monitoring. Chapman will also work extensively this year with ELD consultant Kevin Clark to improve our delivery of ELD instruction. Mr. Clark will help Chapman provide a summer ELD program for our students as well as provide intense staff development. Mr. Clark will also provide regular coaching to the Chapman staff throughout the school year.

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) Improve our student's CELDT scores by one level on the average per year.	
Student groups and grade levels to participate in this goal: In particular the Chapman EL students are the target group of students connected to this goal.	Anticipated annual performance growth for each group: Chapman expects to see an average growth of one level on the CELDT test for each student.
Means of evaluating progress toward this goal: Chapman will monitor CELDT scores, STAR scores, examine the pre/post CUSD benchmark ELD assessment scores, Avenues scores and High Point scores. All of these scores will compare the previous school year to the current school year. Many of the above mentioned scores will also happen 3-4 times during the school year as well.	Group data to be collected to measure academic gains: Chapman will collect school site level data to monitor student growth such as CBM scores, language star assessment scores, SMART goal information and site level common formative assessment scores. Chapman will also collect work products from staff as evidence of our PLC implementation. These work products will include minutes of grade level team meetings, SMART goals, common formative assessments, etc.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will work with ELD consultant Kevin Clark to improve our pattern of ELD delivery. Chapman will hold a summer staff development session provided by Mr. Clark and will adjust our ELD delivery accordingly during the school year. Chapman staff will also participate in staff development provided by Mr. Clark throughout the school year. Chapman will implement a PLC pattern of business on our campus. Chapman will develop grade level teams with a weekly collaboration time put in place. Chapman will also utilize our ELD support provider as the facilitator for the PLC groups. This will ensure that discussion focused on meeting the needs of our EL student population remains a constant focus.	Complete by September 1st of 2011.	Hire additional staff to release grade level teams to collaborate. Purchase materials necessary for grade level team collaboration.	22,000	SCE
Grade level teams will develop SMART goals, pacing guides, common formative assessments, etc. Implement a comprehensive staff development program to aide our PLC implementation. Chapman will develop a yearlong calendar of staff development focus areas. Staff will be trained and act as the leaders/facilitators by attending PLC trainings. Chapman will also contract with external coaches to assist our PLC implementation.	Resume our PLC grade level meetings by September 1st of the 2011-2012 school year.	Conference fees, subs for teachers, consultant fees	15,000	SCE, Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will utilize student academic progress information gathered via our PLC pattern of business to create/ adjust patterns of support for students. These patterns of support include a before/after school tutorial program and a variety of supports that will occur during the school day such as leveled groups, and differentiated instruction.	August 15th of 2011	Hire additional staff to supply instructional support. Also purchase needed materials for additional support.	135078	Title 1.
Chapman will utilize the CUSD Instructional Leadership Team (ILT) to help ease the implementation of a PLC at our school site. The ILT is a group of teachers elected by their peers given responsibility to make recommendations to the principal and support school programs.	Implement the ILT by November. This is an on-going expectation.	Purchase necessary supplies and materials for the ILT to work effectively.	5,000	SCE
The Chapman ELD support provider will work with grade level teams to expand their knowledge as to what areas to target for instruction. The ELD support provider will share STAR Blueprints, ELD standards, CELDT Blueprints, CUSD ELD assessment information, etc. with the grade level teams as they plan instruction.	The ELD support provider will begin sharing this information as soon as PLC groups begin meeting, September of 2011.	Cost of the ELD support provider.	20,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Chapman students will score at the 75% level or above on the language star assessments by the end of the school year.	
Student groups and grade levels to participate in this goal: Chapman EL students are the target group for this goal.	Anticipated annual performance growth for each group: Chapman expects to see all EL students show at least one year's growth on the placement tests from the programs for each year spent working in the program.
Means of evaluating progress toward this goal: The program placement test scores will be evaluated yearly to measure school-wide progress.	Group data to be collected to measure academic gains: Students will take the language star assessments approximately every eighth weeks. Language star test scores will be monitored and information will be utilized for student group placement at least twice per year.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will implement/refine our delivery of ELD services to our students. Chapman will implement the model of ELD instruction supported by Kevin Clark. All students will receive a minimum of 150 minutes of ELD instruction per week and some students will receive 250 minutes per week of ELD instruction as needed. Students will be appropriately placed within a grade level leveled situation for instruction. Group sizes will vary based on the learning needs of the students. Student growth will be monitored and students may change groups based on regularly scheduled placement assessments. Each grade level will create and follow a pacing guide for instruction and assessments. Students who are scoring at a fluent level or above will be offered alternative/enrichment opportunities during these times.	This will begin August of 2011. This will continue throughout the school year.	Additional staff will be hired to work with students.	210,235	QEIA
Chapman will utilize the language star assessments as a primary tool to monitor student progress in acquiring English language skills. Chapman will also utilize STAR language arts scores to evaluate the effectiveness of our program.	The initial student assessing will begin August of 2011.	Additional staff will be hired as needed to help administer assessments.	2500	Title 1
Chapman will ensure that our ELD support provider meets weekly staff to keep the focus on this subgroup of our students. The ELD support provider will share and discuss student performance on all of the above mentioned assessments to make sure that our EL student population academic improvement remains a focal point for all staff. Our ELD support provider will also assist with the coordination of the before school tutoring groups focusing on our EL students.	This will begin August of 2011.	Cost to hire the ELD support provider.	25,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Improvement in the area of English Language Arts is a goal for Chapman. We want to pay particular attention to the two areas of reading skills and writing skills. Chapman would like to see more of our students score well on our CBM assessing, our BPST scores as well as score well on the writing rubric.	
Student groups and grade levels to participate in this goal: All Chapman students will be a part of this target area.	Anticipated annual performance growth for each group: Chapman expects to see that reading fluency scores will increase for all students and that student writing rubric scores will increase for all students.
Means of evaluating progress toward this goal: Chapman will evaluate student growth in reading with our CBM and BPST scores which are administered four times per year. Chapman will evaluate student growth in writing with our writing rubric samples which are administered three times per year. Students who are not showing expected growth will be referred to before and after school tutorial groups as well as referred to the afternoon "extra support" opportunities. Students referred for these extended services will have their progress monitored a bit closer with additional tools such as DIBELS and various grade level SMART goals common formative assessments.	Group data to be collected to measure academic gains: Chapman will collect CBM and BPST scores four times per year to monitor student reading skill growth and Chapman will collect student writing rubric scores three times per year to monitor student growth in the area of writing.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will pilot a new Language Arts program this school year, California Treasures. This program is one of the newest California approved Language Arts programs and the Chapman staff, after a very thorough review process, feels that it best meets the needs of our students. Chapman staff will participate in staff development opportunities with the new adoption before and during the school year.	California Treasures will be utilized August 10th with all students.	Chapman will purchase all necessary components of the program.	\$5,000	Title 1
Chapman will provide a wide array of focused staff development opportunities to all staff members on site during staff meeting time. These trainings will include writing common formative assessments, pyramid of interventions, Keeping Learning on Track, etc.	These staff development activities will begin happening in August 2011 and continue throughout the school year.	Chapman will spend funds on conference costs and subs.	15,000	Title 1, SCE, QEIA
Chapman will provide an extensive before and after school tutorial program for student needing additional assistance in reading or writing. Chapman will create five morning tutoring groups focused specifically on the area of improving student reading skills. Students will be placed in these tutoring groups as per teacher recommendation. The groups will be based on skill level to be taught, not on student grade level. The morning reading tutoring groups will have the Chapman RSP teacher monitor and meet twice per month with the tutors to review student academic growth.	Tutorial groups will begin September 10th and continue through May of 2012.	Chapman will hire staff for additional hours to provide the tutorial assistance.	10,000	Title 1 QEIA
Provide necessary curriculum, materials and supplies for various reading groups and the before/after school tutorial program.	Begin August 10th and on-going throughout the school year.	Purchase curriculum, materials and supplies for groups.	20,000	SCE, Title 1

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will purchase the on-line version of Accelerated Reader. This program is an on-line program that monitors student pleasure book reading with a series of quizzes about books they have read. The program tracks the student scores on the quizzes and lets the teacher know how well the student is doing. The program also monitors the reading level of the quizzes the students are taking and can make recommendations for student reading level.	Renew our subscription to the service by September 1st of 2011.	Cost of purchasing the program	2500	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Chapman will implement all of the necessary elements of our QEIA grant in a quality manner.	
Student groups and grade levels to participate in this goal: All students will be participants in the implementation of our QEIA grant.	Anticipated annual performance growth for each group: Chapman expects to see significant gains in reading, writing and CELDT scores with the implementation of the QEIA grant. Chapman will collect school site level data to monitor student growth such as CBM scores, language star assessment scores, SMART goal information, site level common formative assessment scores and writing rubric scores. Chapman will also expect to see a 20 point gain in our API score.
Means of evaluating progress toward this goal: Chapman will monitor our on-going site level assessments to evaluate progress. These assessments include CBM scores, writing rubrics, Avenues unit assessments and grade level team common formative assessments.	Group data to be collected to measure academic gains: The data will match up succinctly with the means of evaluating student progress. We will be collecting those types of data which will allow us to evaluate our overall progress and individual student progress. We will collect CBM scores, writing rubrics, Avenues unit assessments and grade level team common formative assessments.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will reduce intermediate (grades 4-6) class size to a ratio of 24:1.	The intermediate class size reduction will begin August 10th and continue the entire school year. The intermediate class size reduction will continue each year of the grant.	Hire two additional teachers.	120,000	QEIA
Chapman will provide multiple extended targeted learning opportunities for students not showing adequate progress. Students will be expected to attend before/after school learning opportunities or be placed in various during the school day leveled learning opportunities.	These extended learning opportunities will begin September 10th and continue through May 30th each year we receive the QEIA grant.	Hire additional staff to provide extended learning opportunities and purchase necessary learning materials and curricula to run program.	20,000	ASES, Title 1
Chapman will ensure that all staff participate in 40 hours of staff development each year we receive the QEIA grant. This staff development will be aligned with our move towards acting as a PLC. Staff will participate in a range of PLC focused staff development activities on a yearly basis and be expected to bring the expertise back to our site and act as facilitators. Currently about 65% of our staff has attended a PLC institute. It is a goal to get 100% of staff to attend a PLC institute within two years.	This staff development focus will begin August 10th and continue in an on-going manner on a yearly basis.	Pay staff development costs such as conference fees, travel costs, subs, etc.	17,000	QEIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Chapman expects to continue our academic growth in the area of mathematics. Chapman will hit AYP targets in Math this school year.	
Student groups and grade levels to participate in this goal: All student groups will participate in the math focus.	Anticipated annual performance growth for each group: Chapman expects to see and API growth of 20 points in math as well as continuing to meet all of our AYP growth targets.
Means of evaluating progress toward this goal: Chapman will utilize STAR scores to determine final progress in this area. Chapman will utilize grade level developed SMART goals and common formative assessments to monitor student academic growth towards the STAR test. Chapman will also administer the CUSD STAR mirror assessments each trimester.	Group data to be collected to measure academic gains: Chapman will collect and evaluate student scores on the regularly administered common formative assessments within each grade level. Chapman will also examine student scores gathered from the CUSDstar mirror assessments.

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Each grade level team will act as a PLC and evaluate past STAR scores, create SMART goals, develop pacing guides and administer common formative assessments. Chapman will create a productive system of support for students not making adequate progress on the regularly administered common formative assessments.	This will begin August 11th and continue throughout the school year.	Hire additional staff to release grade level teams time to collaborate and work as a PLC.	15,000	QEIA
Chapman will provide extended learning opportunities for students in math as a part of the after school tutoring program. Chapman will hire five math tutors as a part of the after school program. Each tutor will work with a specific grade level to re-teach information covered by that grade level during the week. Chapman will work with CSU Chico to hire Math-links tutors (pre-student teaching candidates) to work as part of the after school tutorial program for our 1st and 2nd graders. These Math-links tutors will also provide one on one tutoring during the school day to needy primary age students.	Begin September 10th and end May 30th.	Hire additional staff to provide extended learning opportunities.	10,000	SBCP
All Chapman classroom teachers will attend an Every Day Math staff development training offered by CUSD.	CUSD trainings offered two times during the Fall semester	No cost	No cost	No cost
Chapman will continue to implement the Help Math on-line math tutorial program for 4th-6th grade students. Students in our tutoring program will have access and utilize this tutorial program	August 10th 2011.	Purchase the program	5,000	Title 1
Invest in the technology needed to successfully implement the new math curriculum. These costs include document readers, projectors and laptop computers.	Purchase technology items as needed during the 2010-2011 school year	Purchasing technology items	10,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	215	229	227	48	58	56	5	8	9	59	59	63
Growth API	701	712	738		774	781				639	690	712
Base API	686	701	712			774				640	639	690
Target	6	5	5			5				8	8	6
Growth	15	11	26			7				-1	51	22
Met Target	Yes	Yes	Yes			Yes				No	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	87	92	91	120	116	113	204	200	204	34	46	47
Growth API	669	684	716	640	659	681	693	701	727			714
Base API	681	671	684	638	642	659	681	693	701			734
Target	6	6	6	8	8	7	6	5	5			
Growth	-12	13	32	2	17	22	12	8	26			
Met Target	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
		All Students	Years of EL instruction		Years of EL instruction
	Less Than 5		More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	99	100	100	100	90	100	100	100
Number At or Above Proficient	59	77	84	24	30	28	--	--	--	7	11	16
Percent At or Above Proficient	27.2	33.6	37.0	50.0	51.7	50.0	--	--	--	11.9	18.6	25.4
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	Yes	No	--	Yes	No	--	--	--	No	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	98	99
Number At or Above Proficient	20	27	33	16	20	27	51	60	67	17	22	22
Percent At or Above Proficient	22.7	29.3	36.3	13.2	17.2	23.9	24.8	30.0	32.8	47.2	47.8	46.8
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	No	Yes	Yes	No	No	Yes	No	Yes	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	99	100	99	99	100	100	80	100	100	100
Number At or Above Proficient	99	94	118	31	30	32	--	--	--	24	25	34
Percent At or Above Proficient	45.6	41.0	52.4	64.6	51.7	58.2	--	--	--	40.7	42.4	54.0
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	Yes	No	Yes	--	No	Yes	--	--	--	No	Yes	Yes
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	99	100	98	95
Number At or Above Proficient	31	32	40	44	38	53	90	78	106	19	25	17
Percent At or Above Proficient	35.2	34.8	44.0	36.4	32.8	46.9	43.7	39.0	52.5	52.8	54.3	37.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	No	No	Yes	Yes	No	Yes	No	No	Yes	--	--	--
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	7	6	43	5	36	2	14	14
2			1	5	7	35	7	35	5	25	20
3			1	8	4	31	6	46	2	15	13
4			7	29	12	50	5	21			24
5			7	27	15	58	4	15			26
6			6	38	6	38	3	19	1	6	16
Total			23	20	50	44	30	27	10	9	113

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Chapman utilizes a variety of instruments to measure students' academic growth and adjust instruction. These assessments include STAR, CUSD benchmark assessments and site level assessments such as CBM's, RESULTS assessments, writing rubrics, language star assessments, grade level team common assessments, etc.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Chapman has implemented a weekly grade level team collaboration time for staff to monitor student progress on the various regularly administered assessments. Information garnered from these team meetings is used to place students who need additional support into our extended learning opportunities as appropriate.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Chapman staff is 100% highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Chapman principal successfully completed AB 75 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers are all appropriately credentialed.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development is aligned to PLC pattern of business for the school. Under the PLC umbrella, staff reviews state standards, assesses student growth regularly and works in collaborative groups. These collaborative groups match up key state standards with CUSD essential standards and develop pacing guides, common formative assessments, review student scores on assessments and adjust instructional practices accordingly.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Chapman has made a significant push that last two years to get staff to participate in AB 466 trainings as well as attending PLC institutes. Currently about 75% of staff have attended both trainings.

8. Teacher collaboration by grade level (EPC)

Chapman has created specific PLC time for each grade level team on a weekly basis. In addition, every other staff meeting is earmarked as a grade level meeting.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

CUSD has created pacing guides and benchmark assessments to help with alignment of curriculum, instruction and materials to state standards. Chapman makes every effort to adhere to the CUSD developed pacing guides and benchmark assessments.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Chapman makes considerable effort to adhere to the recommended instructional minutes for reading/language arts and mathematics.

11. Lesson pacing schedule (EPC)

Chapman staff utilize the CUSD developed pacing guides. Chapman also refines the CUSD pacing guides by creating shorter term pacing guides with specific intervention foci linked to this schedule.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All classes have appropriate instructional materials as per Williams Act expectations.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All classes utilize standards aligned instructional materials.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Many additional staff are hired to expand and extend learning opportunities for students. These learning opportunities are matched to state standards.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Chapman provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

There are significant opportunities for increased learning time at Chapman. There are currently 14 reading, math and ELD groups happening before or after school.

17. Transition from preschool to kindergarten (Title I SWP)

Chapman works with BCOE to ensure a smooth, quality transition from preschool to kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

School district offers support with the coordination of our program.

19. Strategies to increase parental involvement (Title I SWP)

Chapman currently employs numerous language liaisons and PAT staff to assist with our parental involvement.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Chapman is an elementary school.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Chapman provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

22. Fiscal support (EPC)

CUSD provides categorical fund support to Chapman.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$73100
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$14,280 ARRA SFSF (Safe Schools) \$3,000	\$17,280
Total amount of state categorical funds allocated to this school	\$90,380

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$148,000
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[] 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	
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[] 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	
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[X] Other Federal Funds (list and describe)(42) Title I Stimulus \$117,000	\$117,000
Total amount of federal categorical funds allocated to this school	\$265,000

Total amount of state and federal categorical funds allocated to this school	\$355,380
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Chapman Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10-10-11

Attested:

Ted Sullivan

Typed name of school principal

Signature of school principal

Date

Lauren Wilson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- ~ Come to school ready to learn and work hard.
- ~ Bring necessary materials, completed assignments, and homework.
- ~ Know and follow school and class rules.
- ~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- ~ Limit my TV watching and, instead, study or read every day after school.
- ~ Respect the school, classmates, staff, and families.

Parents Pledge:

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

- ~ Provide a quiet time and place for homework, and monitor TV viewing.
- ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- ~ Regularly monitor my child's progress in school.
- ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- ~ Communicate the importance of education and learning to my child.
- ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Chapman Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Betty Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Trudy Bacon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glenn Pulliam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terri Crawford	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maggie Ricketts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Mayfield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lauten Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angelica Escobar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheng Vang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ted Sullivan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Feingold	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	2	6	

(43) 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.

The Single Plan for Student Achievement

Chico High School

School Name

04-61424-0431676

CDS Code

Date of this revision: 10/1/11

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jim Hanlon
Position: Principal
Telephone Number: (530) 891-3027
Address: 901 Esplanade
Chico, CA 95926
E-mail Address: jhanlon@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

Chico High School Vision

We commit to engaging in the process of asking and answering the following four critical questions:

1. What do we want students to learn?
2. How are we going to know when they have learned it?
3. What are we going to do when they don't learn it?
4. What are we going to do when they do learn it?

We will continue to modify our practices in an effort to support high levels of learning for all students.

Mission Statement

CHS Mission:

We will provide a safe and enriched student-centered learning environment where each student can:

- Realize his/her academic and creative potential.
- Nurture his/her individual talents and abilities.
- Develop respect for self and others.
- Become an involved, responsible citizen.
- Be connected to Chico High School.

Beliefs

- ~ We believe that all students can learn.
- ~ We believe in the worth and the dignity of the individual student.
- ~ We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect.
- ~ We believe in the importance of pursuing truth and knowledge, in commitment to excellence, and in the nurturing of responsible citizenship.
- ~ We believe that students should meet high academic standards in order to graduate from high school.
- ~ We believe in providing a safe school environment, which encourages the freedom to teach, and the freedom to learn.
- ~ We believe in and support diverse teaching styles within the context of common learning standards and graduation requirements.
- ~ We believe in teacher camaraderie where there is time to talk, explore, and plan together.
- ~ We believe in the democratic process in that we involve students, staff, and parents in the decision making process, constantly striving to achieve the mission statement and learning expectations established for our students, school, and district.

Chico High Expected Schoolwide Learning Results

1. Educated Individuals Who:
 - ~ Possess and apply a broad body of knowledge, and attain subject area learning standards including, but not limited to, Applied Arts, English/Language Arts, Foreign Language, Health, History/Social Science, Mathematics, Physical Education, Science, and Visual & Performing Arts.
2. Critical, Reflective Thinkers and Problem Solvers Who:
 - ~ Effectively access, analyze, evaluate and use information from a variety of sources.
 - ~ Organize relevant information, make connections, and draw conclusions.
 - ~ Work independently and cooperatively toward effective solutions.
 - ~ Participate effectively in a team setting.
 - ~ Set, prioritize, and revise personal goals.
3. Effective Communicators Who:
 - ~ Understand and convey written, oral, and visual ideas and information, using a variety of media.
 - ~ Listen and ask relevant questions.
 - ~ Communicate and work well with people from diverse backgrounds in a variety of situations.
 - ~ Effectively resolve differences.
4. Effective Users of Technology Who:
 - ~ Choose appropriate procedures, tools, software, or equipment including computers and other technologies.
 - ~ Demonstrate proficiency in: keyboarding, word processing, information retrieval, database, spreadsheet, and general computer knowledge.
 - ~ Use technologies appropriately to gather, select, and present information.
 - ~ Understand the overall intent and apply proper procedures for set-up and operation of equipment and software.

III. School Profile

Chico High School is a grade nine through twelve comprehensive high school located in Chico, California, a university town located 175 miles northeast of San Francisco in the Sacramento Valley. Agriculture has historically been Chico's major industry; more recently, retail trade and tourism have played larger roles in the area economy. Health care and education remain major employers: Chico is home to Enloe Medical Center, as well as to California State University, Chico (CSUC) and to Butte Community College. A lively arts scene, including theater, music, drama, and dance, led to Chico's designation in 2002 as one of the 100 Best Art Towns in America.

Chico is typical of many California communities in its rapid growth over the past fifteen years. As housing prices and the cost of living in California's metropolitan areas soars, Chico's population exploded from 40,079 in 1990 to 67,509 in 2000 to 86,107 in 2010. (<http://www.citypopulation.de>). Within the unincorporated areas immediately adjacent to the city limits, another 28,562 live, bringing the population currently served by the Chico Unified School District (CUSD) to 114,669. Average income per household is \$36,205 per year; our unemployment rate was 12.1% in June 2010.

Chico High has a tradition of academic excellence and a reputation for being responsive to the student needs. The last four years faculty has adopted the Professional Learning Community (PLC) model based upon work presented by Rick and Becky DuFour. This model entails asking and answering four essential questions about teaching and learning. Weekly collaboration time has been created for teachers to work in course-alike teams to identify essential standards, develop learning targets and common assessments. All Chico High students take courses within the traditional program, and may participate in any of Chico High's extracurricular activities, AP and honors courses, two smaller learning communities (Ag and CAD+), or Butte College Connection and California Scholars Program in conjunction with CSU, Chico. Programs, clubs, and activities help individual students feel a sense of belonging at the school. These include athletics, cheerleading, dance, music (both instrumental and choral), theater, and other programs through the various ASB clubs.

All Chico High students take courses within the traditional program, and may participate in any of Chico High's extracurricular activities, AP courses, or college partnerships. In addition, two Smaller Learning Communities (SLCs) offer students a chance to explore specific interests or address specific needs in more depth with a smaller group of students and teachers. Modeled on the same philosophy as cluster colleges, SLCs combine the advantages of a large high school with the personalized attention of a small one.

Current SLCs include:

- ~ CAD+ integrates architectural design/engineering with mathematics with the intent of preparing students for post-secondary training in their selected field. Coordinated with on-the-job opportunities through the ROP program, many students are placed in industry internships/apprenticeships prior to graduation.
- ~ Chico High's Agriculture program, with a long-standing tradition of excellence, offers both college prep and career pathway programs in animal science, plant science, horticulture, and welding. Ag/FFA students develop leadership skills and confidence while acquiring academic skills for graduation and post-secondary work.

Parents actively participate in the decision-making process through committees including School Site Council, Parent Teacher Student Association (PTSA), Administrative Council, Ag Advisory Council, Latino Parent Advisory, the Library Advisory Committee and the Agricultural Advisory Committee. Parents also support the school by participating in athletic and music booster groups. Last year, we were fortunate enough to have over 2,000 hours of volunteer time provided by the Parent Teacher Student Association (PTSA) alone.

Local businesses provide sponsorship for a variety of campus activities, from music and the performing arts to sports and clubs. Architects and builders take architectural design students under their wings. CSU, Chico and Butte College also provide a wealth of support and partnerships. The Ag Program has a business advisory committee, as well as partners in local business including CSU Chico and Butte College.

Chico High has benefited from a good working relationship with the North Valley Community Foundation. Most recently, in the wake of continued state funding cutbacks, the NVCF has helped Chico High to create a Chico High Foundation. The Chico High Foundation began operation in October of 2003, with a mission to support educational, curricular, and co-curricular programs at Chico High School. The advisory board of this foundation includes many respected community members. The Chico High Foundation currently operates under the auspices of the NVCF.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

A recent review of data revealed that the subject areas where most students receive a failing grade was in Algebra A, English 9 and World History. It is the finding of the Research and Review committee that students struggling in these subject areas be provided academic intervention. The Research and Review committee will also be investigating how best to meet the needs of 11th and 12th graders struggling in the areas of math and English and how best to implement interventions next year.

B. Surveys

A survey of staff indicates that the most common reason for student failure is the lack of homework completion. Below are the responses of the CHS staff when asked "What are the reason(s) for each student in you class that received an "F" grade?"

- Homework - 359
- Attendance - 289
- Participation - 194
- Skills - 109
- Content - 113
- Behavior - 47
- English Lang. - 19.

Student surveys of Senior level students that failed classes as Freshmen yielded interesting and useful feedback. Students revealed that the main reasons for failure included the following:

- Not doing the work.
- Teacher moved too fast before all students understood the material.
- Not going to class.
- Not enough help from the teacher...too many students in the class.
- Teacher not available for extra help.

A secondary survey was taken of the staff regarding school environment and opinions regarding implementation of the new schoolwide Tardy System. Results indicated near unified support for the system among staff and has seen remarkable results with over 99% of students in class on time.

C. Classroom Observations

The teachers at Chico High School work very hard to ensure that all students at CHS learn. Nevertheless, there are always some students who fail to learn in any given class. The teacher is then put in the situation of choosing between the needs of the many and the needs of the few. Inevitably, the needs of the many win over and any additional support provided to the failing student is dependent on the teacher's time, skill level, motivation and instructional strategies.

Therefore, the CHS Learning Center was created and is now in its 5th year. The mission of the Learning Center is to support 9th and 10th graders that are failing their Math or English class. Students are required to attend a lunch tutorial for three-week sessions. Results have been extremely positive and have shown remarkable student progress in both Math and English. Over 90% of all participating students show a significant increase in the course grade from entry to exit of the Learning Center. First year results with regards to failure rates for Algebra A students have dropped from 26% to just over 11%. Subsequent years have shown similar results as has results in English.

D. Student Work and School Documents

CHS has implemented an English 10A course for struggling sophomore students. This is a non-college prep English class. Similar classes are available for 11th and 12th graders.

Students struggling in Algebra will be required to enroll in the "Bridge to Algebra" class for remediation.

And after school tutorial is also available for students and two credentialed teachers are available for help.

E. Analysis of Current Instructional Program (See Appendix B)

Teacher teams (collaborative groups) have identified critical state standards that are emphasized within the daily instructional program. Common assessments have been developed to determine if all students have learned the identified instructional program. Teachers collaborate weekly to discuss pacing, critical content and develop and implementation of common assessments. Teachers and teacher collaboration teams have been provided time (full day release time) to discuss assessment results via release time.

V. Description of Barriers and Related School Goals

Past school culture has been that teachers have been essentially "independent contractors" experiencing substantial autonomy with regards to the curriculum they are teaching. This is no longer the case as teacher teams (collaboration groups) have determined what is necessary for all students to learn. The teaching staff has made great strides as they shift from working as individuals into collaborative teams. Teachers have identified critical standards for each content area. There is a continual need for more frequent common assessments to measure student learning and additional time for teachers to discuss the results so that they can adjust and improve instruction. Due to budget cuts we have had limited funding for teacher release time so that teachers can work on pacing guides, best instructional practices and common assessments. Supplies, materials and copy costs continue to burden our limited site budgets.

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) Continue to discuss, design and implement the various elements of a complete pyramid of interventions with staff input. Interventions will provide support for all students (including grades 11 and 12) not succeeding in the classroom. Support may include Freshmen/Sophomore Learning Center as well as school wide and classroom interventions.	
Student groups and grade levels to participate in this goal: An increasing number of students failing or in danger of failing a class will receive additional support in order to be successful. Grades 9-12 across all content areas will be impacted.	Anticipated annual performance growth for each group: A significant reduction in the number of total "D" and "F" grades given out by teachers without a reduction in academic rigor. Our goal will be to see a 10% reduction in the number of failing and near-failing grades each year.
Means of evaluating progress toward this goal: We will pull grade, attendance and disciplinary data from the Aeries record system after each grade report period (every six weeks).	Group data to be collected to measure academic gains: Data utilized will be broken down by ethnic group and by individual courses.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Research Group (a working teacher group) has been organized and meets throughout the year to collect information and data, and present a plan to the entire staff for consideration for implementation.	Research Group organized in August, 2007. Group will collect data, analyze and present to staff annually.	No cost.		
Research Group will investigate year #6 intervention plan and look at options for implementation for Fall 2012.	Group will meet starting in October 2011 and looks at options to start implementation in Fall 2012.	No cost.		

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Support will be provided for high-priority students, including English Learners, students with disabilities and students performing below grade level.	
Student groups and grade levels to participate in this goal: Students being served under this goal: <ul style="list-style-type: none"> • Grades 9-12 • English Language Learners • Special Education Students • Low SES groups • Minority students struggling academically • Students in danger of failing core subjects • Students that are failing core subjects 	Anticipated annual performance growth for each group: Our goal is to see a 10% increase in API for these subgroups as well as a 10% decrease in the number of courses failed.
Means of evaluating progress toward this goal: Data will be collected from the following sources: <ul style="list-style-type: none"> • STAR Scores • Classroom grades • CELDT Scores • District Benchmark Assessments 	Group data to be collected to measure academic gains: Data to be collected: <ul style="list-style-type: none"> • STAR data • Grade data • Attendance data • Discipline data • CELDT data • CaHSEE data

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide additional staffing and material support to support struggling learners.	Start Date: September 2011 End Date: June 2012	\$50,000	\$50,000	EIA Funding

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Support teachers materially to maximize student learning and classroom instruction.	
Student groups and grade levels to participate in this goal: All students in grades 9-12 will benefit by having any supplemental materials and equipment that will improve the learning environment in Chico High School classrooms.	Anticipated annual performance growth for each group: We will expect to meet or exceed our annual expected increase in our API score as well as a 5-10% increase in the number of proficient students in each academic area.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Benchmark Data • Common Assessment Data 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • STAR Data

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
School Site Council will invite CHS staff to submit needs for consideration that will supplement the academic instruction in their classrooms. Examples might include special equipment, additional resource books, specialized software, etc.	January 2012 - May 2012	\$100,000	\$100,000	EAI Funding

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Assessment strategies that improve student performance: <ul style="list-style-type: none"> Continue progress toward common assessments within departmental collaborative groups. These standards based common assessments will support academic progress as demonstrated by STAR test results. Work to create a district-wide common Benchmark Final for all core content areas (Math, English, Science and Social Science) Provide time for teachers to collaborate in order to discuss data. 	
Student groups and grade levels to participate in this goal: All students in grades 9-12.	Anticipated annual performance growth for each group: Increase of STAR API score of 20-25 points due to increased students' performance and improved instruction due to quality student performance data.
Means of evaluating progress toward this goal: CST and API scores.	Group data to be collected to measure academic gains: API scores.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Provide ongoing staff time to develop high quality common assessments and Benchmark Finals.	<ul style="list-style-type: none"> Ongoing. 	\$10,000	\$10,000	Title II Funds

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Continue to strengthen the Professional Learning Community process in campus in the following areas: 1. Staff Development 2. Writing across the curriculum 3. Continued collaboration for all teaching/counseling staff 4. Maintaining school-wide momentum in PLC process regardless of financial distress.	
Student groups and grade levels to participate in this goal: All grades levels (9-12) will be impacted.	Anticipated annual performance growth for each group: Meeting or exceeding required API scores for Chico High School.
Means of evaluating progress toward this goal: API and STAR test scores as well as overall improved student performance in the classroom (continued decrease in failure rates).	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • STAR API scores • Failure Rates in all academic areas • Graduation Rates

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Staff development resources will be focused on PLC process including the development of teacher skills that directly and measurably impact student performance, collaboration, common assessment, and intervention for struggling learners.	Ongoing	\$60,000 per year.	\$60,000 per year.	Title II Funding
Continue to approve the teacher collaboration waiver (requires annual teacher association approval) for our site.	Each year.	Ongoing.	None.	None.

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	1246	1313	1152	795	845	735	45	35	40	127	117	119
Growth API	753	802	806	786	830	838			714	732	780	748
Base API	734	754	802	771	787	829			694	701	731	780
Target	5	5	A	5	5	A				5	5	5
Growth	19	48	4	15	43	9				31	49	-32
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	No

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	221	221	217	209	176	197	445	426	460	131	149	143
Growth API	683	734	742		670	672	662	725	721	476	556	535
Base API	633	686	735	600	637	671	628	664	726	465	474	549
Target	8	6	5		8	6	9	7	5	17	16	13
Growth	50	48	7		33	1	34	61	-5	11	82	-14
Met Target	Yes	Yes	Yes		Yes	No	Yes	Yes	No	No	Yes	No

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2008-09	2009-10		2010-11		
		All Students	Years of EL instruction		Years of EL instruction	
			Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576	
Number Met	257	97	251	110	245	
Percent Met	40.6	12.1	42.4	15	43	
NCLB Target	30.6	17.4	41.3	18.7	43.2	
Met Target	Yes	No	Yes	No	No	

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	94	93	95	94	94	92	100	100	95	94	98
Number At or Above Proficient	301	257	275	223	196	215	10	5	--	13	21	11
Percent At or Above Proficient	66.0	65.9	67.2	75.1	76.9	78.2	50.0	31.2	--	37.1	50.0	28.9
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	95	90	91	94	93	89	93	86	66	80	67
Number At or Above Proficient	42	23	33	13	9	6	59	56	68	7	9	14
Percent At or Above Proficient	49.4	39.7	47.8	20.0	16.4	10.7	44.4	41.8	44.2	17.9	23.1	34.1
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	--	No	--	--	--	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	95	98	98	94	98	96	100	100	98	96	100
Number At or Above Proficient	314	248	287	231	182	211	6	3	--	25	28	21
Percent At or Above Proficient	66.7	63.4	67.2	76.0	71.4	73.5	28.6	18.8	--	69.4	65.1	53.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	96	97	99	99	97	96	96	95	86	89	94
Number At or Above Proficient	40	24	37	24	17	17	69	60	78	11	7	9
Percent At or Above Proficient	44.4	42.1	50.0	33.8	29.8	29.3	48.3	42.6	46.2	21.6	15.9	15.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**
Met AYP Criteria	Yes	--	Yes	No	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	5	15	37	16	39	5	12	3	7	41
10	1	3	9	26	16	47	6	18	2	6	34
11	1	5	9	45	6	30	3	15	1	5	20
12			9	60	3	20	1	7	2	13	15
Total	4	4	42	38	41	37	15	14	8	7	110

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Meeting Performance Goals. STAR test results are discussed during Staff Meetings, Instructional Council (Department Chairs) and Department Meetings as appropriate. It is our goal to narrow and then eliminate the achievement gap between our minority population and our white population.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meeting Performance Goals. We are currently developing common assessments within our course alike collaborative groups. All course alike groups are continuing to develop common assessments at this time. Starting with the 2011-12 school year CUSD has initiated a district-wide Benchmark Common Assessment.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Exceeding Performance Goals-All of our staff is highly qualified as per NCLB with the exception of three special education teachers. All three are in the process of becoming highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Exceeding Performance Goals. All three Assistant Principals and the Principal have completed the AB 75 or AB 430 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Meeting Performance Goals. All CHS teachers are appropriately credentialed and eligible teachers have been provided the opportunity to attend AB 466 training.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Meeting Performance Goals. Since the 2006-07 school year, all staff development has been approved (by the Principal) only if it directly meets the requirements of the California State Standards, collaboration and student intervention issues. Staff development funding from SBCP also must meet this requirement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

Exceeding Performance Goals. The Chico High School staff adopted a contract waiver (93% approval) for the 5th consecutive year to meet weekly for 45 minutes for teacher collaboration. Collaboration groups are made up of course-alike members (not grade level which is more typical of elementary teachers).

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Meeting Performance Goals. Core teachers have been provided release time via SBCP funding to align curriculum, instruction and materials to meet NCLB performance standards and the California State Standards. Teachers have continued this process during the weekly collaboration time.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Meeting Performance Goals. All SBE adopted instructional materials meet NCLB requirements.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Meeting Performance Goals. All SBE adopted instructional materials have been SBE adopted and are aligned with California State Standards.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Meeting Performance Goals. CHS requires an intervention math and English classes for any senior student that has failed to pass the respective parts of the CAHSEE by the beginning of the senior year. At the start of the 2008-09 school year we implemented a Freshmen Learning Center where attendance is required for any freshmen or sophomore failing Algebra or English.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Exceeding Performance Goals. Chico High School is closely linked to the research of Rick DeFour (as well as other educational researcher/practitioners Stiggins, Marzano, Fullen, Schmoker, Reeves and Eaker) to raise student achievement. We continue to move in the direction of the collaboration-intervention model for improved school-wide achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

N/A - Chico High School is not a Title I school.

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Exceeding Performance Goals. CHS has various programs and resources to assist student academic development including the Smaller Learning Communities (CAD+ and Ag Program), READ 180 Intervention Program, Learning Center, Peer Tutoring and Peer Mediation.

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Meeting Performance Goals - Parents, classroom teachers, office staff and students participated in the planning and implementation of the Consolidated Application Program plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Meeting Performance Goals. Categorical funds fund a 5-hour teacher aide, as well as additional resources for supplementary materials.

22. Fiscal support (EPC)

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$190,000
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$33,300
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): (Specialized Programs) \$50,000 (Safe Schools) \$7,000	\$57,000
Total amount of state categorical funds allocated to this school	\$280,300

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[] 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	
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[] 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	
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[X] Other Federal Funds (list and describe)(42) Perkins \$40,000	\$40,000
Total amount of federal categorical funds allocated to this school	\$40,000

Total amount of state and federal categorical funds allocated to this school	\$320,300
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	190,000	0	33,300	0
Carryover	71,000	0	0	0
Indirect Costs	0	0	0	0
Direct Costs	0	0	0	0
Transfer to General Fund	0	0	0	0
NCLB	0	0	0	0
Intervention Programs	0	0	0	0
Less Testing Team	0	0	0	0
Plus Parent Involvement	0	0	0	0
Schools Allocation	0	0	0	0

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Chico High School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

- Instructional Council
 - PTSA (Parent-Teacher-Student Association)
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 Local Improvement 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 on:

Attested:

Jim Hanlon

Typed name of school principal

Signature of school principal

Date

Nancy Skadal-Teacher

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Produce quality work that meets the high standards of each class. ~ Attend school regularly, on time, and with completed homework. Follow agreed-upon schedule and home/school rules. ~ Participate in school activities with my parents and teachers that help to improve teaching and learning, both at home and at school. ~ Tell parents honestly what is happening at school, and help to maintain two-way communication. ~ Respect the school, students, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Communicate the value of education, and provide home support and monitoring of student academic work and progress in school. ~ Establish a schedule with my student for study time, TV viewing, peer activities, and out-of-school time. ~ Participate in training opportunities with staff that help to improve teaching and learning, both at home and at school. ~ Communicate regularly with the school. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Endeavor to motivate my students to learn. Provide appropriate and varied classroom instruction that actively involves students, and maintain high standards within each subject. ~ Provide a safe, orderly, and caring classroom environment conducive to learning. ~ Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community. ~ Establish two-way communication with families about student progress in school. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Chico High School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Hanlon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich Kemp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Skadal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Klein	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Triffo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich Kemp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paula McLay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margie Rackley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evanne O'Donnell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cathy Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Peterson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tori Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TBD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	4	1	3	3

(43) 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.

The Single Plan for Student Achievement

Chico Junior High School

School Name

04-61424-6057137

CDS Code

Date of this revision: Sept.22, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Pedro A. Caldera
Position: Principal
Telephone Number: (530) 891-3066 Ext. 208
Address: 280 Memorial Way
Chico, CA 95926
E-mail Address: pcaldera@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The **vision** of Chico Junior High School is that every student develops his/her maximum potential. Opportunities will be provided to help all students develop good attitudes and standards for themselves. The unique needs of the middle school student will be met through a positive working relationship between staff, students, and parents. Independence, responsibility, decision-making, and a love for learning will be developed and encouraged.

The **mission** of Chico Junior High School, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging students in quality educational programs that address diverse student needs . In order to comply with the No Child Left Behind federal legislation, Chico Junior will strive to help all students become proficient or advanced on the California Standards Test.

III. School Profile

Chico Junior High School is located in the center of Chico. It serves students who reside in the southwest Chico area.

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Special opportunities are available for students who struggle with reading through Read Right instruction. Second language learners benefit from enrollment in English Language Development classes. Students who are learning Spanish continue their language acquisition in Dual Immersion Classes which are provided in both science and history.

In addition to the many academic opportunities, Chico Junior High School has award winning vocal and instrumental groups that consistently receive superior ratings at music festivals. Our Student Government class provides involvement in numerous engaging and age appropriate activities and events. We also have industrial technology program recommended for middle schools and students may participate in beginning or advanced art.

Students have before and after school homework support. A 21st Century Program offers academic support, enrichment and recreational opportunities. Our library is available to students before, during the school day, and after school.

We have access to a movie theater, three computer labs, and technology in every classroom. All classrooms have LCD projectors and Smartboards. The English department has ELMOs. Our school has a swimming pool available for use by the physical education classes.

Chico Junior has an active Parent Teacher Student Association, School Site Council, English Language Advisory Committee, and Safety Committee, regular Dual Immersion Parent Meetings, and many opportunities for parent volunteers.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Chico Junior High has much data available to help drive our instruction and monitor student progress. An hour of collaboration time is made possible by having students arrive an hour later on Wednesdays each week. During these late arrival collaboration meetings, our staff meetings, the department meetings, and informal meetings, teachers are able to examine data.

B. Surveys

District surveys were given to all staff members, parents and students. In addition, our school has administered informal surveys. The results from these surveys help us examine the educational program at Chico Junior High. This data shows that all stake holders are generally happy and approve of the current practices. Areas which score more to the middle range of satisfaction are ones that will be examined.

C. Classroom Observations

New teachers are provided support through on-site BTSA mentors. Temporary and Probationary Teachers are observed and evaluated every year. Unless a teacher is working on an Assistance Plan, tenured teachers with ten or more years of teaching experience are evaluated every five years. Alternate evaluations may be done if both the administrator and the teacher agree.

D. Student Work and School Documents

Student work is examined and evaluated by classroom teachers. Most is returned to students. Some assignments are displayed as examples of model work. Some are discussed in meetings with parents or other staff members. Rubrics are often used to explain expectations. Most school documents are created by individuals and/or committees, and they are taken to the larger group for feedback and either approval or correction.

E. Analysis of Current Instructional Program (See Appendix B)

Chico Junior Teachers have examined the state standards for their curriculum area and collaboratively identified a set of essential standards, based on a criterion that examines the endurance, relevance, leverage, and necessity of the standards. District Progress Assessments are being used to provide both site and district data for students' level of mastery. Each department also continuously evaluates formative assessments to help find better strategies to improve student learning and prepare students for the California Standards Test.

The teachers at Chico Junior meet the requirements for highly qualified staff as established by the No Child Left Behind legislation. Staff development opportunities which focus on improving student achievement have been provided as needed. A major emphasis has been placed on staff members receiving training from the DuFour model which guides professional communities to focus on student learning. Teachers from all of the curriculum are sharing effective teaching strategies based on common formative assessments. Staff development is now being focused on using revisiting SIM strategies and introducing new teaching strategies to answer question No. 3, what do we do when students don't learn? Staff development in mathematics continues to be a focus this year with math instructors and administrators learning from effective teachers in our district. This will be accomplished at our district KLT workshops.

All instructional materials have been adopted by the State Board of Education. In line with the Williams Act, all students have access to the necessary, mandated materials. Teachers work collaboratively to prepare lessons to meet the standards at their grade level and in their discipline.

Curriculum and instruction are provided for students at their level of success. Students who are struggling academically are given the opportunity for participation in smaller, more individualized classes. Read Right is available for students who have reading problems; computer programs and math intervention courses are used to supplement math instruction. Moreover, our Title 1 teacher pulls in students to address writing standards. Second language learners receive English Language Development support. In addition, many classrooms use CAVE volunteers.

Homework assistance is provided by supervisors, before, after school and at lunch. An hour of academic After-school assistance is available for identified students. We have the 21st Century Program open to all Chico Junior students both before and after school and during both winter and spring break. The library is open and supervised before school, at lunch, and for an hour after school. We also have a Center For Success for struggling students at lunch time. Students are assigned to the Center For Success at lunch time in order to get help from teachers and instructional aides. Many staff persons also provide extra support for students during the lunch break.

Parents support Chico Junior in a variety of much appreciated ways; participation in PTSA, membership in School Site Council, and donations of time and/or money or items to school programs and activities. The parents of students in the Dual Immersion Program meet at the school monthly.

Funding is provided by the district in the form of categorical and site budgets. The School Site Council recommends approval of the categorical expenditures. The school's Student Government is the umbrella group which allows clubs to raise funds to provide student activities.

V. Description of Barriers and Related School Goals

Barrier 1

Chico Junior's "Students with Disabilities," "Hispanic/Latino", and English Language Learners subgroups scored lower than the other subgroups on the CST. The "Hispanic/Latino" group did see strong gains in 2008-2009 and 2010-2011 but will continue to be a focus.

Goal: Increase achievement scores for all subgroups by one tier. (i.e. from Below Basic to Basic or Basic to Proficient) on CST scores.

Barrier 2

Chico Junior High School's diversity is both a strength and a challenge. Although the student body at the school is healthy in terms of representing a "real world" population, we have a high number of students with special needs.

Goal: Provide both academic and affective support for our students.

Barrier 3

Chico Junior High School has a number of families in the Socio-Economically Disadvantaged group, and we have many students in foster or group homes, single parent homes, and homes where both parents work long hours.

Goal: Provide activities and experiences for these students without financial support from parents.

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) 25 percent of students in all subgroups will move up one level on the NCLB proficiency continuum in Mathematics, English, Social Studies and Science. Proficient and Advanced students remain proficient or advanced, in order to meet the AYP minimums of 78.4% proficient in ELA and 79% in Mathematics.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All students - all grade levels Students in all statistically significant subgroups - White, Latino and Hispanic and Socio-Economically Disadvantaged. Second language learners Students who struggle with reading Students with behavior issues 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Improve at least one level in the proficiency continuum on the CST scores. Improve at least one level on the CELDT assessment Passing grades Read/Right data Participation in before, during and after school activities and interventions. Standards attained based on DPA
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Formative Assessments Teacher observation Test scores and progress in the classrooms Report card grades Participation logs Weekly teacher collaboration meetings Analysis of CST results Intervention Team agendas Instructional Leadership Team agendas 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> Formative Assessment scores CST scores District Progress Assessments (DPA) CELDT scores Report card data BLAST Attendance Logs Read/Right data Intervention Team agendas Instructional Leadership Team agendas

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Use Data to drive Instruction	On-going	Copy Costs	\$1,000	Title I
2. Use data from District Progress Assessment	On-going	Copy Costs	\$1,800	Title I
3. Continue ILT	On-going	Stipends	\$9,000	Title I
4. Improve ILT	On-going	Training/Conference	\$5,000	Title I/Title II
5. Notify parents of student grades	On-going	Mailings	\$2,000	Title I
6. Continue/Improve BLAST	On-going	Salaries, Materials, equipment	\$130,000	Grant
7. Provide extra learning hours, including credit recovery	On-going	Salary, Materials	\$20,000	Title I
8. Support Read Right	On-going	Salary (teacher and Aide)	\$62,000	Title I

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
9. Provide Title I support	On-going	Aide Salary	\$32,000	Title I
10. Provide appropriate staff development	On-going	Trainings/materials	\$10,000	Title II
11. Provide parent-school support	On-going	Parent Liaison	\$31,000	Title I/EIA
12. Provide second language learner support	On-going	Bilingual aide	\$12,000	Title I/EIA
13. Continue to update library	On-going	Purchase books	\$2,000	EIA
14. Provide recognition for student success	On-going	Awards	\$500	EIA
15. Provide supplementary materials and equipment	On-going	As identified	\$20,000	Title I/EIA
16. Provide Counseling services for students in need	On-going	Counselor .6	\$52,000	Title I
17. Provide Title 1 Coordinator of Interventions	On-going	Coordinator .4	\$28,000	Title I
18. Provide SBIT meetings for identified students	on-going	Materials/copy costs	\$1,000	Title I/EIA
19. Provide smaller ELD class sizes	on-going	Supplement teacher salary	\$24,000	Title I/EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Chico Junior High School will provide internal and external communications at least once a week for internal and once a month for external.	
Student groups and grade levels to participate in this goal: All students and grade levels, the staff who works with these students, and the students' parents	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> All groups will have processes in place so they know about upcoming events and activities. All groups will have an opportunity to provide input. All groups will have an opportunity to evaluate progress in this area.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Participation numbers Response to inquiries and requests Survey results 	Group data to be collected to measure academic gains: Student, staff, and parent surveys

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Provide opportunities for student information. 2. Provide opportunities for student involvement 3. Provide opportunities for staff information 4. Provide opportunities for staff involvement 5. Provide opportunities for parent information 6. Provide opportunities for parent involvement	On-going	1. Binder Reminders, morning intercom announcements, marquees, bulletin boards, flyers: copies, paper, software, Binder Reminders 2. Before school, lunch break, and after school activities and events: clubs, intramurals, BLAST, Afterschool Intervention, Student Government activities: materials, equipment, rentals, awards 3. Cougar News, What's New...What's Due, morning intercom announcements, emails: copies 4. Wednesday collaboration meetings, department meetings, staff meetings, Intervention Team Meetings, Office Calendar 5. <u>Cougar News</u> , Marguees, CJHS Website, Parent	1. \$4,000 2. \$18,000 3. \$500 4. 0 5. \$500 6. \$1,500	1. Student Govt. 2. Student Govt. 3. General 4. N/A 5. Multi-funded 6. Student Govt.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
		Connect, parent conferences, SST meetings, IEP meetings, AB1802 meetings, progress reports, report cards: copies 6. PTSA meetings, SSC meetings, Dual Immersion meetings, Back to School Night, Latino Family Night, Asian Family Night, Read/Right Parent Night, field trip chaperones, Student Government chaperones, Tri Tip Dinner: 8th Grade Awards Ceremony, Promotion Ceremony		

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Chico Junior High School will improve school safety and the learning environment.	
Student groups and grade levels to participate in this goal: School safety and the learning environment will be improved for all student groups and all grade levels.	Anticipated annual performance growth for each group: All student groups will maintain or move from one tier to another (i.e. Basic to Proficient).
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Classroom success • CST Scores • Survey Results • Attendance • Discipline 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • Grade summaries • CST Results • Survey Results • Attendance Records • Discipline Records

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Provide recognition for student success in citizenship and academics 2. Encourage student involvement: clubs, activities, intramurals, events 3. Update the School Safety Plan 4. Improve the code red procedure 5. Update and improve camera surveillance 6. Maintain a clean, attractive, inviting, learning environment 7. Collaborate to develop ways to improve school discipline, school spirit, and students' sense of belonging 8. Encourage student integration among our various cultures 9. Provide a variety of activities for students on late arrival Wednesdays 10. Utilize technology for communication between classrooms and office	1. Aug. '09 to May '10 (on-going) 2. On-going 3. Sept. '09 4. Oct. '09 5. Feb. '11 6. On-going 7. On-going 8. On-going 9. On-going 10. O-going	1. Copies 2. Copies, materials, equipment 3. Copies 4. Copies 5. Surveillance Cameras 6. N/A 7. N/A 8. N/A 9. N/A 10. N/A	1. \$100 2. \$5,000 3. \$25 4. \$15 5. \$3,000 6. N/A 7. N/A 8. N/A 9. N/A 10. N/A	1. Student Govt. 2. Student Govt. 3. School Safety 4. School Safety 5. School Safety 6. N/A 7. N/A 8. N/A 9. N/A 10. N/A

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	554	522	514	320	288	284	27	22	27	49	43	46
Growth API	802	811	826	844	870	879			688			779
Base API	770	791	811	819	839	870			728			747
Target	5	5	A	A	A	A						
Growth	32	20	15	25	31	9						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	136	142	131	126	131	100	286	260	267	65	59	54
Growth API	749	730	766		692	712	732	731	754			550
Base API	674	729	730	633	651	692	695	718	731			612
Target	6	5	5		7	5	5	5	5			
Growth	75	1	36		41	20	37	13	23			
Met Target	Yes	No	Yes		Yes	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	98	99	98	98	99	100	100	100	100	100	98
Number At or Above Proficient	332	305	316	230	210	213	13	10	8	11	13	14
Percent At or Above Proficient	59.0	59.1	61.5	71.4	73.9	75.0	44.8	45.5	29.6	22.0	30.2	30.4
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	100	100	100	99	99	100	100	97	97
Number At or Above Proficient	65	58	68	30	34	29	130	103	115	27	16	16
Percent At or Above Proficient	46.4	41.1	51.9	22.9	26.0	29.0	44.1	40.2	43.1	36.5	27.6	29.6
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	No	Yes	Yes	No	No	Yes	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	98	99	97	98	99	97	100	97	100	100	98
Number At or Above Proficient	264	266	299	187	183	191	7	6	8	16	17	24
Percent At or Above Proficient	47.3	51.7	58.4	58.8	64.4	67.5	25.0	27.3	30.8	32.0	39.5	52.2
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	No	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	100	100	100	98	99	99	99	97	97
Number At or Above Proficient	46	48	64	27	40	39	97	94	123	15	20	8
Percent At or Above Proficient	32.9	34.3	48.9	20.6	30.8	39.0	33.1	36.7	46.4	20.5	34.5	14.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	Yes	No	Yes	No	Yes	Yes	No	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	3	9	17	49	13	37	2	6			35
8	4	11	19	51	12	32	2	5			37
Total	7	10	36	50	25	35	4	6			72

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

We currently use data from the STAR testing in conjunction with district progress assessment and site level formative assessments to modify instruction in efforts to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Using Edusoft to organize data on formative assessments

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are currently high qualified under NCLB

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Both Principal has been trained in AB 75 and the Assistant Principal will be trained in the near future.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed. Access for more teachers to AB 466 would be beneficial.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Engaged in SIM training to help students access current standards.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

No full-time coaches available, but SIM trainer will make site visits to help with implementation of new strategies.

8. Teacher collaboration by grade level (EPC)

Teachers collaborating using PLC strategies every Wednesday.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All core areas have aligned instruction to standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Students receive more than 1 hour of reading and Language Arts instructions per day, but a little less than an hour in math.

11. Lesson pacing schedule (EPC)

Some pacing guides are in place, all core areas will have these in place by the end of the year.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All students have access to state-adopted materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All materials are State-Adopted in core areas.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

We have some English Language Development classes funded by the regular program. We also have some remedial English classes funded by the regular program.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Currently implementing PLC and SIM researched strategies to improve student performance in all core content areas.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Increased learning time available before school through BLAST, at lunch in the Center For Success and after school through BLAST and Credit Recovery.

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Working together with CSU-Chico to develop more connections to serve our students.

19. Strategies to increase parental involvement (Title I SWP)

We have worked hard to be more available to parents and have tried to encourage participation through events on campus.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

SII stakeholder groups represented through SSC, ELAC and PTSA. New student group - Cougar Council - created to obtain more input from students. Students also have voice through Student Leadership.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Funds being utilized to provide aides to increase student performance through the Center For Success and classroom help.

22. Fiscal support (EPC)

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$23,820
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education \$131 ARRA SFSF (SIP) \$26,106 ARRA SFSF (Safe Schools) \$7,000	\$33,237
Total amount of state categorical funds allocated to this school	\$57,057

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$175,000
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[] 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	
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[] 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	
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[X] Other Federal Funds (list and describe)(42) Title I Stimulus \$137,000	\$137,000
Total amount of federal categorical funds allocated to this school	\$312,000

Total amount of state and federal categorical funds allocated to this school	\$369,369
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- ~ Believe that I can learn and will learn.
- ~ Read for at least 30 minutes, five days a week.
- ~ Come to class on time, ready to learn, and with assignments completed
- ~ Set aside time every day to complete my homework.
- ~ Know and follow the school and class rules.
- ~ Follow the school's uniform dress code.
- ~ Regularly talk to my parents and my teachers about my progress in school.
- ~ Respect my school, classmates, staff, and family.

Parents Pledge:

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

- ~ Talk to my child regularly about the value of education.
- ~ Monitor TV viewing and make sure that my child reads every day.
- ~ Make sure that my child attends school every day, on time, and with homework completed.
- ~ Support the school's discipline and uniform dress codes.
- ~ Monitor my child's progress in school
- ~ Make every effort to attend school events such as parent-teacher conferences, Open House, and Back-to-School Night.
- ~ Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- ~ Participate in shared decision making with school staff and other families for the benefit of students.
- ~ Respect the school, staff, students, and families.

Staff Pledge:

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

- ~ Communicate high expectations for every student.
- ~ Endeavor to motivate my students to learn.
- ~ Teach and involve students in classes that are interesting and challenging.
- ~ Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community.
- ~ Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- ~ Communicate regularly with families about their child's progress in school.
- ~ Provide assistance to families on what they can do to support their child's learning.
- ~ Participate in shared decision making with other school staff and families for the benefit of students.
- ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Chico Junior High School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pedro Caldera	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margie Taresh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lori Welsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rochelle Simmons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Duchala	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andy Wahl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Slater	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Moxon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Josie Cornwell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Denise Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	3	2

(43) 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.

The Single Plan for Student Achievement

Citrus Elementary School

School Name

04-61424-6002976

CDS Code

Date of this revision: 10/07/2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Shirley Williams
Position: Principal
Telephone Number: (530) 891-3107
Address: 1350 Citrus Avenue
Chico, CA 95926
E-mail Address: swilliams@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The mission of Citrus Avenue School is to provide a safe, positive learning environment and to assure that students meet their full potential.

III. School Profile

School Type:	Public elementary school; grades K-6	
Enrollment:	398 (2010-11)	
Year school opened:	1936	
Title I status:	School-wide program	
Program Improvement Status:	Year 5+	
AYP:	Did not make AYP; met 11 of 21 AYP criteria	
API:	720 (2010 Growth)	724 (2009 Base)
Median API Scores for Similar Schools:	772 (2010 Growth)	762 (2009 Base)
Statewide API Rank	2/10 (2009)	
Similar Schools Rank	2/10 (2009)	

Citrus Avenue Elementary School, located in Chico, California, follows a traditional K – 6 elementary schedule. Serving a neighborhood population, Citrus has a current enrollment of approximately 400 students.

The student population of Citrus is comprised of an ethnically and socio-economically diverse group of students from the Chico neighborhood surrounding Enloe Hospital. Our close proximity to CSU, Chico also makes our neighborhood one filled with college-aged students and student housing. Approximately 80% of our students are eligible to participate in the free/reduced lunch program, and more than 50% of our students are Asian, Latino or African-American. Additionally, more than 25% of our students are classified as English Language Learners.

Citrus is in close proximity to California State University, Chico and receives many benefits of this location. Citrus classrooms are able to easily visit the University for a variety of activities, including, but not limited to the following: performances, the hands-on science lab as well as other teaching and learning opportunities. We are also able to take advantage of many student volunteers from the Community Action Volunteers in Education (CAVE) and America Reads Programs.

In addition to an excellent teaching staff, we also have a strong support staff dedicated to ensuring a successful and safe school experience for all of our students.

We are also very fortunate to have a very dedicated group of parents who are active in our Parent-Teacher Association, as well as on our School Site Council. We also have an incredible support system through the over 200 volunteers of Bidwell Presbyterian Church. The members of this church adopted our school almost four years ago and put in countless hours volunteering and providing additional support and resources to our students, staff, instructional programs and facility enhancements. The on-going efforts and commitment of these individuals, in addition to the LOVE Chico Organization, make our school a special place for children.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

STAR data was used as an initial point for analysis of our instructional program. Citrus had a decrease in its Academic Performance Index (API) and did not meet 11 of the 21 criteria for Adequate Yearly Progress (AYP). We continue to be a Year 5 + Program Improvement School under the guidelines established by NCLB and are in year 9 of implementing the sanctions as outlined in the Program Improvement structure. STAR data indicate gaps in achievement for our Hispanic, English Learner (EL) and Economically Disadvantaged (ED) subgroups.

Additional data about the achievement of our English Language Learners growth is available through the analysis of CELDT data. We are not currently meeting any of our 2010-11 Annual Measurable Achievement Objectives (AMAOs) for Title III. 36.6% of EL students met Annual Growth Targets (AMAO 1) on the CELDT, falling below the target of 53.1%, and 8.4% of those students who have been here less than five years met Language Proficiency Targets (AMAO 2), falling below the target of 17.4%. Only 16.7% of our EL students met AYP targets for ELA, well below the AYP target of 56.8%. Our English Learner subgroup's scores on the CSTs in both indicate that this subgroup is struggling the most academically in both ELA as well as mathematics. Supporting the achievement of English Learners will continue to be an area of critical academic need, and therefore a major focus for improvement for our school.

	Number of 2009 Annual CELDT Takers	AMAO 1 - Annual Growth				AMAO 2 - Attaining English Proficiency		
		Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2
District Data:	1,187	100%	1,183	587	50%	<5yrs 799 >5 yrs 592	97 251	12.1% 42.4%
Citrus		%			36.6%	<5 yrs >5 yrs		8.4% ----%

Analysis of the Essential Program Components (EPCs) found in the Academic Program Survey (APS) during the 2009-10 academic year indicated we have needs in several areas. Areas of particular concern are intervention in both mathematics and English Language Arts, consistent instruction and use with fidelity of the adopted ELD program, providing adequate time for EL instruction and the consistent use of the adopted materials for Language Arts in all grade levels. Thorough discussion of each of these components and analysis of the student achievement needs (both school-wide and subgroup data as measured on the STAR) indicate the need to focus on both math and reading intervention, as well as ELD instruction at all grade levels. Review of these components indicate the need to continue our focus in these areas. Additionally, we have a need to build stronger knowledge and skill in the analysis and use of common assessment data in our collaborative teams.

B. Surveys

The school continues to collect and review data to analyze our programs, processes and procedures. Data is being collected and analyzed in the following areas: Student Achievement, Demographics, Process and Perceptions.

A variety of tools are being utilized by a variety of stakeholders to develop a clear and accurate picture of our strengths and areas for growth. The tools and data we are gathering include, but are not limited to the following: STAR (CST, CMA, STS, CAPA), State and Federal Accountability Measures (API, AYP, Title III, PI data), CELDT, state Physical Fitness Test (PFT) data, Academic Program Survey (APS), English Learner Subgroup Self-Assessment (ELSSA), Inventory of Services and Supports (ISS), Professional Learning Community (PLC) Continuums and the California Healthy Kids Survey.

C. Classroom Observations

Formal and informal classroom observations occur per CUSD/CUTA contract. The school principal visits classrooms on a regular basis. Support teachers for both math and ELD were put in place during 2009-2010 academic year, and continue to provide support and coaching this year. They provide observations and in-class assistance to teachers to support our new math implementation and effective instructional strategies and techniques for our English Language Learners. Citrus teachers also have the opportunity to do peer observations of colleagues when requested, with a focus on the use of formative assessment techniques as a common set of instructional practices for growth.

D. Student Work and School Documents

Staff review of STAR data show the need to continue to focus in the areas of Reading Comprehension, Writing Strategies and Number Sense/Math Operations. Additionally, analysis of the current scheduling and support structures available, we have noted that a particular focus on meeting the needs of our major subgroups (EL, Hispanic and SED) is necessary to ensure the academic success of these students.

District assessment data are also collected on a trimester basis for both math and English Language Arts. In addition, CBMs are administered every eight weeks to monitor student growth in reading and students are placed in reading intervention groups according to need. Assessment data is also collected from the Avenues program to monitor the progress of our EL population, as well as the data collected from the new district assessments for English Language Development.

E. Analysis of Current Instructional Program (See Appendix B)

Grade level teams and the Title 1 teacher review assessment data to set goals for a yearlong program where instruction focuses on students' strengths as well as areas for growth. In coordination with the Title 1 teachers in math and ELA, grade level teams design intervention schedules for struggling learners as well as grade-level instruction for those students already reaching the proficient and advanced proficiency levels. These intervention groups are leveled by grade and skill level to best meet the needs of each student.

V. Description of Barriers and Related School Goals

Current Reality #1: The proficiency target to meet AYP in English Language Arts for the 2010-11 test administration was 67.6%. None of our significant subgroups met the AYP target for 2009-10. Three of our five significant groups had decreased percentages of students advanced or proficient than the previous year, increasing the gap between our proficiency levels and the AYP targets. The percentage of students who scored proficient or advanced on the ELA portion of the CST in each of the following subgroups is as follows:

08-09 (47.5%)	09-10 (58%)	change	10-11 (67.6%)	change		
School-wide	40.4% (-5.6%)	37.9% (-18.9%)	-2.5%	27.8% (-39.8%)	-10.1%	
Hispanic	23% (-23%)	33% (-23.8%)	+10%*	32.7 (-34.9%)	- .3%	
White	58.2% (+12.2%)	50% (-6.8%)	-8.2%	34% (-33.6%)	-16.4%	
Socio-economically Disadvantaged	32.6% (-13.4%)	33.8% (-23%)	+1.2%	24.9 (-42.7%)	-8.9%	
English Learners	18.4% (-27.6%)	16.7% (-40.1%)	-1.7%	14.8 (-52.8%)	-1.9%	

AYP Target for 2011 - 12 = 78.4%

Annual School Goal #1 (2010-11): By April 2012, on the STAR Test in ELA, 78% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.

Current Reality #2: The proficiency target to meet AYP in math for the 2010-11 test administration was 68.5%. None of our significant subgroups met the AYP target for 2010-11. Four of our five significant groups had decreased percentages of students advanced or proficient than the previous year, increasing the gap between our proficiency levels and the AYP targets. The percentage of students who scored proficient or advanced on the math portion of the CST in each of the following subgroups is as follows:

08-09 (47.5%)	09-10 (58%)	change	10-11 (68.5%)	change		
School-wide	43% (-4.5%)	41.4% (-16.6%)	-1.6%	29.5% (-39%)	-11.9%	
Hispanic	27.9% (-19.6%)	30.2% (-27.8%)	+2.3%*	21.8% (-46.7%)	-8.4%	
White	57.5% (+10%)	50% (-8%)	-7.5%	38% (-30.5%)	-12%	
Socio-economically Disadvantaged	38.9% (-8.6%)	37.1% (-20.9%)	-1.7%	28.6% (-39.9%)	-8.5%	
English Learners	27.6% (-19.9%)	29.5% (-28.5%)	1.9%*	19.7% (-48.8%)	-9.8%	

AYP Target for 2010 - 11 = 79%

- **Annual School Goal #2 (2010-11):** By April 2012, on the STAR Test in Mathematics, 68% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.

Current Reality #3: 36.6% of EL students met Annual Growth Targets (AMAO 1) on the CELDT, falling below the target of 53.1%, and 8.4% of those students who have been here less than five years met Language Proficiency Targets (AMAO 2), falling below the target of 17.4%. Only 16.7% of EL students met AYP targets for ELA, well below the AYP target of 56.8%. This was a decrease in our percentages from 2008-09, where 18.4% met targets. This data shows that our English Learners lowest performing subgroup. 29.5% of EL students met AYP targets for Math, well below the AYP target of 58%, again making them our lowest performing subgroup.

- **Annual School Goal #3 (2010-11):** We will increase the percentage of English Language Learners reaching language proficiency to meet AMAO targets for 2010-11 as measured by the CELDT and increase the percentage of EL students meeting AYP targets in ELA on the CST.

Current Reality #4 – We have had only a small number of parents involved in our PTA, volunteering for school activities and a decrease in the number of parents attending school functions. In addition, parents report difficulty helping their child with academic homework due to a lack of knowledge and skills with some academic areas.

- **Annual School Goal #4 (2010-11):** Family, Parent and Community Involvement
We will increase the number of opportunities for parents, families and community members to participate in school-wide functions by creating a more positive, informal and inviting environment.
In addition, we will increase the number of parent training opportunities to support positive parenting skills and engagement with their students in academics.

Annual School Goal #5 (2010-11): Teachers and staff will participate in professional development opportunities to increase their skills and knowledge to improve student achievement and engagement.

- 100% of staff – Formative Assessment Follow-up
- 100% of staff – Work with EL Support Teacher (Kevin Clark strategies)
- 100% of staff – Collaboration with Math Support Teacher
- 100% of staff – BEST
- ILT participation in 5-day PLC Workshops
- SBIT Team attending 5-day Rtl Training
- Bi-monthly PLC meetings by grade-level

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) By April 2012, on the STAR Test in ELA, 78% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.	
Student groups and grade levels to participate in this goal: All students in grades K-6	Anticipated annual performance growth for each group: An increase of 10% for all students scoring proficient or advanced on the CST.
Means of evaluating progress toward this goal: Evidence of Effectiveness: Annual STAR reporting, district assessments, school-based assessments (including HM theme tests, CBM, BPST, leveled reading passages, spelling inventories, grade level common assessments), progress made on Essentials Skills Programs, AR, and student work.	Group data to be collected to measure academic gains: K-6 will measure academic gains by using data from district benchmarks in ELA. Grades 2-6 will also have results of STAR as a measure of performance. EL students will have results from the CELDT and district ELD assessments.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Purchase Accelerated Reader (AR) program.	August 2010 - May 2011	reading program with assessment	\$3,000	Title 1
Hire .6 Title 1 Teacher to work with reading groups.	August 2011-May 2012	Teacher	\$30,000	Title 1
Ensure that all students are provided with the opportunity to learn the curriculum. Monitor the daily implementation of basic core instructional programs and materials in English Language Arts (ELA)/English language development (ELD), including ancillary materials for universal access in every classroom with materials for every student. Ensure the school's schedule allocates for all ELA/ELD classrooms the appropriate daily instructional time in the SBE-adopted RLA/ELD basic core materials. Kindergarten: 60 minutes Grades 1-3 : 2.5 hours Grades 4-6: 2.0 hours	August 2011 - May 2012	Instructional materials, classroom resources, supplementary resources for instruction	\$4,000	
Hire Title 1 teacher to coordinate reading intervention program.	August 2011 - May 2012	Teacher	\$90,000	Title 1
Hire aides to conduct reading intervention groups and purchase additional resources for reading groups	August 2011 - May 2012	Instructional aides, copies, instructional materials	\$50,000	Title 1
Hire parent aides to support reading instruction in primary classrooms	August 2011 - May 2012	Parent aides	\$12,000	Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Provide services to students needing additional time and support. Identify subgroups that are not performing below grade level and develop intervention strategies so that all students will perform to acceptable levels of success. Monitor daily implementation of additional instructional time within the school day for students identified for strategic support in ELA, using the current SBE-adopted, standards-based, basic core program and ancillary materials. Kindergarten through grade six: 30 minutes Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level basic core course.</p> <p>Research, develop and implement a plan to create a schedule to provide the adequate amount of instructional time for the current SBE-adopted intensive intervention programs in ELA. Grades four through six: 2.5-3.0 hours Implement a schoolwide process to identify students needing intensive intervention in grade four through six, including ELs and SWDs, who are two or more years below grade level and ensure they are provided the SBE-adopted intensive intervention materials.</p>	August 2011 - May 2012	Release time for SBIT team	\$1,000	Title 1
SBIT team will support the needs of students in need of intervention by providing intervention recommendations to the classroom teacher, documenting and monitoring progress of the plan and documenting strategies for future special services, if needed.	August 2011 - May 2012	Release time for SBIT team	\$1,000	Title 1 Title 2 EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) By April 2012, on the STAR Test in Mathematics, 68% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.	
Student groups and grade levels to participate in this goal: All students in grades K-6	Anticipated annual performance growth for each group: An increase of 10% for all students scoring proficient or advanced on the CST.
Means of evaluating progress toward this goal: Evidence of Effectiveness: formative assessment data, progress made on Essentials Skills Programs, results on district assessments, results from grade-level common assessments, HELP Math results and student work	Group data to be collected to measure academic gains: K-6 will measure academic gains by using data from district assessments in mathematics. Grades 2-6 will also have results of STAR as a measure of performance. EL students will have results from the CELDT.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire .5 math support teacher to support the staff in the implementation of the new math curriculum	August 2011 - May 2012	Teacher	\$25,000	Title 1
Purchase HELP Math online program to support the math skill needs of EL students. Hire a teacher to help with administration of program. Hire Tech Support to help with technological issues.	August 2011 - May 2012	program costs; extra assignment pay; tech support	\$5,000 \$1,000 \$12,000	Title 1
Purchase additional math manipulatives, calculators, literature and other resource materials for classroom use to support the implementation of the Everyday Math	August 2011 - May 2012	instructional materials, EM literature, calculators	\$4,000	Title 1
Purchase technology to support math instruction	August 2011 - May 2012	computers, document cameras, LCD projectors	\$12,000	Title 1
Staff development and teacher collaboration to analyze data and enhance teacher skills in working with the new math curriculum	August 2011 - May 2012	release time	\$3,000	Title 1
Provide Opportunities for Teachers to Collaborate Create schedule to provide teacher collaboration time Develop data analysis, meeting template and note-taking template for use by teacher teams to facilitate collaboration that provides the best opportunity for achieving the critical areas of academic need and meeting grade-level SMART goals. Train teachers in collaboration meeting protocols. Monitor implementation of administration of common curriculum embedded/formative assessments	August 2011 - May 2012	release time	\$3,000	Title 1
Ensure that all students are provided with access to the core math curriculum Monitor the daily implementation of basic core instructional programs and materials in math, including ancillary materials for universal access in every classroom with materials for every student. Monitor daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for mathematics. Kindergarten: 30 minutes Grades 1-6: 60 minutes	August 2011 - May 2012			

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Provide services to students needing additional time and support. Identify subgroups that are not performing below grade level and develop intervention strategies so that all students will perform to acceptable levels of success. Monitor daily implementation of additional instructional time within the school day for students identified for strategic support in math, using the current SBE-adopted, standards-based, basic core program and ancillary materials. Kindergarten through grade six: 30 minutes</p> <p>Research, develop and implement a plan to provide adequate instructional time for the current SBE-adopted intensive intervention programs in math. Grades 4-6: 2.5-3.0 hours Implement a schoolwide process to identify students needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level and ensure they are provided the SBE-adopted intensive intervention materials. SBIT team will support the needs of students in need of intervention by providing intervention recommendations to the classroom teacher, documenting and monitoring progress of the plan and documenting strategies for future special services, if needed.</p>	August 2011 - May 2012	SBIT team release time	\$2,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) We will increase the percentage of English Language Learners reaching language proficiency to meet AMAO targets for 2011-2 as measured by the CELDT and increase the percentage of EL students meeting AYP targets in ELA on the CST.	
Student groups and grade levels to participate in this goal: All English Learners in grades K-6	Anticipated annual performance growth for each group: Students grades 3-6 who scored basic or lower last year on STAR will increase performance by one or more proficiency levels. A minimum of 75% of EL students will show one year's growth in language proficiency as measured on the CELDT. K-2 students will show growth over time on the District ELD Assessments given each trimester, demonstrating proficiency by end of year.
Means of evaluating progress toward this goal: Evidence of improvement will be measured with: BPST, CBM, CELDT, CST and other district measures.	Group data to be collected to measure academic gains: K-6 will measure academic and language proficiency gains using data from district ELA and ELD assessments. Grades 2-6 will also have the results of the CST/CMA/CAPA to measure performance. EL students will have CELDT results as an additional measure.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide on-going staff development in the use of ELD/SDAIE strategies	August 2011 - May 2012	Teacher	\$10,000	Title 1
Purchase Accelerated Reader (AR) program, including English in a Flash	August 2011 - May 2012	program costs	\$3,000	Title 1
Purchase additional books and instructional materials for AR and ELD instruction.	August 2011 - May 2012	books, instructional resources, materials to support program,	\$5,000	Title 1
Purchase technology to support the use of Accelerated Reader and English in a Flash	August 2011 - May 2012	computers	\$9,000	Title 1
Support implementation of Rosetta Stone	August 2011 - May 2012	training, extra assignment/sub pay	\$1,000	Title 1
Assess students 3 times per year using district ELD assessments	August 2011 - May 2012	aides	\$1,000	EIA
Monitor that students are appropriately placed into ELD groups using California English Language Development Test (CELDT) and all available English proficiency measures.	August 2011 - May 2012	no cost		
Monitor the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using SBE-approved materials and taught by certificated personnel. <ul style="list-style-type: none"> Kindergarten - Grade 6: 30-60 minutes per day, 5 days per week 	August 2011 - May 2012	no cost		
Investigate and visit comparable schools that are making growth with the EL subgroup (investigate schedules, curriculum, resources, etc)	August 2011 - May 2012	release time, travel expenses	\$2,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) We will increase the number of opportunities for parents, families and community member to participate in school-wide functions by creating a more positive, informal and inviting environment. In addition, we will increase the number of parent training opportunities to support positive parenting skills and engagement with their students in academics.	
Student groups and grade levels to participate in this goal: All students in grades K-6 and their parents	Anticipated annual performance growth for each group: Improved student attendance, fewer discipline referrals and suspensions, higher homework completion rates, improved student achievement
Means of evaluating progress toward this goal: Sign in sheets at activities and events Student attendance records Student progress reports and report cards Discipline records, referrals and suspensions	Group data to be collected to measure academic gains: STAR test results, discipline data, district assessments, attendance records

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire Parent Coordinator	August 2011 -May 2012	Parent Coordinator	\$6,000	Title 1 Parent Education
Hire Language Liaison	August 2011 -May 2012	Language liaison	\$5,600	EIA
Send home school calendar, weekly newsletter and other parent notices and communication, and use these tools in our parent education offerings.	August 2011 -May 2012	copies	\$6,000	Title 1 Parent Education
Organize and schedule school activities and parent trainings (Family Math Night, Books and Blankets, Fall Jamboree, Parenting Partners, Nutrition, Budgeting, etc.)	August 2011 -May 2012	workshop materials, books, refreshments, child care	\$3,000	Title 1 Parent Education
Hire Second Step and PIP staff to work with both staff and students in violence/bullying prevention, Healthy Play, anger management, conflict resolution, etc; professional development for staff in working with students in our major subgroups (economically disadvantaged, EL, etc.)	August 2011 -May 2012	personnel; books and training materials	\$9,000	EIA-SCE
Organize and schedule assemblies (anti-bullying, positive attendance and behavior, etc.); support to Student Council and Student Leadership Conference	August 2011 -May 2012	speakers, materials	\$1,000	Title 1
Purchase BEST materials and resources for training and to support implementation of BEST program components	August 2011 -May 2012	books, posters, award certificates	\$1,500	Title 2
Have ILT and school staff analyze student achievement to monitor the achievement gap, and discipline referrals to monitor school climate.	August 2011 -May 2012	no cost		
Hire .5 School Counselor	August 2011 -May 2012	Counselor	\$30,000	Title 1
Conduct student and staff surveys on school climate/culture and analyze the data to identify needs; Investigate alternate character education programs to address the needs from data analysis	August 2011 -May 2012	materials, release time to visit other schools	\$1,000	EIA-SCE

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Teachers and staff will participate in professional development opportunities to increase their skills and knowledge to improve student achievement and engagement.	
Student groups and grade levels to participate in this goal: All students in grades K-6	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal: sign-in sheets at events implementation of new instructional strategies in class use of data analysis, meeting template and note-taking template in meetings	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide Opportunities for Teacher Professional Development in Formative Assessment <ul style="list-style-type: none"> Formative Assessment Follow-up sessions once per month 	August 2011 - May 2012	Release time/ teacher time	\$4,000	Title 1
Provide Opportunities for Teacher Professional Development in working with EL students Work with EL Support Teacher Language STAR	August 2011 - May 2012	Release time; Institute costs; training materials	\$4,000	EIA
Provide Opportunities for Professional Development in working with positive behavior support systems <ul style="list-style-type: none"> Train staff on BEST program and practices 	August 2011 - May 2012	Teacher stipend or extra hourly pay	\$6,000	Title 2
Provide Opportunities for Teacher Professional Development in working with Intervention and Rtl <ul style="list-style-type: none"> SBIT Team attending 5-day Rtl Training 	August 2010 - May 2011	Release time; Institute costs	\$3,000	
Provide Opportunities for Teacher Professional Development in working with core curriculum <ul style="list-style-type: none"> Collaboration with Math Support Teacher 	August 2010 - May 2011	Release time		Title 1, Title 2
Provide Opportunities for Teacher Professional Development in Collaboration and PLC Concepts <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Provide opportunities for staff training on using and accessing data from the electronic data system (EduSoft). Provide professional development for administrators and teachers on data analysis and instruction. ILT participation in 5-day PLC Workshops 	August 2010 - May 2011	Release time		Title 1. Title 2 EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	272	290		122	134		24	30		41	40	
Growth API	730	720		796	760							
Base API	734	724		787	790							
Target	5	5		5	5							
Growth	-4	-4		9	-30							
Met Target	No	No		Yes	No							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	61	63		76	78		218	237		20	37	
Growth API	654	676		633	631		705	695				
Base API	705	651		666	629		715	698				
Target	5	7		7	9		5	5				
Growth	-51	25		-33	2		-10	-3				
Met Target	No	Yes		No	No		No	No				

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	100	100	97	99	99	100	100	100	98	100	100
Number At or Above Proficient	113	110	62	72	67	34	5	9	3	10	8	2
Percent At or Above Proficient	40.1	37.9	27.3	57.6	50.0	34.0	20.8	30.0	12.5	23.3	20.0	7.7
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	100	87	98	100
Number At or Above Proficient	15	21	17	15	13	9	73	80	46	10	11	5
Percent At or Above Proficient	23.4	33.3	30.9	19.0	16.7	14.8	32.2	33.8	24.3	33.3	29.7	11.9
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	No	Yes	No	No	No	No	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	100	100	96	99	99	100	100	100	98	100	100
Number At or Above Proficient	118	120	67	70	67	38	8	11	5	14	13	5
Percent At or Above Proficient	42.1	41.4	29.5	56.9	50.0	38.0	33.3	36.7	20.8	32.6	32.5	19.2
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	98	100	100	87	98	100
Number At or Above Proficient	17	19	12	21	23	12	86	88	54	8	14	9
Percent At or Above Proficient	26.6	30.2	21.8	26.6	29.5	19.7	38.2	37.1	28.6	26.7	37.8	21.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	Yes	No	No	Yes	No	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1			2	13	5	31	4	25	5	31		16
2			2	29	2	29	1	14	2	29		7
3			4	31	8	62			1	8		13
4			4	19	14	67	3	14				21
5	1	6	6	38	8	50			1	6		16
6			2	18	5	45	2	18	2	18		11
Total	1	1	20	24	42	50	10	12	11	13		84

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Citrus uses a variety of instruments to measure students' academic growth and adjust instruction. These assessments include STAR, CELDT, CUSD benchmark assessments and site level assessments such as CBM's, RESULTS assessments, writing rubrics, Avenues unit and placement assessments, and data from Essential Skills Programs and Accelerated Reader. Additionally, each grade level team has identified and/or created common assessments in ELA and math to monitor student progress in meeting SMART goals established by the team.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Citrus teachers meet each week, either as an entire staff or as grade level teams. These opportunities for collaboration are provided for staff to discuss and analyze data in order to monitor student progress on the various regularly administered assessments. Information garnered from these team meetings is used to place students who need additional support into our extended learning opportunities as appropriate.

The staff continues to increase their skill and knowledge about effective collaboration and the use of the Professional Learning Community model as a structure for this meeting time. The Instructional Leadership Team is in the process of implementing and modifying a data-analysis template, as well as agenda and meeting note templates to help guide conversations and to keep discussions focused on results and student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are highly qualified as per NCLB guidelines.

Additional professional development is offered each year in order for teachers to increase their knowledge and skill with regards to instructional strategies, formative assessment, data analysis, strategies for teaching English Language Learners, positive behavior support structures, and other topics as determined by the needs found through the analysis of data and our school program.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has successfully completed the original AB 75 modules.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Classroom teachers and support staff have completed some professional development in appropriate and necessary areas of instruction and student support as provided by the district and BCOE. Training has supported areas of need as determined through analysis of school programs and data. Primary areas of focus this year continue to be growth in working with our English Language Learner population, support in year two of our new math curriculum, working with families from poverty, and positive behavior support systems.

Teachers have had access to AB466 training for the English Language Arts adoption and to SB472 training for our newly adopted mathematics program. At this time, only four teachers have completed the minimum of forty hours of training for ELA. Most teachers have completed either the 40 hour training for mathematics, or have completed a two-day district-sponsored training provided by one of our math support teacher who is approved trainer for the curriculum. Citrus teachers participate in district-wide grade level meetings and trainings in both math and language arts several times each year.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

A goal for staff development is to align our school practices around the PLC pattern of business. The Instructional Leadership Team is participating in a district-sponsored series of workshops to deepen their understanding of PLC concepts to better embed them in our procedures. Under the PLC umbrella, staff reviews state standards, assesses student growth regularly and works in collaborative groups. These collaborative groups match up key state standards with CUSD essential standards and develop pacing guides, common formative assessments, review student scores on assessments and adjust instructional practices accordingly. All collaborative grade level meetings will be provided with templates to help them focus their discussions on the four key questions that provide the foundation of Professional Learning Communities.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have a part-time Math and 2.6 full-time Title 1 support teachers available to assist teachers in a variety of ways, including but not limited to professional development in instructional strategies, unit and lesson planning, use of Universal Access materials, model lessons, as well as pacing and sequencing.

Additionally, Citrus teachers are supported by the RSP and SDC teachers for assistance in working with students who are struggling to meet our academic standards and goals.

8. Teacher collaboration by grade level (EPC)

Citrus has created specific time for each grade level team to meet. We are currently working to develop skills and knowledge to make these teams more effective by providing additional staff development in PLC concepts and structures.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

CUSD has created pacing guides and district assessments to help with alignment of curriculum, instruction and materials to state standards. Citrus makes every effort to adhere to the CUSD developed pacing guides and district assessments.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Citrus teachers are currently teaching the recommended instructional minutes for core instruction in both reading/language arts and mathematics. Areas of struggle in this area continue to be in the areas of intervention and ELD instruction. We have strategic intervention four days per week, 30 minutes per group in reading, in class strategic support for math between one and two times per week, and no intensive intervention in either math or ELA. ELD instruction is happening at all grade levels for 45 minutes a day, four days per week. These are critical areas of academic need.

11. Lesson pacing schedule (EPC)

Citrus staff utilizes the CUSD developed pacing guides for mathematics.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All classes have appropriate instructional materials as per Williams Act guidelines and expectations.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All classes utilize State Board approved, standards-aligned instructional materials for the core academic areas. We currently use the following adopted programs:

- o English Language Arts: Houghton Mifflin
- o Mathematics: Everyday Math
- o Science: McMillan/McGraw Hill California Science (K-5); Prentice Hall Focus on Earth Science (6)
- o Social Science: Harcourt Reflections

Avenues (K-5) and High Point (6) have been adopted and staff has also been trained on Language Star methods for use for English Language Development at all grade levels. A variety of materials are being used for reading and math strategic intervention. We currently do not have an adopted set of materials for intensive intervention.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Grade Level Teams work together, and in collaboration with our Title 1 teacher, to address the needs of all students with the support of the Title I Program. We are currently focusing on building stronger PLC teams focused around the four key questions in the PLC model.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Citrus provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

There are opportunities for increased learning time at Citrus through our intervention and Afterschool Program. There are currently reading intervention groups for all grade levels each day. The After School Program provides additional homework help and re-teaching opportunities, as well as specific tutoring groups after school and at lunch. Community Action Volunteers in Education (CAVE) aides, as well as volunteers from the Bidwell Presbyterian Church provide students with opportunities for one-on-one reading and math tutoring.

17. Transition from preschool to kindergarten (Title I SWP)

Citrus participates in the Kindergarten Faire open to the public and held at CSU, Chico in November. Kindergarten registration opens in December. All neighborhood children are encouraged to register at this time. Area preschools are notified of the dates, which are also advertised in the school newsletter. Kindergarten teachers contact all families during the summer and hold orientations and class meetings before school starts to ease the transition into Kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Citrus is a school-wide Title 1 school, and has a grant to support our Afterschool Program. We are also a participating school in the Early Mental Health Initiative grant. The funding from these categorical programs and grants provide resources to help our struggling students with both academic and social/emotional support. In addition, we strive to develop strong partnerships with community resources and private enterprise to support our school, in particular our struggling students. Enloe Hospital, Bidwell Presbyterian Church, Butte County Office of Education, Community Action Volunteers in Education and California State University, Chico are key partners. Volunteers and members from each of these groups provide resources, volunteer time in classrooms, and help to support a variety of needs on the Citrus campus.

19. Strategies to increase parental involvement (Title I SWP)

Parental involvement continues to be an area of struggle for Citrus, and is a strong area of focus as a school this year. We strive to encourage and develop strong partnerships with our parents and community members, and this year are increasing our efforts to create more informal, and inviting activities to encourage family involvement. We currently employ a language liaison, parent coordinator and targeted case manager to assist with our parent involvement. We have both a PTA and School Site Council who provide input into the school, as well as provide information to parents. Parenting with Partners workshops are being held this year as well, giving families an opportunity to better connect with the staff and other parents in the Citrus community. Additionally, our math support teacher organized a Family Math Night in the fall. Our PTA sponsors several activities throughout the year, including Books and Blanket Night, the Fall Jamboree, and Trunk or Treat. The members contribute time and energy to fundraising, assisting teachers in the classroom, and coordinating and providing assemblies.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Citrus strives to involve all stakeholders in the planning, implementation and evaluation of its programs and practices, especially those governed by the guidelines found in the consolidated application. The Instructional Leadership Team meets once month to plan and guide the work of the school. The School-Based Intervention Team meets weekly to discuss support to struggling students, and the School Site Council meets on a regular basis and takes information back to staff meetings, PTA and other parent meetings. Additionally, the principal meets with representatives of the volunteer organizers of the Bidwell Presbyterian Church to organize support to students and staff.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

As a school-wide Title I school, Citrus receives funding to support underperforming students in meeting the academic content standards. In addition, Citrus receives funding from grants for both ASES and 21st Century grants to support our After School Program. Economic Impact Aid supports the instruction and support of our English Language Learners. Our special education population is provided support in our Resource and Special Day classes to give students in need increased opportunities for success.

22. Fiscal support (EPC)

Services and resources are provided through categorical funding designed to assist underperforming and struggling learners to meet standards. Citrus is designated a school-wide Title 1 school and receives funding to support the learning opportunities for our student subgroups. Additionally, we receive Economic Impact Aid money to support the needs of our English Learners. Programs are supported by the site and district through the use of these funds. Funding of these categorical programs fluctuate with the state and federal government's solvency.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$32,184
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$26,505
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$3,000
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$61,689

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$227,080
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$11,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$238,080

Total amount of state and federal categorical funds allocated to this school	\$299,769
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Citrus Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10/10/11

Attested:

Shirley Williams

Typed name of school principal

Signature of school principal

Date

Karen Natress

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

~ Come to school ready to learn and work hard.~ Bring necessary materials, completed assignments, and homework.~ Know and follow school and class rules.~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.~ Limit my TV watching and, instead, study or read every day after school.~ Respect the school, classmates, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Provide a quiet time and place for homework, and monitor TV viewing. ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition. ~ Regularly monitor my child's progress in school. ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences. ~ Communicate the importance of education and learning to my child. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Citrus Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shirley Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pauly Rabut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suzy Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jim Palmer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Nattress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheila Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pris Montgomery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rachel Tadeo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	2	1	4	0

(43) 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.

The Single Plan for Student Achievement

Sierra View Elementary School

School Name

04-61424-6003107

CDS Code

Date of this revision: September 16, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Debbie Aldred
Position: Principal
Telephone Number: (530) 891-3117
Address: 1598 Hooker Oak Avenue
Chico, CA 95926
E-mail Address: daldred@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

The District Governing Board approved this revision of the School Plan on October 19, 2011.

II. School Vision and Mission

Through a culture of collaboration, our mission is to:

- Spark a joy for learning
- Build a foundation for knowledge and skills
- Create a safe and respectful environment
- Promote lifelong learners and productive contributors to society in all students at Sierra View

Vision Statement:

Our vision is to provide a nurturing environment where students, staff, and parents work cohesively and effectively towards specific goals allowing all student to reach their fullest potential.

III. School Profile

Sierra View School is one of sixteen elementary schools in the Chico Unified School District. The nine-acre campus is located on tree-lined streets at the corner of Madrone and Hooker Oak Avenues in a quiet residential area on the east side of the city of Chico. Landscaped courtyards border a majority of the classrooms. Sierra View houses the Academics Plus 'Alternative Program of Choice' and two Special Education classes.

The Academics Plus Program is open to all students in the Chico Area. Students from the neighborhood have priority into the program and the rest are selected by a lottery system.

78% of our students are white (not Hispanic), 7% are Hispanic or Latino, 4% are Asian, 3% African American, 2% American Indian or Alaskan Native, 1% Filipino, and 1% Pacific Islander. 2% are English Learners. 24% of our students are on free or reduced-priced lunch. 13% of our students are students with disabilities.

We currently have 23 full time teachers teaching regular and special education classes in Kindergarten through sixth grade. The average class size is 30 with an average of 12.5 in the Special Education classes (Severely Handicapped Class). All teachers are No Child Left Behind "highly qualified". We also have a full time Resource Specialist Teacher and a Speech and Language Specialist who serve all students with an IEP. We have two Severely Handicapped Classes that serve students with a variety of special needs. In addition to the full time teaching staff we have two part time Fine Arts Specialists who provide visual and performing arts lessons and a P.E./Health Specialist who provides physical activities and health lessons regularly to 1st through 6th grades. Additional District support is given with a 2 day a week school psychologist and an EL clerk . Buttte County Office of Education also provides support with Occupational Therapy, Visually Impaired, Adaptive P.E., etc.

Sierra View has one site administrator who is AB75 certified, one day custodian, one office manager, one part time attendance clerk, one part time health aide, a nurse one day a week, several Instructional Aides- Special Ed., three paid parent classroom aides, one full time night custodian and a part time night custodian.

The parent community at Sierra View School is a key factor to the student success. Support for our program is given by the PTA, Academics Plus Parent Advisory Council (PAC), and the School Site Council. Parents are involved with their children's education on a variety of levels and parent volunteers make up an important part of our daily school population. Parent volunteers are instrumental in our R.I.C.H. (Reading Is A Cool Habit) Reading Program, Book Buddies, Red Ribbon Week, campus beautification, and library. The PTA meets monthly and helps coordinates many school events as well as fundraising for specific projects (computer lab, playground equipment, science lab, etc.). The School Site Council (SSC) meets 5 to 8 times a year. This council helps make decisions on categorical budgets and provides input into decisions regarding school programs. The Academics Plus Parent Advisory (PAC) meets monthly to advise and assist in the overall dissemination of programmatic information, planning, development, implementation, and evaluation relative to the goals and philosophy of the Academics Plus Program.

Chico Unified implemented Professional Learning Communities (PLCs) district wide in 2007-08. Sierra View has embraced this philosophy to guide student learning and focus our work around four central questions:

1. What do we want students to learn?
2. How will we know when they have learned it?
3. How will we respond if they don't learn it?
4. How will we further challenge students when they do learn it?

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Staff and School Site Council reviewed school and student performance information from 2011 California Standards Test (CST) results to determine areas of academic improvement.

Sierra View's overall Academic Performance Index (API) is 872. Sierra View met all its targets in all areas except the Socioeconomically Disadvantaged sub-group. This sub-group did not make Adequate Yearly Progress (AYP) in English Language Arts.

We found Sierra View met the target of 67.6% of students scoring Proficient or above on ELA with 70% of our total 2nd-6th grade population scoring Proficient or above. Within the total population, only 57% of our Socioeconomically Disadvantaged students and only 66% of our Students with Disabilities scored Proficient or above in ELA which did not meet the 67.6% target.

We found Sierra View met the target of 68.5% of students scoring Proficient or above on Math with 76% of our total 2nd-6th grade population scoring Proficient or above. Within the total population, 69% of our Socioeconomically Disadvantaged students and 73% of our Students with Disabilities (SWD) scored at Proficient or above in Math meeting the 68.5% target.

In 2008-09 and 2009-10 the 4th and 5th grade teachers participated in an EETT Grant to improve Science proficiency for students in grade 5. 77% of 5th grade students performed Proficient or above on the 2011 STAR in Science. This is an increase of 2% from 2010 and an increase of 15% from 2009.

B. Surveys

General information regarding the student learning environment, school safety, parent involvement, student needs, etc. was obtained from the staff, parents, and students in the form of a survey. 236 parent surveys and 336 student surveys were returned (most surveys had written responses). The overall results in all areas show that the respondents strongly agree or agree that Sierra View is providing a positive learning environment for their child. Despite this positive outcome, the staff was able to find areas that they would like to improve upon.

Academic Program Surveys (APS) were administered to the staff in the spring on 2011. With the knowledge gained from the APS and Parent/Student surveys, teachers worked in PLCs to brainstorm ideas to help improve learning for students in English Language Arts, Math, Writing, Science, Social Studies, and Physical Education. They also looked at ways to improve student behavior and teacher collaboration. Classroom observation and examination of student work was also performed.

All information was shared with the staff, SSC, PTA, and PAC. Their input was given and included in the final goals and objectives.

C. Classroom Observations

All grade level classes have the District approved curriculum for all their students in all core subjects. District provided Fine Arts and PE specialists are present in 1st-6th grade classes on a regular basis. All classrooms are connected to the internet and computers are available for all staff. Most classrooms have computers for student use in addition to the computer lab.

Classrooms are frequently visited by the administrator both formally and informally. During the informal observation, the teachers are provided a quick written analysis of curriculum content, context, and cognitive level feedback as observed by the administrator during the short visit. During the formal evaluation, the evaluation is based on the California Standards for the Teaching Profession. Tenured teachers are evaluated biannually. Temporary and probationary teachers are evaluated annually.

D. Student Work and School Documents

Student works, language arts theme test results, Math Benchmark Assessments were collected over the previous year to show progress toward mastery of grade level standards. This information was compared to the CST test results to show either gains or losses in CST results.

Teachers worked in PLCs and vertical teams to disseminate and review student work and test results. School documents (report cards, behavior records, attendance records, grade level summary logs, etc.) were reviewed when necessary to clarify the direction of our goals. Then in a whole staff meeting, with information from all interested parties (SSC, PAC, PTA, Staff and Parent Surveys), goals were developed for Sierra View.

E. Analysis of Current Instructional Program (See Appendix B)

The current instructional program for Sierra View is based upon:

Standard, Assessment, and Accountability

- Sierra View uses Chico Unified Benchmark Assessments to continually check progress in comparison to the rest of CUSD including the STAR mirror 3 times a year for grades 2nd-6th
- Students are assessed using curriculum-embedded assessment or teacher made assessment to check for progress towards meeting grade level goals
- Standards Based Report Cards are used to report students' progress to parents

Staffing and Professional Development

- All teachers meet the requirements for 'highly qualified' as set forth in No Child Left Behind legislation
- The administrator has completed the requirements for AB75.
- Teachers work monthly in Professional Learning Communities (PLC) to develop goals and objectives for their students based on curriculum standards

Teaching and Learning

- All instructional materials used are SBE-adopted and standards-aligned
- Teachers have developed an appropriate lesson pacing guide for language arts and math
- Teachers follow the recommended instructional minutes for reading/language arts and math

Opportunity and Equal Educational Access

- The regular education curriculum is available to students with special needs
- Intervention programs are researched based and provided to those students who need additional support

Parent/Community Involvement

- Several school/parent groups (PAC, PTA, SSC) provide parents the opportunity to be actively involved in various aspects of Sierra View.
- Parents are encouraged to volunteer in the classrooms or drive on field trips
- Paid parent aide positions are available

Funding

- Services provided by categorical funds enable under-performing students opportunities to meet standards
- Fiscal support exists from both the site and district

V. Description of Barriers and Related School Goals

Barrier #1:

Sierra View did not meet the AYP target for the Socioeconomically Disadvantaged subgroup on the 2011 STAR Test in Language Arts. 57.3% of the students met the state's goal of Proficient or Advanced on the STAR English Language Arts assessments. The goal was for 67.6 to meet this goal. 68.5% met the state's goal of 68.5% on the STAR in Math. The State's goal will increase to 78.4% in ELA and 79% in Math in 2012. With the drop in scores in 2011 on the ELA, Sierra View will need to increase scores significantly to meet the new target goals.

Goal:

Sierra View will increase the percentage of Socioeconomically Disadvantaged students to Proficient or above the established proficiency standards on the State assessment in ELA by 21.1% and 10.5% in Math.

Barrier #2:

Chico Unified School District failed to meet the targets for the Students with Disabilities and English Language Learners. 34% of Students with Disabilities at Sierra View did not meet the state's goal of Proficient or Advanced on the STAR English Language Arts assessments and 27% did not meet the state's goal on the STAR in Math.

While we have a very small population of English Language Learners (15 students 2nd-6th in 2011), 45% were unable to obtain a score of Proficient or Advanced on the STAR English Language Arts assessment and 45% were not able to obtain a score of Proficient or Advanced on the STAR in Math.

Goal:

Sierra View will increase the percentage of Students with Disabilities and English Language Learners to Proficient or above the established proficiency standards on the State assessment in ELA and Math by 5%.

Barrier #3:

30% of 2nd-6th grade students at Sierra View were unable to obtain a score of Proficient or Advanced on the STAR in English Language Arts.

Goal:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (78.4%) on the State assessment in Language Arts from 70% to 79% concentrating on Grade Level SMART Goals.

Barrier #4:

24% of 2nd-6th grade students at Sierra View were unable to obtain a score of Proficient or Advanced on the STAR in Math.

Goal:

Sierra View will increase the percentage of students scoring at or above the established proficiency standards (79%) on the State assessment in Math from 76% to 79% concentrating on Grade Level SMART Goals.

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) Sierra View will increase the percentage of Economically Disadvantaged students to Proficient or above the established proficiency standards on the State assessment by 21.1% in English Language Arts and 10.5% in Math.	
Student groups and grade levels to participate in this goal: Economically Disadvantaged 2nd-6th grade students subgroups	Anticipated annual performance growth for each group: Increase 2012 API score 21.1% for Language Arts and 10.5% in Math.
Means of evaluating progress toward this goal: 2012 API scores	Group data to be collected to measure academic gains: Economically Disadvantaged students subgroups

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Purchase intervention materials as needed:	August 2011/May 2012	Research based intervention materials: HELP Math Rosetta Stone SIPPS Accelerated Reader Site computer licenses	\$2000 \$5000	-PTA -School Gift Account -General Fund -PTA
Provide Instructional Aides to assist teacher to meet the needs of struggling students	August 2011/May 2012	Classroom Aides	\$22,833	EIA
Provide Tech Support to support remedial computer programs	August 2011/May 2012	Computer Tech		General Fund
Staff Development to support the Language Arts and Math curriculum	August 2011/May 2012	Staff Development Release Time	\$2,230	Title II
Maintain communication between school and home	August 2011/May 2012	Parent Newsletter Parent Liaison Direct communication through mail, email or phone	\$4,539	Acct. 3203

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Sierra View will increase the percentage of Students with Disabilities and English Language Learners to Proficient or above the established proficiency standards on the State assessment in English Language Arts and Math by 5%.	
Student groups and grade levels to participate in this goal: Students with Disabilities and English Language Learners in grade 2nd-6th	Anticipated annual performance growth for each group: Increase 2012 API score 5% for Language Arts and Math.
Means of evaluating progress toward this goal: On-going and frequent common assessments 2012 STAR Language Arts and Math test scores	Group data to be collected to measure academic gains: Students with Disabilities and English Language Learners

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Provide Aides to provide support to allow for teaching of smaller groups and more intensive teaching.	August 2011/May 2012	Parent Aides	See Goal # 1	EIA
Provide Teacher Collaboration Time	August 2011/May 2012		\$0	
Provide Intervention materials	August 2011/May 2012	-Materials to enhance Tier II and Tier III Intervention support -Site Computer Licenses	See Goal #1	PTA Gift Account
Provide Tech Support to support remedial computer programs	August 1011/May 2012	Tech Support	\$0	General Fund

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Sierra View will increase the percentage of students scoring at or above the established proficiency standards (78.4%) on the State assessment in Language Arts from 70% to 79% concentrating on Grade Level SMART Goals.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Increase proficiency standards from 70%-79% concentration on Grade Level SMART Goals.
Means of evaluating progress toward this goal: 2012 STAR Language Arts Test On-going and frequent teacher assessments Benchmark assessments, unit tests, intervention Teacher Collaboration Student Work	Group data to be collected to measure academic gains: All Students

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Provide small group interventions Provide Computer Programs	August 2011/May 2012	Researched Based Intervention materials Computer programs	See Goal #1	
Provide Instructional/classroom Aides	August 2011/May 2012	Parent Aides	See Goal #1	EIA
Provide Tech Support	August 2011/May 2012	Computer Tech	\$0	General Fund
Provide Staff Development Opportunities	August 2011/May 2012	-SIPPS -Step Up to Writing -Time to Teach -Any other Language Arts appropriate workshop	\$10,500	Title II
Develop Leadership (Learning By Doing) Team to set school goals and improve student learning	August 2011/May 2012	Stipend	\$50/participant/meeting (Total \$1500)	Title II

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Sierra View will increase the percentage of students scoring at or above the established proficiency standards (79%) on the State assessment in Math from 76% to 79% concentrating on Grade Level SMART Goals.	
Student groups and grade levels to participate in this goal: All Students	Anticipated annual performance growth for each group: Increase proficiency standards from 76%-79% concentration on Grade Level SMART Goals.
Means of evaluating progress toward this goal: 2012 STAR Math Test On-going and frequent teacher assessments Benchmark assessments, unit tests, intervention Teacher Collaboration Student Work	Group data to be collected to measure academic gains: All Students

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Provide small group interventions Provide Computer Programs	August 2011/May 2012	Researched Based Intervention materials Computer programs	See Goal #1	
Provide Instructional/classroom Aides	August 2011/May 2012	Parent Aides	See Goal #1	
Provide Tech Support	August 2011/May 2012	Computer Tech	\$0	General Fund
Provide Staff Development Opportunities	August 2011/May 2012	Math Training	\$9,000	Title II
Develop Leadership (Learning By Doing) Team to set school goals and improve student learning	August 2011/May 2012	Stipend	See Goal #3	Title II

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	407	376	408	317	299	342	15	16	12	14	16	15
Growth API	848	868	872	857	880	877			779			840
Base API	850	847	868	858	857	880			711			842
Target	A	A	A	A	A	A						
Growth	-2	21	4	-1	23	-3						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	28	32	31	13	11	11	97	82	89	49	55	64
Growth API			863			749	780	827	813			812
Base API			838			753	781	779	827			781
Target							5	5	A			
Growth							-1	48	-14			
Met Target							No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	99	98	98	99	100	100	93	100	100	100
Number At or Above Proficient	273	267	278	218	219	240	6	6	3	9	11	10
Percent At or Above Proficient	66.4	71.0	68.1	68.3	73.2	70.2	40.0	37.5	25.0	64.3	68.8	66.7
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	98	95	99	97
Number At or Above Proficient	19	21	19	4	5	6	48	53	47	26	31	35
Percent At or Above Proficient	65.5	65.6	61.3	30.8	45.5	54.5	48.5	64.6	52.8	49.1	56.4	54.7
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	No

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	99	98	98	99	100	100	93	100	100	100
Number At or Above Proficient	264	283	311	215	229	263	5	8	7	8	13	10
Percent At or Above Proficient	64.2	75.3	76.4	67.4	76.6	77.1	33.3	50.0	58.3	57.1	81.2	66.7
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	98	95	99	97
Number At or Above Proficient	15	23	25	5	8	6	49	58	61	29	34	47
Percent At or Above Proficient	51.7	71.9	80.6	38.5	72.7	54.5	49.5	70.7	68.5	54.7	61.8	73.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	Yes

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1					4	67			2	33		6
2						*						
3										*		
4								*				
5		*				*						
6				*		*						
Total	1	7	2	14	7	50	1	7	3	21		14

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Sierra View uses STAR test results yearly to establish school-wide goals. Each grade level also uses the STAR results to develop grade level SMART goals and a plan to modify instruction for the school year to better meet the needs of the students. District Benchmark Assessments, District adopted curriculum assessments, and teacher made common assessments are used on an ongoing basis to modify instruction and improve student achievement throughout the school year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Sierra View students are routinely assessed to collect data to check progress and determine placement in intervention and instructional groups. District Benchmark Assessments, grade level common assessments, and teacher made assessments are used on an on-going basis to analyze student performance and construct modifications and differentiated instruction in the classrooms. Teachers meet a minimum of monthly to compare student work and analyze assessment data at their Professional Learning Community (PLC) meetings. This data is also used to report to parents on the standards based report card.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Sierra View teachers meet the requirements for the highly qualified teacher as set forth in NCLB legislature. There is ongoing instructional assistance and support for teachers from a variety of sources through the District.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The administrator has completed the requirements of Assembly Bill (AB) 75.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teachers have had access to AB 466. Over 50% have completed AB 466 training. Additional staff development is available to all staff. Grade level collaboration (PLC) occurs at staff meetings 1-2 times a month. During PLC teachers share best teaching practices and strategies. They also look at assessment data and design appropriate remedial and enrichment lessons for their students.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Sierra View teachers have access to staff development aligned with the content standards, assessing student performance and other professional needs (NCLB) through Butte County Office of Education and other local agencies.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers work in grade level teams (PLC) where teachers are constantly receiving assistance from each other regarding instructional practices and strategies, classroom management and curriculum design and delivery. In addition to the ongoing support, all teachers are evaluated every two years by the administrator. Non-tenured teachers are evaluated yearly. Beginning Teacher Support and Assessment (BTSA) is provided to any new teacher where the new teacher is matched with a mentor for more intense support. The evaluation of all teachers is based on the California Standards for the Teaching Profession. Teachers that receive an unsatisfactory evaluation are provided an exemplary experienced mentor teachers to help to improve performance.

8. Teacher collaboration by grade level (EPC)

Sierra View continues to work towards this performance goal making great progress using the PLC model. Each grade level team (PLC) meets a minimum of monthly to review assessment data, design remedial and enrichment lessons for students based on this data, and discuss best practices and strategies. They set SMART goals a minimum of twice a trimester to meet district benchmark assessment requirements and design lessons to move student toward these goals.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All instructional materials are SBE-adopted and standards aligned. Sierra View follows the recommended instructional minutes in language arts and math.

All students are exposed to the grade level curriculum and held to high standards of achievement. We currently use the following core curriculum:

- *Houghton-Mifflin Reading 2002
- *MacMillan/McGraw-Hill Math 2009
- *Harcourt-Reflections Social Studies 2006
- *MacMillan California Science K-5 2007
- *Prentice Hall Focus on California Science 6-8 2007
- *Hampton-Brown Avenues 2004

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Sierra View follows the recommended instructional minutes in language arts and math.

Grade Level/Instructional Minutes:

K / 36,000
1 / 50,400
2 / 50,400
3 / 50,400
4 / 54,000
5 / 54,000
6 / 54,000

11. Lesson pacing schedule (EPC)

Sierra View uses the District or grade level pacing guides. Grade levels actively use the pacing guides to ensure that grade levels can work together and design intervention groups to accommodate struggling students. With the pacing guides, grade levels can plan for the administration of curriculum unit assessments and then reviewing of the assessment results.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Sierra View adopts state approved curricular materials which are standards-based instructional materials. These curricular materials are purchased for all students attending Sierra View and are available to all student groups.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Along with SBE-adopted and standards-aligned core instructional materials, Sierra View provides SBE-adopted and standards-aligned intervention materials for students with learning difficulties. Currently, we have HELP Math that is a computer based individualized math program to help students that are struggling. We use Read Naturally to help increase reading fluency. SIPPS is used to support the phonemic awareness of beginning and struggling readers. Accelerated Reader is used at all grade levels to support reading comprehension. Avenues and Rosetta Stone are used with our English language learners.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Services provided that enable under-performing students to meet standards are:

- Read Naturally
- Differentiated Instruction
- Book Buddies (one on one reading coaches)
- Levelized Math Intervention
- Accelerated Math
- Levelized Reading
- Accelerated Reading
- SRA Reading Mastery
- SIPPS
- Handwriting without tears
- Avenues
- Classroom Parent Aides

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers meet once or twice monthly for collaboration (PLC). During the PLC, teachers review assessment data, discuss instructional strategies, curriculum planning, etc. Work in this area continues to ensure Sierra View is using up-to-date materials and providing appropriate instruction for increasing student achievement. Grade levels establish levelized groups and reassess students on an ongoing basis to move students to meet grade level standards. The resource teacher works closely with all grade levels to help teachers with students who are at risk and provides extra support materials that supplement the core instructional program.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

All students are considered for special programs at Sierra View based on district guidelines, through the SBIT/Student Based Intervention Team process of referral, and by individual teacher and/or parent recommendation. Currently we offer:

- Read Naturally
- Book Buddies
- Resource Program-collaboration
- HELP Math
- *Accelerated Math
- *Accelerated Reading

17. Transition from preschool to kindergarten (Title I SWP)

This program is not available at Sierra View at this time.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Sierra View has an abundance of resources available to them through parent volunteers. PTA is a strong organization which provides the families, students, and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc. which is benefited by all students especially under-achieving students. Sierra View teachers and the parent newsletter (The Sierra Viewer) provide parents with information to assist their student at home. Sierra View continues to work on a variety of ways to increase parent involvement in the educational process.

19. Strategies to increase parental involvement (Title I SWP)

Sierra View continues to work on increasing parent involvement through PTA and PAC activities, parent newsletter, teacher newsletter and weekly reports, school marquee, Sierra View web site, Facebook, PTA Yahoo group, etc. Sierra View encourages parents to volunteer to work in the classrooms, drive on field trips, assist at classroom parties and 6th grade environmental camp, School Site Council, Red Ribbon Week, PTA Book Fair, the Bike Rodeo, the PTA Fall Festival, school wide science fair, assemblies, Open House Night, etc.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Sierra View School Site Council, PTA, and PAC (Parent Advisory Committee), along with staff members guide the planning, implementation and evaluation of consolidated application programs.

The Sierra View School Site Council (SSC) meets 5-8 times a year to develop the EIA, Title II, block grants, and Safe Schools budgets. Information regarding school safety, strategies for parents to help their student at home, ideas for development of new intervention programs, etc. are also discussed at SSC meetings.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Categorical funds provide a variety of services to help under-performing students to meet standards. Sierra View hires additional staff (parent aides and liaison) to provide small group instruction or one on one help to under-performing students. Intervention, remedial, and computer software materials are purchased. Staff development opportunities are offered to the teachers to help develop skills to deal with at risk students.

22. Fiscal support (EPC)

The services provided by categorical funds enable under-performing students to meet standards.

In addition to categorical funds, Sierra View's PTA and Parent Advisory Committee (PAC) provide valuable support to Sierra View through the purchase of instructional materials, technology, volunteer support, parent enrichment, RICH Reading, book fair, Family Fall Festival, etc.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$21,600
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$2,790
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$3,000
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$27,390

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$14,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$14,000

Total amount of state and federal categorical funds allocated to this school	\$41,390
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation			\$2790	
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation			\$2790	

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Sierra View Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

Sierra View staff

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10/17/11

Attested:

Debbie Aldred

Typed name of school principal

Signature of school principal

Date

Kathy Marx

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Parents Pledge:

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

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Sierra View Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debbie Aldred	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Marx	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barb Wallace	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chela Lewis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bethany Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Claire Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Liz Barker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristi Ayars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stacy Doughman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

(43) 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.

The Single Plan for Student Achievement

Shasta Elementary School

School Name

04-61424-6003099

CDS Code

Date of this revision: Fall 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Larry Spini
Position: Principal
Telephone Number: (530) 891-3141
Address: 169 Leora Court
Chico, CA 95973
E-mail Address: lspini@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

It is the MISSION of Shasta School and CUSD...

- To nurture talents and abilities
- To promote academic excellence
- To develop responsible citizens
- To foster respect for others
- To provide a safe and enriched environment

It is the VISION of Shasta Elementary School and the Chico Unified School District, with the aid of students, parents, staff, and community to develop students and graduates who are confident individuals with positive self-esteem; educated, responsible, enlightened citizens; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed, life-long learners; effective users of technology; and productive members of the work force. In our vision all students will succeed as evidenced by realizing high standards and expectations for achievement. In a culture of collaboration parents, students and educators will focus on results in learning ensuring that all students learn at a high level within a safe, enriched environment, utilizing a wide variety of resources and strategies.

Shasta School and CUSD Goals

- Shasta School will provide enriched, student-centered environments in which every student will have the opportunity to succeed, to nurture individual talents and abilities, to develop respect for self and others, and to become an involved, responsible citizen.
- Shasta School will promote excellence in both academic and non-academic areas for all students.
- Shasta School will establish curricular expectations for all students and develop a student assessment process consistent with these expectations.
- Shasta School will maintain safe, secure and healthy learning environments where disruptions do not impede the learning process.
- Shasta School will provide staff development opportunities to ensure continuing instructional excellence and to explore and, where appropriate, implement innovative educational strategies.
- Shasta School will develop criteria for assessing school wide effectiveness.
- Shasta School will form partnerships with students, parents, staff, Board of Education, and all community resources to share governance of and responsibility for student success.

III. School Profile

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although enrollment in this K-6 school has grown, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley. Shasta School has 26 fully credentialed teachers. Grades K-3 average 30 students per classroom. Grades 4-6 average 30-35 students per classroom. Shasta School meets the required number of instructional minutes per year for each grade. Shasta School promotes high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment. Accountability will be shared between parents, educators and the students themselves.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Shasta School is limited in the amount of dollars available to increase student services. Currently we have about 5 hours of daily instructional aide time 48 hours of parent restricted aide time. The instructional aide and parent restricted aide time is utilized in the Learning Center. On a weekly basis over 100 students receive specialized instruction within the Learning Center model. Our students overall, are scoring well on Chico Unified Benchmark Exams as well as the California Star Tests. Teachers collaborate on their teaching successes and styles. Student achievement will increase as measured by the above mentioned tests. It is our goal also to go beyond the basics. Music, Fine Arts, Drama. Dance and P.E. are important parts of our curriculum in addition to Language Arts, Math, Science and Social Studies.

B. Surveys

At Shasta School much is being accomplished on a limited budget. Additional dollars as well as time is always a need. Therefore, we have focused on using our volunteers and community to its fullest. Additional time for teacher collaboration is necessary. On the next 5 pages, student, parent and staff surveys are included.

C. Classroom Observations

Classrooms are well supplied with adequate textbooks. Materials are readily available to all teachers. Specialized materials for all areas of the curriculum are available through grant dollars and support from our PTO.

D. Student Work and School Documents

Student work is displayed throughout the school. Class projects are presented to staff and community during evening presentations and during special days, the largest of which is Grandparent Friends and Family Day. Star Test Scores, SST, 504 and IEP data are available to teachers and support staff.

E. Analysis of Current Instructional Program (See Appendix B)

Shasta School provides a safe rich academic environment for children. Scores on California State STAR tests have increased every year since 1999. Adequate textbooks are provided in all subject areas. Students needing additional assistance receive help either in after school homework clubs or during the school day in the Learning Center. The Learning Center Team meets on a regular basis. Marathon SST meetings are held twice a year to insure no student falls through the cracks. Through teacher collaboration learning and assessment are being looked at carefully.

V. Description of Barriers and Related School Goals

1. Barriers that exist to improving student achievement include a decline in local, state and federal funding which could decrease staffing, materials, and upkeep of facilities. Therefore at Shasta School the limited resources for students in need of extra help are coordinated through our Learning Center approach.
2. Barriers that exist to improving student achievement include a decline in local, state and federal funding which could decrease materials for classrooms, library and in the area of technology.
3. Using the Profession Learning Community model additional time is needed within the school day to allow for teacher collaboration.

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) Shasta Elementary School has coordinated most extra services into a Learning Center in order to assist all under-performing students. After school programs also meet the needs of struggling students. In addition Shasta School utilizes volunteers from CAVE, Foster Grandparent Program, and parents to provide individual or small group tutoring for students working below grade level. Healthy Play, Paths and PIP are also incorporated into the total school program. The re-location and coordination of the SDC-Communication Handicapped Classroom has assisted in expanding the Learning Center Model.	
Student groups and grade levels to participate in this goal: All students identified on STAR tests at the FBB (Far Below Basic), BB (Below Basic) or B (Basic) level, targeted multiple measure testing and Teacher recommendation.	Anticipated annual performance growth for each group: All students testing at the Proficient or Advance level on the STAR test will remain at that level. Students at the FBB (Far Below Basic), BB (Below Basic) or B (Basic) level will increase one level until they reach the Proficient level.
Means of evaluating progress toward this goal: Shasta School staff evaluates state and local assessments to modify instruction and improve student learning and achievement.	Group data to be collected to measure academic gains: Shasta School uses the STAR testing, CELDT, District Benchmark Assessments and school based formative and summative assessments to address and improve student learning and achievement.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Shasta Elementary School provides small group tutoring with instructional aides and paid parent classroom aides in the Learning Center to enable under-performing students to meet standards. Low performing students are integrated into the Learning Center and served by the resource staff using school-based funds.	Ongoing - begins first day of school and is ongoing.	Instructional Aides Supplies Support Staff Volunteers \$33,596	\$33,596	LEP-7091 \$10,000 SCE-7090 \$23,596

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Purchase supplementary materials to allow for its greatest usage and most strategic targeting of student learning in the area of Language Arts, Mathematics, Science, Social Studies, VPA, PE and all areas of the curriculum. Materials are to include but are not limited to hands-on materials, science materials, manipulatives, books, desk and display maps and charts, computer software/hardware, etc including copy machine costs, video and library resources.	
Student groups and grade levels to participate in this goal: All Students.	Anticipated annual performance growth for each group: All students testing at the Proficient or Advance level on the STAR test will remain at that level. Students at the FBB (Far Below Basic), BB (Below Basic) or B (Basic) level will increase one level until they reach the Proficient level. All students will be grade level proficient on District Benchmark exams.
Means of evaluating progress toward this goal: Benchmark exam and grade level formative test discussions will occur within PLC groups.	Group data to be collected to measure academic gains: STAR, Benchmark Exam and formative test scores.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Increase expository reading and writing materials, as well as the variety and volume of print materials to which students are exposed including reproducible print, newspaper, news and interest magazines, on-line resources; multicultural materials and AR leveled reading texts and tests. Purchase fiction and non-fiction materials in all genre of print material. Provide Media Resources, access to life experiences, field trips, assemblies and guest speakers to build background and to enhance literature and writing experiences. Purchase supplementary materials for Language Arts, Mathematics, Science, Social Studies, VPA, PE and all areas of the curriculum including hands on materials, science materials, manipulatives, atlases, desk and display maps and charts, computer software/hardware, etc including copy machine costs, video and library resources. These materials used in conjunction with the PLC model with allow for its greatest usage and most strategic targeting of student learning	Currently and ongoing.	\$27,035	\$27,035	LEP-7091 \$13,000 SCE-7090 \$14,035

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Teachers will meet within the PLC model to plan, teach and evaluate student learning through collaboration and formative assessments. Grade Levels will decide: What do we want each student to learn, How will we know each student has learned it, How will we respond when a student experiences difficulty in learning, and What do we provide for students who do "get it".</p>	
<p>Student groups and grade levels to participate in this goal: All students with Special attention and emphasis will be focused on EL Students and Students with Learning Disabilities based on District Wide Improvement Plans.</p>	<p>Anticipated annual performance growth for each group: All students testing at the Proficient or Advance level on the STAR test will remain at that level. Students at the FBB (Far Below Basic), BB (Below Basic) or B (Basic) level will increase one level until they reach the Proficient level. All students will be grade level proficient on District Benchmark exams.</p>
<p>Means of evaluating progress toward this goal: Ongoing staff development. Providing staff collaboration time. Developing and assessing formative assessments in addition to trimester benchmark assessments.</p>	<p>Group data to be collected to measure academic gains: Shasta School uses the STAR testing, CELDT, District Benchmark Assessments and school based formative and summative assessments to address and improve student achievement.</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Begin implementation of PLC model and continue on an ongoing basis. Chico Unified School District – Shasta Elementary School and K-6 Grade Level SMART Goals: CUSD goal in Math and ELA Improve academic proficiency among all students in English Language Arts and Mathematics, specifically focusing on Students with Disabilities and English Learners. SMART Goals by grade level are attached to the paper copy.	Ongoing	\$30,000	\$30, 000	Title II Staff Development \$30,000

- (37) See the “Chart of Required Contents for the SPSA” for content required by each program or funding source supporting this goal.
- (38) List the date an action will be taken or will begin, and the date it will be completed.
- (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer” and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	440	422	454	366	345	363	2	2	6	18	15	18
Growth API	873	848	851	886	864	867						840
Base API	866	871	848	881	884	864						805
Target	A	A	A	A	A	A						
Growth	7	-23	3	5	-20	3						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	49	51	53	28	34	35	95	101	141	32	36	46
Growth API			751			672	774	730	754			680
Base API			749			667	747	764	730			681
Target							5	5	5			
Growth							27	-34	24			
Met Target							Yes	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP												
	All Students			White			African-American			Asian			
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	308	270	294	265	237	251	--	--	--	14	8	12	
Percent At or Above Proficient	69.7	64.1	64.8	72.2	68.9	69.1	--	--	--	77.8	53.3	66.7	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP												
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities			
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	
Participation Rate	99	100	100	97	100	100	97	99	100	100	98	100	
Number At or Above Proficient	26	19	21	13	6	6	46	34	61	12	12	16	
Percent At or Above Proficient	52.0	37.3	39.6	44.8	17.6	17.1	47.4	34.0	43.3	35.3	34.3	34.8	
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--	

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)

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

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP												
	All Students			White			African-American			Asian			
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	327	285	324	286	243	268	--	--	--	14	9	13	
Percent At or Above Proficient	74.0	67.5	71.4	77.9	70.4	73.8	--	--	--	77.8	60.0	72.2	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP												
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities			
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	
Participation Rate	99	100	100	97	100	100	97	100	100	100	100	100	100
Number At or Above Proficient	24	25	29	9	8	15	49	44	77	19	12	17	
Percent At or Above Proficient	48.0	49.0	54.7	31.0	23.5	42.9	50.5	43.6	54.6	55.9	33.3	37.0	
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)

= AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K				*								
1			1	13	5	63	1	13	1	13		8
2					2	29	1	14	4	57		7
3			3	43	2	29	1	14	1	14		7
4	1	25	1	25	1	25	1	25				4
5			3	60	1	20			1	20		5
6			2	33	4	67						6
Total	1	3	11	29	15	39	4	11	7	18		38

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Shasta School meets and exceeds performance goals in this area.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Shasta School meets and exceeds performance goals in this area.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Shasta School meets performance goals in this area.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Shasta School meets performance goals in this area.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Shasta School meets performance goals in this area.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Shasta School meets performance goals in this area.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Shasta School meets performance goals in this area.

8. Teacher collaboration by grade level (EPC)

Shasta School beginning to meet performance goals in this area through the PLC model.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Shasta School meets performance goals in this area.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Shasta School meets performance goals in this area.

11. Lesson pacing schedule (EPC)

Shasta School meets performance goals in this area as it pertains to an elementary school setting and a Learning Center Model.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Shasta School meets performance goals in this area.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Shasta School meets performance goals in this area.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Shasta School meets performance goals in this area.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Shasta School meets performance goals in this area and our work in the area is ongoing.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Shasta School meets performance goals in this area. After school homework club is available to students needing assistance beyond the school day.

17. Transition from preschool to kindergarten (Title I SWP)

No program current exists for Shasta School.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Shasta School meets performance goals in this area however we are always looking for additional personnel, materials and services to improve our program.

19. Strategies to increase parental involvement (Title I SWP)

Shasta School meets performance goals in this area.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Shasta School meets performance goals in this area.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Shasta School meets performance goals in this area.

22. Fiscal support (EPC)

Shasta School meets performance goals in this area. In addition our PTO supports Shasta School in many ways including instructional materials, technology and with volunteers.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$55,420
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$25,662 ARRA SFSF (Safe Schools) \$3,000	\$28,662
Total amount of state categorical funds allocated to this school	\$84,082

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<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	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe) ⁽⁴²⁾	
Total amount of federal categorical funds allocated to this school	\$0

Total amount of state and federal categorical funds allocated to this school	\$84,082
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Shasta Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: April 15, 2008

Attested:

Larry Spini

Typed name of school principal

Signature of school principal

Date

Rebecca Miller

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, and computer game usage, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Parents Pledge:

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

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Shasta Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kerry Jessen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melinda Kenyon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelli Voss	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jean Hugues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara August	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rebecca Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amy Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christy Biertuempfel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
larry spini	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category					

(43) 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.

The Single Plan for Student Achievement

Rosedale Elementary - Two Way Immersion School
School Name

04-61424-6003081
CDS Code

Date of this revision: October 11, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Claudia de la Torre
Position: Principal
Telephone Number: (530) 891-3104
Address: 100 Oak Street
Chico, CA 95928
E-mail Address: cdelator@chicousd.org

Chico Unified School District School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

Mission:

The Rosedale community is committed to providing a culture of lifelong learning for all students through dual immersion, by developing bilingualism and academic excellence in a multicultural environment.

III. School Profile

Rosedale is a Two Way Immersion Magnet K-6 school with a culturally diverse student population. This program provides students with the opportunity to become bilingual and bi-literate. This means that children will be able to speak, read and write fluently in both Spanish and English. We try to maintain a 50/50 or 33/33/33 ratio between English, Spanish, and incoming Bilingual speakers throughout our classrooms.

Currently, the school houses approximately 570 students. Teachers, staff and students respect each other and strive to develop each student's unique potential in a safe and enriched learning environment. The school has a wide ethnic variety in its student population that are inclusive of students with special needs. All classes contain students that have a dominant language other than English.

There are currently 25 teachers on staff and a full time principal. Included in the total are 22 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also included in the total are three certificated CLAD support teachers. There are two full time and two part time Title I teachers, and a full time RSP teacher. In addition, we support student learning by the support of instructional aides and various other support staff and volunteers. We have partnered with the Chico Noon Rotary Club to bring additional one of one support for struggling students via the support of our community. Our partnership also extends to our local university where college students provide multiple hours of support to students via the guidance of the classroom teacher and the afterschool certificated coordinator.

In addition to our onsite staff, faculty also includes a music instructor, four fine arts instructors, a PE/Health Specialist, PIP aide, school psychologist, licensed counselor. Our students also benefit from the support of our local community members who volunteer to be strategic tutors, and from community-based English tutors from the university.

In addition, the school employs a Speech and Language Therapist who provides one-on-one or small group services to students, two part time Bilingual/Bicultural Liaisons, and two Bilingual Targeted Case Managers who work with parents and families with our home-to-school connection and our Parents as Teachers (PAT) program with Rosedale families who have children from 0-5 years of age. A school nurse and nurse's aide provide school health services. Either the nurse or the aide is here for daily coverage. Also, a federal Head Start Program is located on the Rosedale Campus.

Rosedale has an extensive school wide Title I program. Students are grouped based on individual reading abilities and instructed by classroom teachers, support staff and trained instructional aides. Part of the program gives supplemental assistance to students in the classrooms through trained instructional aides. Intervention programs include: Reading Recovery, Guided Reading, Read Naturally and Soar to Success. For English Language Development, Rosedale uses Language Star strategies for daily leveled ELD instruction.

Rosedale has a library that is operated by a library media specialist. Classes are scheduled on a weekly basis to visit and check out books.

Students attend school daily for 280 minutes in grades 1-3 and 300 minutes in grades 4-6. There are four Kindergarten classrooms where students attend school for 260 minutes daily.

The demographic makeup of Rosedale is as follows: 60% Latino/Hispanic, 32% Caucasian, 2% African-American, 3% American Indian, and 3% with other nationalities making up the remainder.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

In preparation for the development of the 2011-12 school plan, our Instructional Leadership Team, and a team of teachers focusing on literacy goals conducted data analysis using the 2010-11 CST, CELDT, and District Benchmark scores.

We studied the trend for each subgroup for a three year span, using the 2008-09 as a baseline year, prior to the merging of TWI programs onto our Two Way Immersion Magnet School. Our leadership teams studied the school wide trends in CELDT and CST subcategories to identify the areas of need.

Teachers are provided with grade level meeting time two-three times per month in lieu of a staff meeting time and staff release time. The model for collaboration used is the Professional Learning Communities model. During their meeting times, teachers analyze grade level data and classroom level data to guide the focus for SMART goals in writing, English Language Arts (ELA), Spanish Language Arts (SLA), English Language Development (ELD), and/ or Math.

STAR results

- Grade level and classroom level analysis of data by subgroups (EL's, ethnicity, reclassified students, Special Education, etc) and by levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic)
- Cohort analysis
- CST cluster analysis

CELDT assessments

- Present year's scores when available
- Analysis of scores across 2-3 and 4-5 years
- Reclassification of students

District Benchmarks

- Triennial district benchmarks focused on state blue print standards
- Trimester ELD assessments using Language Star assessments

Grade level assessments

- Ongoing grade level formative assessments to address academic growth or additional support needed for students not passing grade level standards.

B. Surveys

Surveys will be conducted during the 3rd trimester of the 2011-12 school year.

C. Classroom Observations

Classrooms are monitored by the formal evaluation process. Tenured teachers are evaluated every other year. Teachers that have taught in the district for 10 years or more, are NCLB compliant, and have had satisfactory evaluations are evaluated every 5 years. Temporary and probationary teachers are evaluated annually. During an evaluation year, formal observations are conducted at least twice a year in the areas of ELA, ELD, and Math. Observation forms are based on the California Standards for the Teaching Profession. Informal observations or walkthroughs are also part of the school culture.

ELD coaches and/or consultants will work with classrooms teachers to develop lessons and units, and provide teaching and assessment to support English Language Learners and to classroom teachers.

D. Student Work and School Documents

Student work and student writing samples are collected and analyzed by grade levels during the Professional Learning Community meetings. Grade levels determine the focused SMART goals and monitor their time-lines to share and analyze student work based on the standards-based units of study.

E. Analysis of Current Instructional Program (See Appendix B)

The following areas were used to develop the instructional program at Rosedale Two Way Immersion Elementary School.

Standards, Assessment, and Accountability

- Rosedale uses state, district assessments and benchmarks, and grade level developed formative assessments to modify instruction and improve student achievement. Students are routinely assessed using standards-based materials which are directly related to the curriculum and/or units of study.
- The staff uses data to monitor student progress for additional support or enrichment on curriculum-embedded assessments, and to modify instruction.
- The district on-line report card focuses on key grade level standards to monitor grade level progress in trimesters during the school year. Teacher/Parent conferences are conducted at the end of the first trimester to insure that parents understand the reporting system and to discuss progress.
- As a Two Way Immersion school, we will be assessing the need to have an alternative report card for the 2012-13 school year for our site to address curricular areas and skills in two languages.

Staffing and Professional Development

- All of the classroom teachers and support teachers and staff at Rosedale meet the NCLB requirements for highly qualified staff.
- Principal has completed the requirements for the Assembly Bill (AB) 75.
- 95% of classroom teachers have been trained in Explicit Direct Instruction (EDI) strategies.
- 70% of the classroom teachers have received professional development through AB 466 training.
- 60% of the classroom teachers have received training in the Step Up to Writing or state developed professional development in writing.
- School wide ELD Language Star strategies are used to instruct English Language Learners daily.
- Focus on Language and Math Boards.
- The focus for staff development is determined by the staff and the Instructional Leadership Team based on student needs that are geared toward content standards alignment, assessing performance, and other professional needs.
- Grade level collaboration/Professional Learning Community time is dedicated two-three times each month during staff meeting times, and during the day on a monthly basis for grade level release time.

Teaching and Learning

- Curriculum, instruction and materials are aligned to content and performance standards.
- Lesson/unit time-lines for Language Arts, Writing, Math, ELD, and Science are developed by grade level teams. Teachers have the flexibility to teach at the pace of the class and provide appropriate interventions.
- All students have the appropriate textbooks and instructional materials available to them as directed by the Williams Settlement Legislation.
- All instructional materials are state adopted and standards based.

Opportunity and Equal Educational Access

- Services provided by the regular educational program are in place which enable all students to meet standards:
 - After School programs ASES/21st Century
 - Student Intervention Team
 - Response to Intervention (Rtl)
- Teachers provide intervention within the instructional day for students that are at risk as needed based on classroom and formative assessments.
- Additional Support for the third trimester will include a "double dose" session administered by the teacher twice a week to give students extra support in a small group setting. A support teacher will take the majority of the class while the teacher provides small group instruction to their own class.

Parent/Community Involvement

• Mentors In Schools

- One-on-one mentors are connected with students by teacher referrals. The goal is for first grade teachers to identify students who have academic and/or social difficulties and refer them as possible mentees for a *Mentor*. Mentors and students are connected in second grade. Our hope is that Mentors will continue to be connected to their mentee throughout the students' academic career, but Mentors are asked to commit for at least one year.

• Strategic Tutoring

- A partnership has been created between Rosedale Two Way Immersion School and the Noon Rotary Club to involve the community as "strategic tutors" to support student learning.
- Rosedale piloted the program in 2010-11 with 20 Rotarians to tutor 20 students identified by classroom teachers needing specific skills. The session focused on a specific skill that students need.
- Rosedale will continue a second year with "strategic tutors" support for the 2011-12 school year with approximately 50 tutors to support students

- Under-performing students are identified
- An individual learning objective is identified for each student (pass a spelling test, learn to count to 100, read a book, etc)
- A Rotarian visits the child on the school grounds for several 1 hour sessions (maximum 4) to tutor the child toward successful completion of the learning objective. The visits will be coordinated by the child's teacher to fit the tutor's schedule (visits should at least be on a once a week basis).

• Additional resources that are available to support students:

- SSC/ELAC meetings provide information to parents.
- Monthly PTA meetings provide an opportunity for the principal to report on student learning and activities, and elicit parent input.
- Literacy morning and nights for students and parents.
- Science Fair Nights
- Parent Teacher Association is very active and critical part in student success.
- Parent volunteers in the classroom support student learning.
- Community Action Volunteers from California State University assist in classrooms to support student learning.
- America Reads tutors support reading in the classrooms.
- California Mini-Corps students support migrant students in the classroom.

Funding

- Services to students to meet standards are provided with the support of categorical funds that enable classroom teachers, support teachers, and instructional aides to focus on the needs of a few students on a daily basis.

V. Description of Barriers and Related School Goals

Barrier #1

Continue the development of a cohesive and comprehensive program for the success of all subgroups in both English and Spanish for Two Way Immersion students.

Goal - Staff will continue work on community building, trust, focused academic goals and vision/mission for our school for student success.

Barrier #2

English language learners continue to fall below in standardized testing.

Goal - Provide at least one hour per day, 5 days a week of ELD instruction using Language Star strategies. Students will increase by one CELDT level each school year. Teachers will use the CELDT and language assessments for ELD grouping to enable ELL's to meet the academic language needs. Provide focused grammar lessons for students with support from an ELD coach trained or consultants in the second language strategies identified by our consultant, Kevin Clark.

Barrier #3

The school has incorporated a systematic approach to address the needs of target students. Teachers use strategies, including differentiated instruction and universal access time for flexible groups to support low - high students.

Goal - All grades have additional support via an instructional aide or support teacher in the areas of ELD, reading and/or Math. Teachers meet for collaboration using the Professional Learning Communities model to assess student learning and progress, and to determine teaching strategies and additional needed student support or enrichment.

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) To improve student achievement for all students to proficiency level or above in both Language Arts, inclusive of writing, and Math with emphasis on improving our English Learner (EL) subgroup and Low Socioeconomic Status subgroup. <ul style="list-style-type: none"> Improve student achievement for all students by 10% in both Language Arts and Math, with emphasis in improving our English Learner subgroup to achieve annual measurable objectives on state assessments to levels of proficiency to 79% in Math, and 78.4% state proficiency in Language Arts. 	
Student groups and grade levels to participate in this goal: All students in grade 2nd - 6th.	Anticipated annual performance growth for each group: 10% increase in the number of students scoring at the "proficient" level in language arts and 10% increase in the number of students scoring "basic" level in the language arts California State Test.
Means of evaluating progress toward this goal: Annual STAR testing data, standards based assessments from the language arts curriculum and district benchmarks, and grade level created assessments.	Group data to be collected to measure academic gains: Continuous data from district benchmarks and grade level created assessments.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Certificated support teachers and instructional aides will support student learning. Title I/Support Teacher will support instruction with English Language Development, literacy interventions and Math with grades Kinder - 6th grade Resource Teacher (funded through special education) supports the school wide Rtl model. Reading Specialist teacher will focus primarily with Kinder - 2nd grade Classroom aides will support primary grade teachers in small group instruction during literacy instruction. 	August 2011 - May 2012	<ul style="list-style-type: none"> Staff 	\$276,000 per year	Title I LEP SCE

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers document classroom and grade level interventions consistent with the Response to Intervention (RtI) model and document data of student progress or lack of. Students continuing to struggle and who need additional support beyond classroom instruction (Tier 1) and grade level interventions (Tier 2) will be referred to the Student Intervention Team where teachers are provided with ongoing support and services to best serve the students in their classroom. One day additional support by School Psychologist to support student learning and RtI model. 	August 2011 - May 2012	<ul style="list-style-type: none"> Staff Materials and supplies Meeting expenses. Classroom release time for certificated staff 	\$16,000 per year	Title I
The Student Intervention Team will continue to support the needs of the students by providing teacher intervention recommendations and support in documenting strategies for future interventions or special services if needed.	August 2011 - May 2012	<ul style="list-style-type: none"> Substitute teachers for Intervention meetings, trainings, and materials and supplies as needed. 	\$6,000 per year	Title I
<ul style="list-style-type: none"> As per our school SMART goal of increasing achievement in writing, grade level teachers and support staff will provide directed writing lessons, rubrics, guidance in the writing process, and practice opportunities in writing students both in small groups and whole class instruction throughout the curriculum. 	August 2011 - May 2012	<ul style="list-style-type: none"> materials and supplies meeting expenses classroom release time for certificated staff 	\$6,000 per year	Title I
<p>Teachers will be given opportunities and encouraged to attend staff development in the following areas:</p> <ul style="list-style-type: none"> Instructional needs of second language learners ELD strategies Explicit Direct Instruction ELD Language Star strategies by Kevin Clark Targeted trainings in Specially Designed Academic Instruction in English (SDAIE) instructional strategies, implementation of ELD programs, and observational tools. Using data to identify Limited and Fluent English Proficient students not meeting standards per grade level Math staff development Grade level conferences such as the kinder and 1st grade yearly conference CABE conferences focusing on Two Way Immersion Schools 	August 2011 - May 2012	<ul style="list-style-type: none"> materials and supplies supplementary materials classroom release time for certificated staff 	\$8,000 per year	Title II

(37)See the “Chart of Required Contents for the SPSA” for content required by each program or funding source supporting this goal.

(38)List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Implement Professional Learning Committees for classroom/grade level teachers to increase student achievement and support teacher collaboration.	
Student groups and grade levels to participate in this goal: All Rosedale classroom teachers and all students, K-6	Anticipated annual performance growth for each group: Increased achievement on teacher created formative assessments and district benchmark assessments.
Means of evaluating progress toward this goal: Academic performance on teacher created formative assessments and district benchmark assessments.	Group data to be collected to measure academic gains: Student performance on teacher created formative assessments and district benchmarks.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Classroom and support staff teachers will be released one-two times per month while their students are receiving grade level-appropriate instruction in English Language Arts and Math by substitute credentialed teachers.	August 2011 - May 2012	<ul style="list-style-type: none"> • Roving Substitutes • Curriculum guides and frameworks • Materials and supplies 	\$7,883	Title I
Two staff meetings per month will be dedicated to PLC teams continuing grade level collaborative work.	August 2011 - May 2012	\$0	\$0	NA
Identify and support professional development opportunities based on PLC team needs.	August 2011- May 2012	<ul style="list-style-type: none"> • Substitutes • Staff development expenses • stipends and substitute costs • materials and supplies 	\$7,000 per year	Title II

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) English Learners will progress to the next proficiency level on the California English Language Development Test (CEDLT).	
Student groups and grade levels to participate in this goal: All students K-6	Anticipated annual performance growth for each group: English Learners will make one year's growth on the CELDT.
Means of evaluating progress toward this goal: Annual CELDT scores.	Group data to be collected to measure academic gains: Annual CELDT scores

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
All grade levels will provide one hour of daily English Language Development (ELD) instruction to English Learners using ELD standards and strategies using Language Star strategies. <ul style="list-style-type: none"> EL students will receive instruction targeted to their English proficiency level. 	August 2011 - May 2012		N/A	
Continue the support of staff development on ELD, Professional Learning Communities, Differentiated instruction, and Language Start for best practices for instruction of English Language Learners.	August 2011 - May 2012			
See goal #1				
Teachers will identify students that have failed to make annual growth targets in ELD, and those who continue to score at the Intermediate level. Teachers will utilize Language Star strategies, targeted SDAIE, ELD and EDI strategies in their daily core curriculum to increase the English proficiency levels of these students.	August 2011 - May 2012			
Teachers and grade level PLC teams will continue to develop and utilize both formative and summative assessments to assess the English proficiency progress of English Learners.	August 2011 - May 2012			
School Site Council goal is to increase community involvement. We will seek support from community groups such as Rotary and other community groups to increase the number of one-on-one Strategic Tutors.	August 2011 - May 2012	N/A	N/A	N/A

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

.VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase and improve technology school wide.</p> <ul style="list-style-type: none"> • Develop and maintain a fully equipped and functioning computer lab. • Increase classroom technology. <ul style="list-style-type: none"> ○ Every classroom was equipped in the 2010-11 school year with a teacher computer connected to a LCD projector and ELMOs to support visual learning. 	
<p>Student groups and grade levels to participate in this goal: All students K-6</p>	<p>Anticipated annual performance growth for each group: All students with increase their knowledge and skills with technology.</p>
<p>Means of evaluating progress toward this goal: Student reports and work completed using technology.</p>	<p>Group data to be collected to measure academic gains: Student reports and work completed using technology.</p>

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Technology support by staff on a monthly basis	August 2011 - May 2012	Hourly rate for staff.	\$10,000	Title I
Identify technology needs, and provide technical support and training to staff. Costs included in the technology support funding above.	August 2011 - May 2012			

(37) See the “Chart of Required Contents for the SPSA” for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase parent awareness of bi-literacy, TWI education, ELL needs to support student learning and provide ideas on being active in our educational programs.</p> <p>Increase parent awareness for school wide safety.</p>	
<p>Student groups and grade levels to participate in this goal: All K-6 families and pre-kinder student families.</p>	<p>Anticipated annual performance growth for each group: Increase parent participation in school.</p>
<p>Means of evaluating progress toward this goal: Increase in classroom support and school wide support. Increase in parent participation in PTA, ELAC, SSC, and family nights, and general family events.</p>	<p>Group data to be collected to measure academic gains: CELDT, Benchmarks and CST STAR scores</p>

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Parent Education in English and Spanish	August 2011 - May 2012	Support materials and supplies. Staff/consultant fees	\$1,990	Title I
Additional Safety support to increase student and family safety.	August 2011 - May 2012	Safety materials	\$3,000	Safe Schools

(37) See the “Chart of Required Contents for the SPSA” for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	273	330	334	94	97	108	9	8	10	20	1	0
Growth API	730	738	792	809	861	896						
Base API	739	729	738	811	810	861						
Target	5	5	5	A	A	A						
Growth	-9	9	54	-2	51	35						
Met Target	No	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	139	211	197	121	153	141	211	197	185	27	14	14
Growth API	685	681	736	654	638	697	693	651	703			569
Base API	695	685	681	654	654	638	693	693	651			587
Target	5	6	6	7	7	8	5	5	7			
Growth	-10	-4	55	0	-16	59	0	-42	52			
Met Target	No	No	Yes	No	No	Yes	No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09 All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
	Less Than 5	More Than 5	Less Than 5	More Than 5	
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	--
Number At or Above Proficient	101	140	164	54	69	83	--	--	--	4	--	--
Percent At or Above Proficient	36.3	42.6	49.1	56.8	71.1	76.9	--	--	--	19.0	--	--
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	No	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	99	100	100	100	100	98	100	100
Number At or Above Proficient	35	62	64	18	31	32	58	46	51	5	4	2
Percent At or Above Proficient	24.6	29.5	32.5	14.5	20.4	22.7	26.9	23.5	27.6	15.6	28.6	14.3
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	No	Yes	No	No	No	No	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	--
Number At or Above Proficient	116	134	183	49	62	84	--	--	--	10	--	--
Percent At or Above Proficient	41.7	40.6	54.8	51.6	63.9	77.8	--	--	--	47.6	--	--
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	98	100	100
Number At or Above Proficient	50	61	85	38	32	48	77	52	62	7	3	4
Percent At or Above Proficient	35.2	28.9	43.1	30.6	20.9	34.0	35.6	26.4	33.5	21.9	21.4	28.6
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	No	Yes	No	No	Yes	No	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	1	2			11	27	19	46	10	24		41
2			2	9	3	14	6	27	11	50		22
3			3	10	7	24	13	45	6	21		29
4			9	31	14	48	3	10	3	10		29
5			9	45	9	45	2	10				20
6			6	29	12	57	2	10	1	5		21
Total	1	1	29	18	56	35	45	28	31	19		162

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Rosedale teachers consistently use a variety of assessments to monitor instruction and improve student achievement. These assessments include the CST annual tests, CELDT annual tests for English Language Learners, district trimester benchmark assessments, curriculum-based assessments, and formative, teacher/grade level created assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The data from curriculum-embedded assessments is reviewed during grade-level collaboration (Professional Learning Community, or PLC) meetings to determine student placement, progress, and to inform instruction. From the data, flexible intervention and enrichment groups are formed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are appropriately credentialed and highly qualified for their assignments according to NCLB requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has completed AB 75 training on SBE adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. Most of the school's teachers have completed the SB 472 forty (40) hours of initial professional development program that is aligned with the effective implementation of the SBE-adopted reading/language arts and mathematics programs.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development decisions are aligned with school SMART goals. Either individually or within a grade level, teachers review student performance data and determine areas of professional development need.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At PLC meetings, teachers collaborate and share best practices and effective teaching strategies that, using student data, have shown the greatest impact on student achievement. In addition, through district and county-offered professional development, teachers have access to content specific experts and instructional coaches. Examples of this professional development that teachers have taken advantage of are: English Learner Professional Development (ELPD), ELD Structures and Strategies, Mathematics PLC (MPLC), Formative Assessment workshops, and Autism training and whole staff training on Explicit Direct Instruction, and Language Star strategies.

8. Teacher collaboration by grade level (EPC)

From August to January, the first 40 minutes of staff meetings was dedicated to teacher collaboration time. From February to May 2010, teachers are released from their classroom every week for 45 minutes to meet as a grade level team for the purpose of collaboration. In addition, one or two staff meetings per month are reserved for grade-level collaboration. These PLC teams set learning objectives and goals, create and/or agree on appropriate formative assessments to monitor student progress on the goals, analyze data from the assessments, form intervention and enrichment groups as needed, and share effective teaching strategies.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Core curriculum and materials are state board adopted and align to content and performance standards. Instruction in the classrooms is standards-based, utilizing a variety of research-based instructional strategies.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Instructional minutes are as follows: Kindergarten: Mathematics: 30 minutes Reading/Language Arts: 60 minutes Grades 1-3: Mathematics: 60-75 minutes Reading/Language Arts: 150 minutes Grades 4-6: Mathematics: 60 minutes Reading/Language Arts: 120 minutes

11. Lesson pacing schedule (EPC)

Lesson pacing schedules are determined by the PLC teams during collaboration and regular grade-level staff meetings. The pacing provides for the sharing of resources and forming grade-level intervention and enrichment groups on similar standards.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All students at all grade levels or programs have and appropriately use on a daily basis the most recent SBE-adopted instructional materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Full implementation of SBE-adopted instructional materials, including intervention materials, is occurring at every grade level.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Small group instruction, differentiated instruction,

15. Research-based educational practices to raise student achievement at this school (NCLB)

Classroom teachers use the district adopted standards based curriculum in all curricular areas. In addition, teachers use research based support materials as outlined by the Response To Intervention (RTI) model.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Teachers continually review student progress and determine additional educational support or enrichment opportunities for students. This is supported by the classroom teacher and/or by support staff.

17. Transition from preschool to kindergarten (Title I SWP)

Partnerships with the School Readiness coalition. Administrator and kindergarten teacher meet yearly to plan Kindergarten readiness activities and additional strategies for preschool to kindergarten transition.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Families receive letters indicating additional support for students outside of the school under the NCLB act.

19. Strategies to increase parental involvement (Title I SWP)

Family Nights will be conducted throughout the year. Areas of focus will be English and Spanish literacy, science and math.

Target case manager and bilingual liaison will provide 8 week sessions of varied parent education topics. Also, in collaboration with community agencies, we will provide parent education courses in nutrition and money management.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The planning, implementation, and evaluation of consolidated application programs involves the school's parent, community, teachers and other personnel during staff meetings, general parent education nights, School Site Council meetings, English Language Advisory Committee (ELAC) meetings, Instructional Leadership Team (ILT) meetings, Parent Literacy Nights, and Parent-Teacher Association (PTA) meetings.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Teachers continually review student progress and determine additional educational support or enrichment opportunities for students. This is supported by the classroom teacher and/or by support staff.

22. Fiscal support (EPC)

Title I
Title II
EIA

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$120,883
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$3,000
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$123,883

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$199,000
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$17,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds (list and describe) ⁽⁴²⁾ Title I - Parent Education	\$1,990
Total amount of federal categorical funds allocated to this school	
Total amount of state and federal categorical funds allocated to this school	\$341,873

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

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Rosedale Elementary - Two Way Immersion School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (list)

Rosedale Instructional Leadership Team

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 Local Improvement 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 on: October 11, 2011

Attested:

Claudia de la Torre

Typed name of school principal

Signature of school principal

Date

Michelle Anderson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Come to school ready to learn and work hard. ~ Bring necessary materials, completed assignments, and homework. ~ Know and follow school and class rules. ~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. ~ Limit my TV watching and, instead, study or read every day after school. ~ Respect the school, classmates, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Provide a quiet time and place for homework, and monitor TV viewing. ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition. ~ Regularly monitor my child's progress in school. ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences. ~ Communicate the importance of education and learning to my child. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Rosedale Elementary - Two Way Immersion School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Claudia de la Torre	[X]	[]	[]	[]	[]
Ana Nava	[]	[]	[X]	[]	[]
Bill Travers	[]	[]	[]	[X]	[]
David Barrios	[]	[]	[]	[X]	[]
Michelle Anderson	[]	[]	[]	[X]	[]
Leticia Kinslow	[]	[X]	[]	[]	[]
Maria Beas	[]	[]	[X]	[]	[]
Maria Elena Ramirez	[]	[X]	[]	[]	[]
Rory Rottschalk	[]	[]	[]	[X]	[]
Jeanne Greene	[]	[]	[]	[X]	[]
Numbers of members of each category	1	2	2	5	0

(43) 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.

The Single Plan for Student Achievement

Parkview Elementary School

School Name

04-61424-6003073

CDS Code

Date of this revision: 10-10-11

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jo Ann Bettencourt
Position: Principal
Telephone Number: (530) 891-3114
Address: 1770 E. Eighth Street
Chico, CA 95928
E-mail Address: jbettencourt@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The Parkview School community provides a quality academic and social education that promotes personal success. This is accomplished through standards-based instruction, on-going assessment, and high academic and behavioral expectations in a safe, engaging, language-rich environment.

Parkview Elementary School students feel safe in a well-disciplined environment where everyone is respectful, responsible, and resourceful. Our school rules are to BE SAFE, BE RESPONSIBLE, AND BE POLITE. These rules reflect our community beliefs about working together. Parkview parents take a positive, active role in the school and in their children's education throughout the grades.

This year Parkview Elementary School serves only its neighborhood students with an additional classroom of severely handicapped students. There are also two district wide Gifted and Talented Education classroom; one for 3rd graders and one for 4th graders. Our school has approximately 250 students. There is only one regular education class at each grade level. Our primary classes are at about 30 children for the second year in a row. We have had a change over in staff again this year which includes a new part time resource teacher, and 3 other new to Parkview teachers. Our school has experienced a change again this year and we are continuing to develop a sense of self and culture.

Parkview is working on a curricular emphasis in Science, Technology, Engineering and Mathematics (STEM). We have set up a simple Science lab by opening the walls between two classrooms. One side is designed for experimentation with the other for teaching. We have a SMART board set up for teachers use while in the lab. Materials from all of the school's current and previous science adoptions are stored in this room for teachers' conveniences. The staff has designed and is revising a STEM matrix to define the curriculum in each of the areas that will be taught per grade level. Staff is also continuing to work on lesson study in mathematics this year with an emphasis in looking at the needs of our EL students.

With the change in population for Parkview this year one would expect fewer English Language Learners. However, our percentage of EL students remains the same as before with 33% of our students having another language as their common language spoken in the home. Most students are Spanish speakers, but we do have a small percent of Hmong students. Our students who qualify for Free or Reduced lunch as increased from about 45% to 75%. Thus the subgroups for our schools accountability will remain largely unchanged.

Parkview is known for its unified and cooperative staff. Teachers and administration demonstrate a clear understanding of academic standards. Our office staff is welcoming and efficient .

III. School Profile

Data taken from 2009 statistics from Adequate Yearly Progress Report: Parkview School is a multi-ethnic school located on the east side of Chico, on East 8th Street adjacent to Bidwell Park. It is one of 12 elementary schools in the Chico Unified School District and currently houses 325 students in Kindergarten through sixth grade. Parkview students come from diverse backgrounds, ranging from parents who are professional to blue-collar workers to farm laborers. The student ethnicity profile is diverse with a variety of ethnic groups represented. There are 44% Caucasian, 37.4% Hispanic, 4.1% African-American, 7% Asian and 1.6% American Indian. Parkview has 70 students who are English Learners. Parkview is part of the State School Based Coordinated Programs. Supplemental state and federal funding includes Title 1, Title II, Title III, Title VI, EIA/Limited English, and Food Services. In addition to these services, we participate in Mini-Corp, America Reads, the local CAVE program, and other local volunteer programs. Many staff train student teachers from the CSUC student teacher programs throughout the year.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Parkview is in year 5+ of program improvement although we continue to make progress in most subgroups and overall as a school. The 2011 AYP showed that the students did not meet . The subgroups who missed their criteria were the Hispanic/Latino in both ELA and Math, Socioeconomically Disadvantaged in ELA, and the English Learner group in ELA and Math. While we are still struggling to meet the goals for AYP in all groups and to continue to grow in API we are closing in on success for our students. Our API went up 31 points for the 2010-2011 school year.

In reviewing the CELDT scores for our English Learners about 25% of them improved one level or more on the CELDT but many continue to fossilize, in other words our students are not becoming proficient in English skills quickly. Last year we had the same goal for our EL students and we did not meet the level of proficiency we wanted. Further, as noted previously, Parkview has changed considerably from last year's student and staff group. It was decided that we continue to concentrate on a goal for this subgroup of students. We reviewed STAR/CST scores and CELDT scores to reclassify students from English Learners to fluent. We were able to reclassify 6 of our students for the 10-11 school year. The school Instructional Leadership Team reviews the data from the district benchmark assessments each trimester. These assessments include mathematics, language arts and the district's new English Language Arts Assessments for EL students.

B. Surveys

Survey information was gathered during May 2011. Staff, students, and parents were surveyed on a variety of academic and social issues. Perception data was gathered, interpreted, and will be used to improve in those areas to better our school.

The overall results of the survey were very positive. Some areas of growth included the school's public image, students respecting others, and supervision before and after school. The school's instructional leadership team will revisit the results of this survey to determine ways of improving in those areas.

C. Classroom Observations

Parkview has about 25% new staff. During informal classroom observations, it is noted that teachers are adhering to district curriculum. Teachers are using a variety of methods including direct instruction, inquiry, small groups, technology, and other methods of instruction. We are still working to provide opportunities for lesson study in the new Mathematics curriculum as it is still challenging for our staff members. We have moved forward with the push for Science, Technology, Engineering, and Mathematics or STEM. We are teaching students increasing amounts of science and using this subject as the vehicle for instruction of English Language Arts.

We are also working to improve ELD instruction using the Language Start methods. ELD coaches are observing and providing feedback to teachers several times per week. The site administrator is also observing many ELD lessons per week and providing feedback as well.

Formal observation of certificated staff is outlined by contract.

D. Student Work and School Documents

Our staff looks at student work as informal assessment. Since we are growing we now have two teachers at the following grade levels: Kindergarten, 3rd, 4th, and 5th grades. Because the 3,4, and 5 grade teams are made up of one neighborhood teacher and one GATE teacher, collaboration and looking at data is a challenge. We have built in time every Wednesday morning for PLC time between grade levels that teachers can utilize for sharing their students' work. Teachers also use this time to work on the development of our STEM program.

Lesson study is being used between grade levels. With the assistance of our Math coach, the teachers are either preparing lessons together or observing each other. The lessons are then debriefed with the coach and the administrator. Whenever possible we include the Title I reading teacher as well.

E. Analysis of Current Instructional Program (See Appendix B)

With about 25% new staff members we have not yet analyzed the instructional program using one of the state instruments. Based on last year's state testing and district benchmark exams, our English Learners continue to struggle. However, we are using district curriculum and assessment. We are working to incorporate more teaching time in science and engineering. This requires that our staff work to integrate these 2 areas of study with the current adoptions. We also have a teacher in place to rotate classes through the science lab to do hands on activities. Each class gets an 1.5 hour lesson in the lab twice a month in addition to the lab time they may get with their homeroom teacher as well. Teachers use the district assessments as they prepare students' report cards.

V. Description of Barriers and Related School Goals

Some of our AYP subgroups were successful at achieving Safe Harbor or meeting the proven level described in NCLB. In English Language Arts our Hispanic, Socioeconomically disadvantaged, and English Learner subgroups did not meet the criteria for AYP. In mathematics, our Hispanic and EL subgroups did not to meet standards in mathematics. Our English Learners are at a disadvantage when it comes to accessing the complicated and complex curriculum which is taught in English. They often come from homes where Spanish is the only language spoken or homes where English is used in a limited amount thus making parent support with homework/schoolwork more difficult. A large percent of these homes are also in our socioeconomically disadvantaged group as well. Other students come from socioeconomically disadvantaged homes but their home language is English. Parents in this sub group are often less educated and have more difficulty directly supporting their child's learning or accessing outside support for their child. Traditional school practices often leave both of these groups behind. While we have staff trained in specific SDAIE methods, bilingual teachers and support staff, we are still having difficulty meeting the state and federal mandates for proficiency of these sub groups (realizing that Safe Harbor is not the ultimate goal for our students). In an effort to overcome these barriers, we developed the goals which will be listed in following pages. It is our belief that these activities will benefit all of our students, but will be particularly beneficial for the sub groups noted above.

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) 90% of our English Learners in grades K-6 will increase at least one level of English acquisitions as measured on the CELDT test by Oct. 2012.	
Student groups and grade levels to participate in this goal: All students who are English Learners in grades K-6.	Anticipated annual performance growth for each group: 1 CELDT level for 90% of the EL students
Means of evaluating progress toward this goal: Annual CELDT reporting, periodic assessments using the ELD curricular materials will be used as students complete the chapters during ELD time, Language Star Assessments, annual redesignation rates, and district benchmarks in ELA will be used to evaluate progress.	Group data to be collected to measure academic gains: Group data collected during the fall of 2012 and data described in the "evaluating progress" section of this document.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Vote in members of an Instructional Leadership team to serve as a group to help guide the whole staff toward improving student achievement.	September 2011-May 2012	Teacher Stipends	8,000	Title 1; Title 2
All teachers who have English Learners will be trained in the 10 methods of the Language Star Training. CUSD coaches will support teachers as needed in the ELD methods.	August 2011- May 2012	Substitutes for release time and supplies costs	\$5,000	Title 2 Staff Development funds; Title 1; EIA
Hire teachers to support student achievement through ELD instruction.	Aug. 2011-May 2012	Salary and Benefits	\$166,095	Title 1 and EIA LEP
Hire a Bilingual Targeted Case manager to provide support to English Learner families who need to help bridge the gap between school and home. This may include a parent education component as well.	throughout the school year	Salary and Benefits Parent education materials	\$23,364-TCM salary and benefits \$2,350- Parent Education	Site Title I
During all three trimester benchmark testing windows, EL students will be given the Language Star Assessment to assess their progress in Language Star and grammar.	Throughout the school year (three times)	Copying costs and costs of subs for extra support	2,000	Title 1
Send a team of teachers on a school site visitation to see how other schools are infusing ELD into Science, Technology, Engineering, and Math. Also send a team to the National Science Teacher Association conference to find more ways of infusing ELD into the science curriculum.	9/10	Cost of travel and conference fees	7,563	Title 2 Staff development and Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide hands on learning experiences for EL's with support of the CSU Chico's Hands On Learning Lab. Bring the lab to our campus and have students do experiments in our science lab with the students from the university. Other hands on science experiences will include but will not be limited to field trips to the Gateway museum and the Chico Creek Nature Center several times a year. This will provide EL students the opportunity to build their academic vocabulary. Continue to develop partnership with Chico High Science department.	Throughout the school year	Costs associated with the field trip including admission and transportation.	10,000	Title I
Purchase technology and software to provide instructional support for EL's. Train teachers to utilize such software.	Sept 2011 through May 2012	Cost of technology and possible salaries for personnel to train staff.	\$40,000	Title 1
Hire additional teachers to provide support Title 1 services such as ELD, small group instruction, and interventions for EL's in the subject areas of ELD, Math, and English Language Arts.	August 2011 through May 2012	Salary and Benefits	\$10,000	Title 1
Instructional Aide to support EL's in learning English	August 2010 through May 2011	Salary and Benefits	\$7,639	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Students at Parkview School will increase math scores as measured by 2012 CST's. Currently, 54.7% of all students received proficient level, up from 44.5% the prior year. By spring of 2012, 70% of the students will score proficient on the mathematics portion of the CST's.	
Student groups and grade levels to participate in this goal: All students to improve, but for the goal purposes, grades 2-6	Anticipated annual performance growth for each group: 15.3% increase in students scoring proficient
Means of evaluating progress toward this goal: STAR Mirror exam to be administered 3 times per school year.	Group data to be collected to measure academic gains: CST data, spring 2012

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Selected students will receive additional targeted instruction during the school day and in before and after school sessions through tutoring.	9-10 to5-2011	Instructional aides which are currently in budget will provide additional instruction in regular education classrooms for selected grade levels. After school program will have selected groups for additional tutoring in mathematics..	\$8111	Title 1
Math Coach will provide math enrichment through Math Olympiads for 4-6 grade students.	Sept 2011-May 2012	Supplies for teacher to run program.	\$1,000	Title 1
As noted in goal 1 teachers will work with mathematics coach to develop lessons for lesson study and to use the assessment materials from EM. Staff will focus on embedding ELD strategies in math lessons. Math coach will work with teachers new to EM or those needing extra help.	Aug. 2011 through May 2012	Cost of substitutes and materials	2,000	Title 1
Students will be identified by staff to use additional tutoring time as noted in goal 1. Some students will use Help Math others will receive tutorial help from staff and volunteers.	Sept 2011 through May 2012	Funds for the purchase of Help math and headphones for the computers	Tutoring cost noted in goal 1	Title 1
Purchase technology equipment to support math learning for students to use during the regular school day and before/after school.	Aug 2011-May 2012	Cost of computers, installation, and wiring.	Cost noted in goal 1	Title 1
Purchase Supplementary materials to support math	November 2011-May 2012	Cost of supplementary materials and training for staff	10,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) 90% of students performing below Below Basic will improve their test scores on English Language Arts.	
Student groups and grade levels to participate in this goal: Grades 2 through 6	Anticipated annual performance growth for each group: 13.5%
Means of evaluating progress toward this goal: STAR Mirror data, Accelerated Reader/STAR reading inventory data	Group data to be collected to measure academic gains: .CST data in spring of 2012

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Instructional Aides to support children in learning to read and those who need interventions in reading.	Aug 2011 through May 2012	Salary and Benefits	\$40,276	EIA, SCE
Reading support teacher to provide extra support for struggling students.	August 2011 through 2012	Salary and Benefits	Cost already noted in goal 1	EIA (LEP)
Provide release Time for teachers to plan ELA lessons through science.	September 2011 through May 2012	Substitute Costs	5,000	Title 1
Library Media Aide	August 2011-May 2012	Salary and Benefits	\$4,170	Title 1
Purchase supplemental instructional materials to support ELA through Science; leveled readers to support English Learners	September 2011 through May 2012	Cost to purchase supplementary ELA materials that are science based.	10,000	Title 1
Purchase and implement online version of Accelerated Reader and update STAR reading inventory program	August 2011	Online version to monitor reading progress of students.	Cost covered by district	
Supplemental English Language Arts materials to support Engineering.	Nov. 2011-May 2012	Cost of readers, kits, and consumables.	\$3,000	Title 1
Update Books in School Library. Purchase books that support science and math.	August 2011-2012	Cost of books	\$2,541	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	282	153	179	96	56	82	11	5	4	11	10	17
Growth API	714	749	780	784	797	834						791
Base API	717	713	749	790	785	797						
Target	5	5	5	5	5	3						
Growth	-3	36	31	-6	12	37						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	155	69	63	121	60	56	175	112	121	24	22	21
Growth API	670	724	697	633	664	664	648	726	717			742
Base API	671	667	724	627	632	664	646	648	726			686
Target	6	7	5	9	8	7	8	8	5			
Growth	-1	57	-27	6	32	0	2	78	-9			
Met Target	No	Yes	No	No	Yes	No	No	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	99	98	99	99	100	100	100	100	100	100
Number At or Above Proficient	122	67	85	55	28	48	3	--	--	7	--	8
Percent At or Above Proficient	42.1	43.8	47.5	56.1	50.0	58.5	25.0	--	--	58.3	--	47.1
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	100	97	100	100
Number At or Above Proficient	51	26	20	30	17	11	50	45	41	12	9	11
Percent At or Above Proficient	32.1	37.7	31.7	24.2	28.3	19.6	27.6	40.2	33.9	37.5	40.9	52.4
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	98	99	100	100	100	100	100	100	100
Number At or Above Proficient	129	68	98	60	31	52	5	--	--	6	--	9
Percent At or Above Proficient	44.5	44.4	54.7	61.2	55.4	63.4	41.7	--	--	50.0	--	52.9
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	100	97	100	100
Number At or Above Proficient	51	26	24	34	14	15	56	42	50	14	8	11
Percent At or Above Proficient	32.1	37.7	38.1	27.4	23.3	26.8	30.9	37.5	41.3	43.8	36.4	52.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	Yes	No	Yes	No	No	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	11	5	56	1	11	2	22	9
2					3	43	3	43	1	14	7
3			4	33	5	42	1	8	2	17	12
4	1	8	2	17	5	42	1	8	3	25	12
5			4	31	8	62	1	8			13
6			3	50	3	50					6
Total	1	2	14	24	29	49	7	12	8	14	59

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

During PLC times, the staff will review the results of state and local assessments to modify instruction. Teachers will be developing language boards for use during ELD time or ELA time. This time will be used for informal formative assessments as well as practice of ELA skills outlined by the standards and the CST blueprints.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Three times throughout the year, the students' progress will be monitored using district developed benchmarks as well as site developed assessments. Students will be placed in intervention groups based on their needs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All staff are highly qualified

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Principal has attended and completed the AB 75 requirements

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Staff members have had opportunity to get training through AB466. There are sufficient SBE adopted instructional materials for all students.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff has worked with content standards, state blueprints and released test questions in PLC times. There has been district support for assessment through training and budget.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

This year Parkview has used some of the Title I money to provide a resource teacher who will work with PLC groups to continue to develop ELD strategies specifically SIOP lesson design.

8. Teacher collaboration by grade level (EPC)

All staff have a weekly 45 minute PLC time set aside.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All materials are SBE approved. Instruction is guided by district mapping and by district benchmark schedule.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Students are given the recommended instructional minutes in reading language arts and mathematics.

11. Lesson pacing schedule (EPC)

Lessons are designed to meet the benchmark schedule set by the district.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All students have the instructional materials available to them.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All basic materials are SBE adopted, however, intervention materials are not with the exception of limited use of Language !.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Teachers are all CLAD certified. Periodically, during PLC times the staff organizes interventions among the grade level students.

15. Research-based educational practices to raise student achievement at this school (NCLB)

SIOP training, SBE adopted materials, AB466 training, ELPD training for various staff members.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

There is an extensive after school program supported with ASES, 21st Century, and Title I moneys.

17. Transition from preschool to kindergarten (Title I SWP)

Preschool children come from a variety of settings mostly private facilities. There are parent information nights organized at the district level. Contact regarding kindergarten registration and requirements are made with local preschool and the closest housing unit.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Parents have signed the school compact. Our Parent Teacher Organization has come forth with technology and materials to assist staff with all children. Parkview has a federal grant to teach technical skills to students after school called GenYes. The students in turn teach staff and other students. These trainings have resulted in projects for ELA activities throughout the school.

Parkview has trained a team of staff members to hold weekly parent trainings. The content of the training involves developing community and how to provide academic support to children. Parkview also has a position for a target case manager for families in need. This position was filled in October, but is vacant since early December. As soon as recruitment and hiring is finished, Parkview will again have this support for our families.

19. Strategies to increase parental involvement (Title I SWP)

Our PTO has hosted a beginning of school breakfast for our new and returning parents. We have meetings in the evening to reach all groups. Parent volunteers are encouraged and acknowledged yearly.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The school site council reviews the budget, the plan, the assessment information. Staff members of the ILT are part of the goal development for the school. PLC groups develop goals at their grade levels. This year the staff reviewed the curriculum and assessment used at each grade level.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Small group intervention classes are taught by instructional aides or support teachers. We also use volunteers in classrooms and during our after school program. These volunteers are used as reading partners or help with mathematics instruction.

22. Fiscal support (EPC)

Parkview Elementary School has categorical funds as well as district general funds. Our PTO does fund raising for special events and for extra support.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$45,684
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$43,425
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): EIA Carryover 33,000	\$33,000
Total amount of state categorical funds allocated to this school	\$125,109

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$105,000
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$8,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds (list and describe)(42) Title 1 Carryover 130,000	\$130,000
Total amount of federal categorical funds allocated to this school	\$243,000

Total amount of state and federal categorical funds allocated to this school	\$368,109
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation		105,000		
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Parkview Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10/11/2011

Attested:

Jo Ann Bettencourt

Typed name of school principal

Signature of school principal

Date

Debbie Henry

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Get to class on time
- Return completed homework on time
- Take responsibility for my behavior and accept consequences for misbehavior
- Cooperate with teachers and fellow students
- Be polite and respectful when addressing all adults at our school

Parents Pledge:

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

- Have child/ren complete homework
- Send child/ren to school on time, well rested, and ready to learn
- Support the discipline program of the school and the classroom in order to make school a place where students can learn

Staff Pledge:

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

- Provide experiences that build literacy in order to prepare students for life
- Hold parent/teacher conferences
- Provide reports on student progress towards standards
- Welcome families to become active in their children's education
- Teach to the standards adopted by the school district's board of trustees

Appendix G - School Site Council Membership: Parkview Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jo Ann Bettencourt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Henry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Telegan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stacey Lasagna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Parker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Roberts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia Galvan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marisol Morales	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category					

(43) 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.

The Single Plan for Student Achievement

Neal Dow Elementary

School Name

04-61424-6003040

CDS Code

Date of this revision: October 10, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Marilyn Rees
Position: Principal
Telephone Number: (530) 891-3110
Address: 1420 Neal Dow Avenue
Chico, CA 95926
E-mail Address: mrees@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

It is the mission of Neal Dow to ensure that:

Every Day Every Student is

Nurtured,
Engaged,
Achieving,
Learning, and

Directed with
Opportunities to
Win.

"Every day every student is Neal Dow"

It is the vision of Neal Dow that every student will show growth in academic knowledge, social partnerships, personal responsibility for themselves and in taking care of others. Through the use of technology, best practices of teaching, interventions, and community awareness, each Neal Dow community member will feel that they are a part of the whole process of our cumulative efforts as a professional learning community.

- Students who need extra help in learning will receive that help.
- Students who meet or exceed learning standards will receive extra enrichment lessons and activities.
- Students who attend interventions are monitored as to their progress and learning.
- Staff development in areas of technology and data will be initiated and implemented.

III. School Profile

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the CUSD Form 10 application process. Neal Dow enrolls approximately 435 students on a traditional school year schedule.

Our curriculum focus has undergone some significant changes in recent years. Literacy has become the key ingredient of our reading program. While literacy ties all of language arts together, it is our belief that writing is a way of developing thinking skills, of generating ideas, and of helping one to survive in an increasingly dynamic and complicated society. Math concept development and math applications and computation have become the emphasis of our mathematics program.

The Neal Dow staff will continue to focus on a balanced and integrated K-6 Language Arts program with an emphasis on early literacy. Through the PLC process, and implementation of progress monitoring tools, staff will develop and implement a response to intervention schedule that meets the needs of the students, based on the assessment data.

The Neal Dow teaching staff has implemented a researched based student monitoring system that allows for constant growth and learning interventions based on individual student needs.

Neal Dow has a fully credentialed staff of 16 teachers, including a vibrant SDC and RSP program. Grades K-3 are part of the class size increase with a maximum of 30 students per class. Grades 4-6 average 32-35 students per classroom. The school wide API has increased to the range of 826 for the 2010-11 STAR testing. The accountability for this increase in school wide achievement is due to the shared responsibility of teachers, staff, students and parents and to the RTI model implemented in 2006-07.

Parents are invited to join the active PTA and/or the ELAC/SSC. Parent volunteers are eagerly accepted in classrooms on a scheduled basis. PTA at Neal Dow has raised monies to support teacher costs in their classrooms and beautification of the campus.

At Neal Dow we firmly believe that every student is nurtured, engaged, achieving, learning, and directed with opportunities to win. Our excellent staff is open to trying new and innovative ways of reaching every student, every day.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Neal Dow is a schoolwide Title One school. We currently use categorical monies to support instructional aides who work with students in interventions. We are supporting our technology needs through the hiring of one part time tech aide. This position assists teachers and students with the use of laptops and smartboards in the classrooms along with our current grant with Renaissance Learning and use of NEO's.

The teaching staff implemented the PLC model of collaboration and each grade level meets weekly to collaborate and lesson plan beyond their regularly schedule grade level meetings. Our SDC program teacher has implemented the Learning Center concept and meets with students in the afternoons who need extra help and support in grades two and three.

The staff of Neal Dow strongly supports learning through music and each grade level performs a musical at least once a year. Fine Arts and PE are also integral parts of how our students learn.

B. Surveys

Surveys were given to staff, students, and families of Neal Dow. The surveys were tallied and shared. The results of the surveys gave Neal Dow the encouragement to continue with the PLC model and to develop more ways to communicate with families. Each grade level sends a weekly letter home and each student receives the Neal Dow News every Friday. The development of our web site and email system has also enriched our capacity to communicate with our community.

C. Classroom Observations

Every student has the necessary textbooks and supplies to be successful. Materials are readily available and our PTA donates approximately \$250 to each classroom for additional supplies. Expenditures from our schoolwide categorical funds support our efforts and staff development with Renaissance Learning.

D. Student Work and School Documents

Student work and progress is displayed throughout the school. Class plays and projects are presented to the community and school throughout the year. Families are invited to day and evening performances to accommodate working parents. STAR test scores are available online at the CDE website. Student achievement data is readily available to teachers and support staff.

E. Analysis of Current Instructional Program (See Appendix B)

Scores on the California STAR test have increased with Neal Dow reaching above the 800 mark by the state. Students needing additional help in learning are given several opportunities through a strong intervention program of re-teaching and front-loading. Students needing additional help are involved in the after school program and also receive additional assistance in the Learning Center.

V. Description of Barriers and Related School Goals

Barriers:

The severe decline of state and federal funding will decrease our ability to support the needs of our students.

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) Neal Dow has developed an intervention schedule that reaches all classes. The RTI model is followed and data is tracked. Intervention groups are formed to meet the needs of the students who need more learning time. Volunteers are also utilized in the classroom through the use of parent and CAVE aides. Healthy Play, Second Step, and PIP are also implemented along with a strong after school program.	
Student groups and grade levels to participate in this goal: All students identified as FBB, BB, and at basic levels on the STAR test. All 1st graders testing low on the DIBELS testing, STAR Earl Literacy and students with special needs in RSP and SDC.	Anticipated annual performance growth for each group: Students scoring at the Proficient/Advanced levels will continue to progress at those levels. Students scoring FBB, FB, and at Basic levels will increase by one level per year up to the Proficient/Advanced STAR levels.
Means of evaluating progress toward this goal: Data from common formative assessments, STAR scores and DIBELS results and all intervention data is used to move students forward and to modify instruction.	Group data to be collected to measure academic gains: The use of STAR testing, District benchmark testing and common formative assessments will be used to address student growth and achievement needs.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
The RTI model is used daily where each student who need extra teaching and instruction is accommodated. The use of classroom aides and the SDC and RSP staff assists us in developing many groups throughout the day at various grade levels.	Ongoing - August through June.	Instructional Aides and supplies	\$74,530	Schoolwide Title I

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) To continue to implement the RTI model of reaching all students who need extra help and support in learning. To continue to develop enrichment classes for students who are ready to go beyond the learned curriculum. To continue to purchase and develop the use of technology in every classroom. The use of smart boards, NEO's, copiers, printers, cameras, and laptops will continue to be a priority.	
Student groups and grade levels to participate in this goal: Grade K-6, all students.	Anticipated annual performance growth for each group: All students will continue to show growth in math and ELA on the STAR. Students in Proficient/Advanced will continue to increase within that level. Students at FBB, BB, and Basic will increase their score by 30 - 50 points per year. All student will be at grade level proficient on District Benchmark exams.
Means of evaluating progress toward this goal: Teacher collaboration, sharing of student testing data from benchmarks and common formative assessments.	Group data to be collected to measure academic gains: Common formative assessments, benchmarks, and STAR.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide RTI scheduling, use of IA's in classrooms and NEO training for staff and students.	August 2011 - June 2012	Researched based intervention programs	\$50,000	Schoolwide Title I

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of students with disabilities and EL students scoring at basic, below basic, and far below basic will increase their scores by 3% in ELA and math.	
Student groups and grade levels to participate in this goal: Students with disabilities and EL sub groups.	Anticipated annual performance growth for each group: Increase 2011 API score 3% for ELA and math.
Means of evaluating progress toward this goal: 2011 API scores	Group data to be collected to measure academic gains: Students with disabilities and EL sub groups

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Purchase intervention materials as needed	August 2011- June 2012	Intervention programs and RTI	\$10,000	Schoolwide Title One
Provide instructional aides	August 2011 - June 2012	Personnel	\$23,340	Schoolwide Title One
Provide tech support to support computer programs	August 2011 - June 2012	Smart board training SIPPS	\$26,000	Schoolwide Title One
Staff development	August 2011 - June 2012	Grade level collaboration days.	\$15,000	Schoolwide Title One
Maintain communication between school and home	August 2011 - June 2012	Special interest and update letters to families.	\$3,000	Schoolwide Title One

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) RTI groups for students who require more learning time and intense interventions	
Student groups and grade levels to participate in this goal: Any student who needs intervention	Anticipated annual performance growth for each group: Mastery level of the concept
Means of evaluating progress toward this goal: On-going assessments common assessments intervention assessments	Group data to be collected to measure academic gains: Students on the cusp of moving to a higher level Students who need to learn a concept using more time Students at-risk

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Small group interventions	August 2011 - June 2012	Intervention materials	\$10,000	Schoolwide Title One
Provide instructional/classroom aides	August 2011 - June 2012	Personnel	\$10,000	Schoolwide Title One
Provide tech support	August 2011 - June 2012	Personnel	\$10,000	Schoolwide Title One

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of students scoring at or above the established proficiency standards on the STAR assessment will increase in ELA by 3%.	
Student groups and grade levels to participate in this goal: All students	Anticipated annual performance growth for each group: Improvement in writing skills and reading comprehension
Means of evaluating progress toward this goal: STAR ELA tests Common formative assessments District benchmarks Renaissance Learning programs	Group data to be collected to measure academic gains: All students

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Weekly collaboration of each grade level.	August 2011 - 2012	Renaissance Learning tools and assessments.	\$10,000	Schoolwide Title One

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	316	316	297	232	225	212	10	8	7	10	10	11
Growth API	804	781	827	828	796	847						735
Base API	802	802	781	812	826	796						
Target	A	A	5	A	A	4						
Growth	2	-21	46	16	-30	51						
Met Target	Yes	No	Yes	Yes	No	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	41	17	42	22	19	19	143	134	140	37	39	31
Growth API			795			685	768	723	795			741
Base API			689			608	767	767	723			628
Target							5	5	5			
Growth							1	-44	72			
Met Target							No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	98	98	98	98	99	100	100	88	100	100	100
Number At or Above Proficient	166	169	166	136	126	126	--	--	--	--	--	3
Percent At or Above Proficient	52.5	53.7	55.9	58.6	56.2	59.4	--	--	--	--	--	27.3
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	96	98	100	100	100	99	100	99	93	94	95
Number At or Above Proficient	17	7	20	2	3	3	58	57	66	7	10	15
Percent At or Above Proficient	41.5	41.2	47.6	9.1	15.8	15.8	40.3	42.5	47.1	18.9	26.3	48.4
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	--	--	--	--	--	--	No	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	98	98	98	99	99	100	100	88	100	100	100
Number At or Above Proficient	200	158	204	157	121	156	--	--	--	--	--	5
Percent At or Above Proficient	63.3	50.0	68.7	67.7	53.8	73.6	--	--	--	--	--	45.5
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	96	98	100	100	100	99	100	99	96	96	95
Number At or Above Proficient	22	6	24	7	2	4	76	49	87	11	10	20
Percent At or Above Proficient	53.7	35.3	57.1	31.8	10.5	21.1	52.8	36.6	62.1	28.9	25.6	64.5
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1			1	17	2	33	3	50				6
2								*				
3				*								
4			1	25	3	75						4
5				*								
6				*		*						
Total			6	33	7	39	5	28				18

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Neal Dow uses STAR test results, district benchmark assessments and common formative assessments to modify instruction and improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students are routinely assessed to collect data to check progress and determine placement in RTI groups. Differentiated instruction is used in all classrooms.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Neal Dow teachers meet the requirements for the highly qualified teacher as set forth in NCLB legislation.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The current administrator has completed the requirements of AB 75.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teachers have had access to AB 466. 100% have completed the requirements. Grade level collaboration is scheduled twice monthly and at 4 times per year for extensive planning.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

All teachers at Neal Dow have access to staff development aligned with curriculum standards and other professional needs. The development of a teacher toolkit incorporating lessons and assessments is in progress.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers are evaluated every two years. Non-tenured teachers are evaluated yearly. Beginning teachers are given BTSA support. The evaluation of teachers is based on the California Standards for the Teaching Profession.

8. Teacher collaboration by grade level (EPC)

Each grade level team is encouraged to meet four times per year in a half-day collaboration to prepare for the next level of curriculum to be taught. This is above the 1-2 times per month of grade level meetings held after school. Each grade level meets weekly to review student progress in those grades.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All instructional materials are SBE-adopted and standards aligned. Teachers follow the recommended instructional minutes in language arts and math.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The recommended instructional minutes are followed in language arts and math at Neal Dow.

11. Lesson pacing schedule (EPC)

The district pacing guide, teacher planned lessons, and intervention curriculum is used to accommodate students who struggle.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards-based instructional materials are available to all student groups.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

SBE-adopted and standards-aligned intervention materials are provided for students with learning disabilities.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Services provided are: SIPP SRTI Differentiated Instruction Levelized math Levelized reading Avenues Classroom aides

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers meet twice monthly for grade level collaboration. They also meet 4 times per year for half-day collaboration at each grade level. Teachers review assessment data, discuss instructional challenges and successes, plan the curriculum, and check on the RTI assessments.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

The before-school breakfast program offers additional help with a qualified teacher. The after-school program offers multiple groups of learning and activities.

17. Transition from preschool to kindergarten (Title I SWP)

Not at this time.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

The school has a strong PTA that supports students with activities and opportunities throughout the school year. Families are involved as parent volunteers in the classrooms and on field trips. Many families donate materials needed for classroom projects.

19. Strategies to increase parental involvement (Title I SWP)

PTA meetings are held monthly. Child care is available. School events sponsored by the PTA are available throughout the school year. The weekly newsletter is easy to read and sent home with every child. The school website is expanding and creatively designed to encourage student/family use.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Neal Dow SSC, PTA, and PAC, along with staff members guide the planning, implementation and evaluation of consolidated programs. The SSC meets monthly to develop the Safe School Plan, SBCP expenditures, Title One and block grant expenditures, and reviews student data regarding achievement.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Categorical funds provide a variety of services. Additional staff is hired to support the RTI and tech services needed. Intervention curriculum are purchased as needed.

22. Fiscal support (EPC)

The services provided by categorical funds enable underperforming students to meet standards. The PTA and SCC provide valuable support through the purchase of instructional materials, technology, volunteer support, book fair, Fall Festival, and special events and assemblies.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$29,430
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$51,340 SRRA SFSF (Safe Schools) \$3,000	\$3,000
Total amount of state categorical funds allocated to this school	\$32,430

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$128,360
<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	
<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	\$12,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds (list and describe) ⁽⁴²⁾ 2010/11 carry over Schoolwide Title I amounts are not included in this plan.	
Total amount of federal categorical funds allocated to this school	\$140,360

Total amount of state and federal categorical funds allocated to this school	\$172,790
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Neal Dow Elementary)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

Neal Dow PTA Neal Dow staff

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10/19/2011

Attested:

Marilyn Rees		
Typed name of school principal	Signature of school principal	Date

Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules. To take a stand against bullies.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Parents Pledge:

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

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school by attending parent conferences
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Neal Dow Elementary

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marilyn Rees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Larry Howie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tina Mickelson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Debbie Wakefield	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheila Penman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jill Miranda	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret Bestor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pete Rodstrom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patty Willis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer Toth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

(43) 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.

The Single Plan for Student Achievement

John McManus Elementary School

School Name

04-61424-6003024

CDS Code

Date of this revision: October 3, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Laurie DeBock
Position: Principal
Telephone Number: (530) 891-3128
Address: 988 East Ave.
Chico, CA 95926
E-mail Address: ldebock@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

John A. McManus Elementary Mission Statement

The McManus staff collaborates to provide the instruction and support that all students need in order to learn and achieve at high levels. We believe all students can reach their full potential.

A Shared Vision of the School We Strive to Create at McManus Elementary: 2011-2012

- Students and teachers look forward to coming to school.
- There is a climate of high expectations for student's success, and staff members communicate their high expectations to students, parents, and one another.
- We work together respectfully as a school community to obtain our goals both of social inclusion and high academic success
- Students and adults alike believe their efforts, improvements, and achievements are recognized and celebrated.
- There is a clear path and procedure to provide early interventions that is monitored on a timely basis.
- Varied enrichment opportunities are provided for students before and after school such as: music, art, sports, drama, fitness, clubs, and peer mediators.
- Our school welcomes all children and their families from our diverse Chico community.
- There is a safe and orderly environment.

III. School Profile

John McManus School is a K-6 elementary school located 76 miles north of Sacramento in the city of Chico, California. It is one of 10 elementary schools in the Chico Unified School District. McManus currently serves 570 students and has 20 classrooms. In addition to a Resource Specialist Program, the school offers a Special Day Class, a Title 1 Resource Program, Instructional Aides who support Title I students and English Language Learners and an After School ASES Program serving over 160 students.

Twenty-two percent of our students are English Learners. Seventy-three percent participate in the Free and Reduced Breakfast and Lunch Program. In 2009/10 McManus launched a 4 year Healthy Start grant providing support services for students and families. This program had a successful planning team and focuses on helping students and their families with health issues, parent education and community support services.

The Title I program utilizes many educational programs to enhance student learning by scheduling small group instruction with teachers, aides and the computer lab. Programs such as SIPPS, Rosetta Stone, Read Naturally, Soar to Success and Accelerated Reading are offered to groups during the leveled language arts block of time. English Learners have specific groups for the delivery of Language Star. Grade Level discussions and meetings have been streamlined with the PLC collaborative model.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Our MILT (McManus Instructional Leadership Team) meets on a bi-weekly basis to look at data and to help grade levels determine their "Next Steps". School data indicates growth in many areas but English Learners and Special Education students continue to lag behind state expectations. Through the use of Cruncher, small grade level groups are regularly assessed and given additional instruction by support staff and by instructional aides. By using current data from EduSoft on a trimester or more frequent schedule, additional students are pulled to work with our support staff. Teachers are encouraged to administer formative assessments and then disaggregate the data to restructure their leveled groups to better serve all students.

B. Surveys

In 2011 our Site in collaboration with the District Office conducted a survey with information gathered from students, parents and staff. This information has been studied by our Staff in order to gather data to improve our programs.

C. Classroom Observations

Classroom observations happen as per CUSD/CUTA contract. The principal visits each classroom frequently and often gives feedback to staff members. Grade Level Teams meet for an average of 50 minutes weekly to discuss their teaching practices and may invite team members to observe to help them improve instruction. The District provides support through math and ELD Program specialist coaching teams who work with teachers and classrooms to improve instruction.

D. Student Work and School Documents

The McManus Instructional Leadership Team (MILT) works together with the rest of the staff to focus on ELA, writing and math as areas for improvement. Student subgroups; ELD, Socioeconomically Disadvantaged, and SWD, are also focus groups. Teachers gather and share data in order to improve their instruction. Additionally, the new math adoption, Everyday Math, is being taught in every classroom. Classrooms now post ELA, writing and math "Learning targets" based on the Standards so that students and parents can follow progress. Grade Level Teams are focusing on their learning targets ("I can" statements) and developing formative assessments to measure student growth.

E. Analysis of Current Instructional Program (See Appendix B)

MILT, Grade Level Teams and the entire staff are working with our Title I teacher to develop interventions and enrichment for all students including a continuing focus on English Learners. Staff members participate in staff development in the area of English Learners and Special Education to support teaching and learning. Many staff members have served on District curriculum committees and Task Forces and are willing and able to lend their expertise to MILT and staff.

V. Description of Barriers and Related School Goals

There are a number of barriers in place making progress difficult for John McManus Elementary to realize its school goals. McManus has significantly high percentages of students in subgroups that historically underperform in areas of academic achievement. In order to address these issues, McManus Elementary has allocated significant manpower and attention through our Title 1 program to address the unique needs of our students, specifically English learners, SWD, and students categorized as socioeconomically disadvantaged. A student is considered socioeconomically disadvantaged if both parents did not complete high school or if the student participates in the National School Lunch Program. With district support we utilize the support of ELD and Math coaching teams to help us better reflect on how well we are meeting the needs of our students with our curriculum, instructional practices and our student academic growth monitoring. McManus will also work extensively this year with ELD consultant Kevin Clark to improve our delivery of ELD instruction. This summer, McManus offered an ELD summer language institute program for our students as well as provided intense staff development. Mr. Clark will also consult with the district ELD coaching team to provide regular coaching to the McManus staff throughout the school year.

Current Reality # 1 The proficiency target to meet Adequate Yearly Progress (AYP) in English Language Arts for the 2010-2011 school year was 67.6. The percentage of students who scored proficient or better on the English Language Arts portion of the California Standardized Test school-wide and in each of the reportable subgroups is as follows:

School-wide 38.6%
White 46.9%
Socioeconomically Disadvantaged 34.8%
Hispanic 31.2%
English Learner 17.4%

Current Reality #2: The proficiency target to meet Adequate Yearly Progress (AYP) in Mathematics for the 2010-2011 school year was 68.5%. The percentage of students who scored proficient or better on the Mathematics portion of the California Standardized Test school-wide and in each of the reportable subgroups is as follows:

School-wide 45.2%
White 49.7%
Socioeconomically Disadvantaged 43.9%
Hispanic 44%
English Learner 33.9%

Current Reality #3: Though all students have access to the high quality core curriculum, it is evident that an achievement gap and achievement deficiency exist. McManus Elementary is currently in year 8 of Program Improvement status. McManus staff continues to work collaboratively to provide the core curriculum and research-proven interventions to reduce the achievement gap and increase overall academic achievement for all students.

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) McManus Elementary will meet or exceed the federal Adequate Yearly Progress (AYP) and CUSD benchmark assessments proficiency targets in English Language Arts. English learners (EL) will meet their Annual Measurable Achievement Objectives (AMAOs) on the California English Language Development Test (CELDT).	
Student groups and grade levels to participate in this goal: - All students taking the California Standards Test - CUSD benchmark assessments - All students enrolled K-6 - English Learners (EL) in grades K-6	Anticipated annual performance growth for each group: Overall, 78.4% of students enrolled in grades 2-6 will score proficient or better on the 2012 CST. 80% of all students K-6 will score proficient or better on CUSD benchmark assessments. EL students will show at least a 30% growth increase on the Language Star assessment in the Spring of 2012.
Means of evaluating progress toward this goal: - California Standards Test (CST) -CUSD benchmark assessments -Language Star assessment - California English Language Development Test (CELDT)	Group data to be collected to measure academic gains: -Language Star Assessment results. -Grade level performance on the CA Standards Test for English Language Arts -District Benchmark Assessments by grade level - Grade level common assessments that match ELA SMART goals - Edusoft Reports by Grade level and Teacher - Report Cards

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
The ILT team will analyze data from: CST, STAR Mirror, CUSD Benchmarks, text-based assessments, and AR STAR to determine academic needs of students in reading comprehension, vocabulary development, and reading fluency. The ILT, in collaboration with Title 1 staff, will make recommendations for student placement in a leveled ELA time block daily. Using the PLC model teacher teams will consider recommendations made when grouping students for intervention or enrichment as needed for more refined instruction. In addition, Essential Standards and CST blue prints will guide grade level teams when making decisions regarding content to be taught in leveled blocks. The groups will be adjusted at least three times per year based on changing student needs. All students performing below proficient levels will receive Language Star instruction. ILT team will visit schools of similar demographics that have faced similar challenges but have consistently met their API and AYP exiting or staying out of PI status.	9/11-5/12	ILT stipends PLC release time teachers Cost of subs for ILT team to visit other schools.	\$5,333 \$2,400 \$3,200	Title 1 Title 1 Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
English Language Development instruction is provided for EL students directed toward building their English Language proficiency for min 60 minutes a day 4x/week using Language Star direct instruction. Students are grouped by ELD proficiency levels. The EL Coaching team will model and support classroom Language Star direct instruction strategies.	9/11-5/12	Title 1 teachers, parent and instructional aides to assist with small group learning using push-in and pull-out model Staff Development in Language Star EL Coaching team Supplemental materials	*\$100,000 \$10,000 \$0 \$12,057	Title 1 & EIA Title 1 District provided EIA
Coordinate Accelerated Reader program to support reading practice leading to higher levels of comprehension, fluency, and vocabulary development. Access for all students to Accelerated Reading on computers.	9/11-5/12	computer Instructional aide Maintain and update computers and materials as needed Materials	\$8,936 \$10,000 \$5,308	EIA Title 1 Title 1
Focused ELA staff development opportunities that focus on intervention development, instructional best practices, formative assessment, learning targets, school mission /vision, and differentiated instruction.	9/11-5/12	Staff development training	\$19,000	Title II
Read Naturally, a computer software program designed to help students build fluency, is used for grades 3-6. EL students are given access to Rosetta Stone, a scientifically-based approach to second language acquisition. Provide tech support and equipment school wide with a focus on the computer lab and Smart boards in classrooms to assist teachers to utilize 'best practices' in teaching.	9/11-5/12	computer Instructional Aide Instructional aides Interactive whiteboard training. Supplies and upgrades	already noted above \$5,000 \$12,000	EIA Title 1
Provide support to new teachers to help with lesson planning, coaching, and modeling of 'best teaching practices.'	8/11-5/12	Consultant	\$15,000	Title 1
Utilize supplemental materials to target growth in phonemic awareness, phonics, and sight words using SIPPS, Earobics, Sounds and letters, Making Sense of Phonics(Isabel Beck), Signs for Sounds, Leveled Readers, Zoo-Phonics.	9/11-5/12	Supplemental materials -Instructional aides	\$,15,000 *already noted above	Title 1 & EIA Title 1
Provide Extra support to academically at risk students in small group before and after school. Continue to offer intersession classes during Thanksgiving and Spring break to provide continuity of instruction for students, particularly those who are in need of extra time and support. Continue providing extended day K-program for all students thereby providing students additional exposure to academic and social skills foundational to their success in school.	9/11-5/12	Extra Assignment for classroom teachers ASP / Intersession	\$9,333 \$0	Title 1 ASES Grant
Provide field trip experiences that enhance learning and are academically focused on state standards.	9/11-5/12	Program costs and transportation	\$10,000	EIA
Parent connection - Use school newsletter translated in 2 languages, and school website to provide information about intervention programs, testing, and tips for supporting student academically. Provide Hmong and Spanish translators as needed for parent conferences.		Parent Liaison and translators Targeted Case Managers	\$2,620 \$3,000	Title 1 Healthy Start Grant

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) McManus Elementary will meet or exceed the federal Adequate Yearly Progress (AYP) and CUSD benchmark assessments proficiency targets in mathematics.	
Student groups and grade levels to participate in this goal: - AYP proficiency targets - All students in grades 2-6 -District benchmark targets - All students K-6	Anticipated annual performance growth for each group: 79% of students enrolled in grades 2-6 will score proficient or better on the 2011 CST. 80% of all students enrolled K-6 will score proficient or better on CUSD benchmark assessments.
Means of evaluating progress toward this goal: - California Standards Test - CUSD benchmark assessments	Group data to be collected to measure academic gains: - Grade level performance of each subgroup on the California Standards Test for Mathematics - District Benchmark Assessments by grade level - Grade level common assessments that align with SMART goals in mathematics - Report Cards

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
The staff will provide every student with a comprehensive core curriculum and instruction that is aligned to content standards and articulated across grade levels for Mathematics.	8/11-5/12	Support materials	\$8,000	Title 1
The CUSD Math Coach will model core instruction and interventions, assist teachers in developing lesson plans, co-teach and coach classroom teachers. They will continue to work with classroom teachers in building skills to differentiate instruction using Everyday Mathematics. They will also work with grade level teams to review Everyday Mathematics assessments to ensure coherence with the CUSD Essential Standards, and identify any gaps that need to be filled.	8/11-5/12	Math Coach	\$0	District provided
Collaboration meetings averaging 60 minutes weekly provide opportunities to analyze data, create formative assessments, review student progress, and develop plans to support academically at risk students. Essential standards and CST blueprints will guide them in this process.	8/11-5/12	Support teachers for PLC release time	\$2,400	Title 1
Assist grade level representatives through MILT in leading regular meetings to review student math chapter tests and performance data for the purpose of planning targeted and differentiated instruction.	8/11-5/12	McManus Instructional Leadership Team stipend	\$5,333	Title 1
Maintain pacing of mathematics instructional focus calendar for Everyday Math as published by Chico Unified School District.	8/11-5/12	Math Coach	\$0	District provided
Provide Extra support to academically at risk students in small group before and after school.	9/11-5/12	Extra Assignment for classroom teachers	\$9,333	Title 1
Provide small group and individual instruction for students not meeting proficiency levels.	8/11-5/12	Title 1 teachers, parent and instructional aides to assist with small group learning using push-in and pull-out model	\$51,000	Title 1
Focused Math staff development opportunities that focus on intervention development, instructional best practices, formative assessment, learning targets, school mission /vision, and differentiated instruction.	9/11-5/12	Staff development training	\$6,800	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Numerically significant subgroups that have historically underperformed will meet their AMOs on the 2012 CST.	
Student groups and grade levels to participate in this goal: - English learners (EL) in grades 2-6 - Socioeconomically disadvantaged students in grades 2-6 - Hispanic students in grades 2-6	Anticipated annual performance growth for each group: While working toward meeting AYP as reported on the CST, these subgroups will increase their AMOs by %12 or more.
Means of evaluating progress toward this goal: API – 2011-2012 data obtained from Accountability Progress Report on Growth and Targets Met for each subgroup 2011-2012 data obtained from Annual Measurable Objectives (AMOs)	Group data to be collected to measure academic gains: Grade level performance of each subgroup on the California Standards District Benchmark Assessments by grade level Report Cards Grade level common assessments that are aligned with SMART goals Student writing rubric scores Language Star Assessment CELDT

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Using the PLC model, provide opportunities for teachers to collaborate to dis-aggregate data, share best practices and plan interventions.	9/11-5/12	PLC release time support teachers	*\$2,400	Title 1
Focused ELA and Math staff development opportunities that focus on intervention development, instructional best practices, formative assessment, common school mission and vision. Examples are: Math Institute, Language Star Institute, Kindergarten conference, Writing project, building a common vision and mission, Leadership Matters, and staff development offered by the Butte County office of Education.	9/11-5/12	Staff development training	\$20,000	Title 1
The McManus Instructional Leadership Team will support the continued implementation of a PLC at our school site. The ILT is a group of teachers elected by their peers given responsibility to make recommendations to the principal and support school programs. The CUSD ELD coaching team will work with grade level teams to expand their knowledge as to what areas to target for instruction. The ELD coaching team will share STAR Blueprints, ELD standards, CELDT Blueprints, CUSD ELD assessment information, etc with grade level teams as they plan instruction. Also our Math coach will assist grade level teams in the development of common assessments to monitor student progress in mathematics as well as model teaching strategies and support classroom teachers with Every Day Math. Title I teachers, instructional aides and parent aides will provide additional support for classroom teachers and students in providing research-based interventions	9/11-5/12	ILT members stipend -PLC release time teachers -ELD coaching team -Math coach -Title 1 teachers and Instructional aides -Materials Computer IA	\$5,333 *already noted \$0 \$0 \$92,027 \$15,000 \$8,000	Title I Title 1 District provided District provided Title 1 EIA EIA

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Students will participate in a leveled ELA intervention block 4 times a week. Students will be grouped by area of need for more refined instruction. The student grouping for the leveled blocks will be adjusted at least three times per year based on changing student needs.	9/11-5/12	Title 1 teachers, parent and instructional aides to assist with small group learning using push-in and pull-out model Materials	already noted above \$17,000	Title 1 EIA
Provide assistance with assessments, progress monitoring, and record keeping of students designated as EL learners.	9/11-5/12	Title 1 teachers Extra assignment for certificated and classified staff	already noted above \$19,609	Title 1 EIA
Provide extra support to academically at risk students in small groups before and after school. Continue to offer 'Early Back' programs to serve the needs of students who require additional ELD support. Continue to offer intersession classes during Thanksgiving and Spring break to provide continuity of instruction for students, particularly those who are in need of extra time and support.	9/11-5/12	Extra Assignment for classroom teachers. ASP Staff	\$9,333 \$0	Title 1 ASES grant
Provide support to new teachers to help with lesson planning, coaching and modeling of 'best teaching practices.'	8/11-5/12	Consultant	\$15,000	Title 1
Parent Education and Outreach programs through the Healthy Start program for parents to connect with the school and explore ways to assist students in their academic progress. Continue to hold regular ELAC meetings to encourage the involvement of the parents of English learners	9/11-5/12	Parent Classes	\$4,050	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) By implementing a school-wide positive behavior plan (BEST to increase students active engagement and academic success, McManus will maintain a physically, emotionally and academically safe environment with a target of reducing discipline referrals and student suspensions by 10%.	
Student groups and grade levels to participate in this goal: All students Grades K-6	Anticipated annual performance growth for each group: Reduce discipline referrals and student suspensions by 10%
Means of evaluating progress toward this goal: Tracking: -Detentions Referrals -Office Referrals -Suspensions -Counseling referrals	Group data to be collected to measure academic gains: Detention/office referrals Suspensions Counseling referrals Student behavior inventory completed by teachers 3 times a year

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Maintain a school-wide behavior (BEST) management plan to insure a positive and comprehensive approach Implement instructional strategies such a character education, Tool Box, Steps to respect, and Second Step, to teach problem resolution and anger-management techniques	9/11-5/12	PIP IA Senior Guidance Counselor	\$0 \$0	District provided Counseling grant Counseling Grant
Assist principal with campus control and security for the purpose of increased contact time in classrooms with students and teachers.	8/11-5/12	Healthy Start Coordinator Teacher in Charge Additional playground supervision Additional before school parking lot supervision	*\$41,000 \$0 \$10,308 \$3,000	Healthy Start Grant District provided EIA & Title 1 Safe Schools
Hold monthly assemblies that promote good citizenship, school attendance, positive character building, and anti-bullying to increase the authentic engagement and success of all students.	9/11-5/12	Reward Assemblies	\$5,000	EIA
Through the Healthy Start program we serve students, their family members, and the school community by providing physical, emotional, and intellectual support.	8/11-5/12	Healthy Start coordinator Targeted Case Managers	*already noted above \$0	Healthy Start Grant Healthy Start , PAT, and ASES Grants
Ensure that every student comes to school ready to Learn and has assistance in developing strategies to become lifelong learners. Provide individual counseling services to students in need and small group and whole class behavioral improvement sessions to all students in need.	9/11-5/12	Counseling services PIP	\$0 \$0	Counseling grant Grant

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Coordinate SBIT meetings for children at risk of failure for purpose of creating student plan for achievement.	8/11-5/12	Roving substitute	\$2,000	Title I
Provide structured recess activities and implement a school wide 'anti-bullying' campaign.	9/11-5/12	Counselors	already noted above	Counseling grant

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	425	437	407	201	200	177	27	24	31	39	48	53
Growth API	744	721	727	802	765	778			691			655
Base API	731	740	721	774	799	765			745			665
Target	5	5	5	5	1	5						
Growth	13	-19	6	28	-34	13						
Met Target	Yes	No	Yes	Yes	No	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	128	135	125	103	115	109	306	329	305	39	48	46
Growth API	670	662	686	636	616	628	723	703	710			642
Base API	687	669	662	641	634	616	710	721	703			597
Target	6	7	7	8	8	9	5	5	5			
Growth	-17	-7	24	-5	-18	12	13	-18	7			
Met Target	No	No	Yes	No	No	Yes	Yes	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	190	166	157	121	102	83	9	13	11	6	7	12
Percent At or Above Proficient	43.8	38.0	38.6	59.6	51.0	46.9	30.0	54.2	35.5	15.4	14.6	22.6
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	38	29	39	16	12	19	128	111	106	10	12	16
Percent At or Above Proficient	29.2	21.5	31.2	15.2	10.4	17.4	41.0	33.7	34.8	20.8	25.0	34.8
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	Yes	No	No	Yes	Yes	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	196	168	184	111	89	88	11	10	11	15	18	18
Percent At or Above Proficient	45.3	38.4	45.2	54.7	44.5	49.7	36.7	41.7	35.5	38.5	37.5	34.0
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	43	37	55	34	27	37	130	116	134	15	18	21
Percent At or Above Proficient	33.1	27.4	44.0	32.4	23.5	33.9	41.8	35.3	43.9	31.3	37.5	45.7
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	No	Yes	No	No	Yes	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K								*			
1			5	25	7	35	7	35	1	5	20
2			2	11	4	22	6	33	6	33	18
3			2	10	6	29	5	24	8	38	21
4			3	14	12	57	3	14	3	14	21
5			3	14	15	68	4	18			22
6	3	14	6	29	10	48	1	5	1	5	21
Total	3	2	21	17	54	44	27	22	19	15	124

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Grade Level Teams and the MILT meet at regularly scheduled intervals and work with the most recent data to regroup students and to select appropriate interventions for all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Title I teacher and aides assist teachers with the most recent data from EduSoft, Cruncher, CBM and other assessments to realign student groups or to place students new to McManus.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All McManus teachers have met these qualifications.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has completed the AB 75 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The majority of teachers have attended professional development in areas that their grade level team has selected.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

With the help of our CUSD curriculum directors, CUSD has offered in corporation with BCOE staff development linked to content standards and student performance.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

McManus is limited to the support of the Title I Program and teachers who serve on task forces for this assistance. The school is provided certificated coaches in ELD and math by the district. Our MILT team recommends many steps to improve instruction.

8. Teacher collaboration by grade level (EPC)

Regularly scheduled collaboration time is in place for grade level teams to meet. Additionally our Fine Arts program offers a common time for teachers if they choose to work together. On average, 2 staff meetings a month are dedicated to Grade Level PLC meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

CUSD Task Forces meet regularly and send updated information for staff meetings on site. McManus is proud to have representatives at these District meetings who share information with the staff during scheduled meeting time.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Every grade level works out a schedule that permits them to comply with recommended instructional minutes but gives them the opportunity to work with support staff during these critical times.

11. Lesson pacing schedule (EPC)

Grade levels use the recommendations from the CUSD Task Forces.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Under the Williamson Act these materials are available to all students and staff.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Instructional funds are focused on the standards instructional materials and the appropriate intervention materials.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Grade Level PLCs work together to address the needs of ALL students with the support of the Title I Program.

15. Research-based educational practices to raise student achievement at this school (NCLB)

All curriculum and supplemental materials used on a regular meet the requirements of research-based educational practices.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Small groups receive additional time during core curricular time and in the supplemental afterschool programs.

17. Transition from preschool to kindergarten (Title I SWP)

NA

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

With the addition of the Healthy Start program many groups have volunteered time to focus on ALL students, with an emphasis on those most in need.

19. Strategies to increase parental involvement (Title I SWP)

McManus is fortunate to have an excellent Afterschool (ASES) Program where parental involvement is a requirement. Additionally the PTA presents opportunities for parents to become involved in a variety of activities. The Healthy Start Program has many parent oriented activities and assistance for parenting classes.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Site Council meets on a regular basis and takes information back to staff meetings and PTA and other parent meetings.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Title I, ASES and Healthy Start give students in need increased opportunities for success.

22. Fiscal support (EPC)

Funding fluctuates according to the State's solvency.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$64,620
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$60,175
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (Safe Schools) \$3,000	\$3,000
Total amount of state categorical funds allocated to this school	\$127,795

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$405,000
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$19,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds (list and describe)(42) Title II: Parent Ed	\$4,050
Total amount of federal categorical funds allocated to this school	\$428,050

Total amount of state and federal categorical funds allocated to this school	\$555,845
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (John McManus Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 11/11/10

Attested:

Laurie DeBock

Typed name of school principal

Signature of school principal

Date

Dunri Breedon

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Parents Pledge:

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

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: John McManus Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laurie DeBock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bea Sehorn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tammy Barnett	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bridget Rutherford	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Cariss	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rick Harris	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Newton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stacey Campbell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tommy Irvine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tanya Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christina Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dunri Breedon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Brewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carol Dorner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	3	7	

(43) 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.

The Single Plan for Student Achievement

Marsh Junior High School

School Name

04-61424-6116610

CDS Code

Date of this revision: October 10, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jay Marchant
Position: Principal
Telephone Number: (530) 895-4110
Address: 2253 Humboldt Road
Chico, CA 95928
E-mail Address: jmarchan@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: Chico, CA 95928
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

"Marsh Junior High School will ensure every student will reach a high level of academic achievement based on state standards, by providing a nurturing environment with a comprehensive system of assessments and support."

III. School Profile

The beautiful campus is located in a rural setting in full view to the eastern foothills of the Sacramento valley and is surrounded by a natural environment whose fields and stream provide a unique classroom for the arts and sciences. The facilities boast state-of-the-art equipment and technology housed in an architecturally spectacular design.

The 590 7th, and 8th grade students at Marsh represent a variety of ethnic and social economic groups mirroring the diversity of the community, which it serves. The curriculum at Marsh, which is aligned with state content standards, is both rigorous and challenging. Campus life at Marsh is rich with activities available for students including clubs, sports, after school programs, service learning opportunities, and a myriad of student government-sponsored activities.

The Staff of 29 highly professional and dedicated teachers at Marsh represents the best in each discipline and a balance of experience and enthusiasm, youth and maturity. The support staff contributes greatly to the positive and supportive environment that all students experience. This administration and staff has developed a Jr. High program that has generated significant acclaim and is a source of pride to the students, staff, parents, and community.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Data analysis using instruments including Ed-Results, Edu-Soft and Cruncher (for state testing, demographic information, and district-level assessment information) make accessing levels of specific student possible.

In determining the needs assessment components, the following groups of data were analyzed:

STAR results:

- Subgroup analysis
- CST cluster analysis
- Analysis of scores across several years

District-provided assessments for language arts, Science, Social Science and mathematics:

- Teacher-created common assessments to address growth in specific standards

B. Surveys

District Surveys:

1. Administrator Survey
2. Teacher Survey
3. Classified Survey
4. Parent Survey

C. Classroom Observations

Administrator regularly visit classrooms for both formal and informal observation.

D. Student Work and School Documents

Student work samples are collected and analyzed throughout the school year to illustrate progress towards mastery of grade level standards.

School documents include: report cards, Aeries behavior and attendance reports, parent education sign-in and evaluation logs, Action Plans, and Comprehensive Safe School Plan. An analysis of data from these documents is consistently reviewed during whole staff meetings, and School Site Council meetings.

E. Analysis of Current Instructional Program (See Appendix B)

Marsh School uses State, District benchmark assessments, department common assessments and daily classroom assessments to modify instruction, and improve student achievement

V. Description of Barriers and Related School Goals

There are several barriers which may interfere with student achievement at March Junior High. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The level of parent education or language barriers limit parental homework assistance. Not all under-performing students are able to participate in after school programs.

Key Barriers:

- Tardies, and inconsistent attendance in extended day programs.
- behavioral, emotional, and social issues which impact student engagement or student achievement
 - Absenteeism
 - Test scores determining students status in reading and math programs arrive late to school, creating a barrier to ascertaining an accurate schedule for the students and teachers.
 - State/District Budget

Enough interventions time for identified students scoring below the proficient levels.

Need more training for staff on the Pyramid of Interventions and RTI models.

Staff Development on KLT strategies

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) The schoolwide average and all numerically significant subgroups will meet or exceed AYP proficiency targets in Mathematics (79.5%) and English Language Arts (79%)	
Student groups and grade levels to participate in this goal: Identified students that are not scoring at or above the Proficiency level.	Anticipated annual performance growth for each group: To increase the total number of students scoring proficient or advanced on the English Language Arts, and Math components of the 2010 California Standards Test.
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> 1. Analyze annually the California Standards Tests 2. CMA test data 3. Analyze progress toward District benchmarks 4. Common Department Common Assessments 5. SBIT team meetings 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> 1. California Standards Tests 2. CMA test Data 3. District benchmarks 4. CELDT Testing 5. Common Department Site Assessments

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Identification of students -School growth reports Identification of academic needs -analysis of testing data -local assessment data. Development of Program -Intervention. Implementation of program -periodic review and reflection -on-going modifications made to program -site SBIT leadership team communication. During and after school interventions. 2 hour ELD aide, 4 hour Targeted Case Manager	Start Date: 08/2011 End Date: On-going	<ol style="list-style-type: none"> 1. Professional Development 2. Additional Instructional Supplies 3. Technology Upgrades 4. Intervention Software 5. Reading Programs 6. Bilingual English Language Development Aide 7. SSR Intervention teachers 8. Afterschool Intervention teachers 9. Targeted Case Manager 10. Leadership Team 	\$55,000	<ol style="list-style-type: none"> 1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
Teacher Staff Development to expand the understanding of Professional Learning Communities. RTI Model and how it will increase academic achievement. KLT Training	Start Date: 08/2011 End Date: On-going	Instructional Materials and staff development expenses; substitutes for release times for teachers.	\$4000	<ol style="list-style-type: none"> 1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
Develop specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives. ELD Staff Development	Start Date: 08/2011 End Date: On-going	Instructional Materials and staff development expenses; substitutes for release times for teachers	\$3,000	<ol style="list-style-type: none"> 1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Ensure consistent and appropriate IEP development for students to achieve academic proficiency.	Start Date: 08/2011 End Date: On-going	Provide IEP development training to teachers and administrators. Instructional Materials	\$4000	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
School site PLC teams will continue to develop common formative assessments to monitor student achievement and progress and to modify instruction based on results.	Start Date: 08/2011 End Date: On-going	Provide professional development about common formative assessments	\$3000	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
Develop consistent diagnostic and placement tests School-wide to be utilized in ELA and mathematics to determine the appropriate degree of intervention required to assist the student to succeed.	Start Date: 08/2011 End Date: On-going	SBIT Teams will need release time. Diagnostic assessments programs	\$1000	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
Provide training for special education and ELD staff regarding the selection and use of evidence-based supplemental materials, interventions and strategies	Start Date: 08/2011 End Date: On-going	Staff development expenses; substitutes for release times for teachers	\$2000	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase Social Science and Science proficiency levels on the California Standards Test to meet NCLP yearly continuum	
Student groups and grade levels to participate in this goal: Identified students that are not scoring at or above the Proficiency level.	Anticipated annual performance growth for each group: To increase by 10% the total number of students scoring proficient or advanced on the Social Science, and Science components of the 2011 California Standards Test.
Means of evaluating progress toward this goal: 1. Analyze annually the California Standards Tests 2. Analyze progress toward District benchmarks 3. Common Department Assessments 4. Ed-Results	Group data to be collected to measure academic gains: 1. California Standards Tests 2. District benchmarks 3. Common Department Assessments 4. Daily Teacher Assessments

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Identification of students -School growth reports Identification of academic needs -analysis of testing data -local assessment data. Development of Program -Intervention. Implementation of program -periodic review and reflection -on-going modifications made to program -site leadership team communication. After school Interventions and SSR/Intervention time	Start Date: 08/2011 End Date: On-going	Professional Development (PLC,RTI, KLT) Additional Instructional Supplies Technology Upgrades Afterschool intervention staff SSR/Intervention staff	\$10,528	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
School site PLC teams will continue to develop common formative assessments to monitor student achievement and progress and to modify instruction based on results.	Start Date: 08/2011 End Date: On-going	Provide professional development about PLC and school data	\$3000	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) The school community will demonstrate an ongoing commitment to emergency preparedness, facility maintenance, health, and safety.	
Student groups and grade levels to participate in this goal: The entire school community.	Anticipated annual performance growth for each group: <ol style="list-style-type: none"> 1. Maintain & increase our emergency preparedness 2. Maintain a clean and safe campus. 3. Improve Bully awareness
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> 1. Annual check of emergency supplies 2. Staff and District analyzes accident reports & looks for ways to improve safety. 3. Emergency drills 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> 1. CUSD risk management data 2. Records of supplies on hand 3. Number of Vandalism reported 4. Number of ED Code 48900 A(1)(2) filed

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 1. Staff and Students participates in emergency preparedness planning and training 2. Regular emergency drills are conducted. 3. School rules are consistently enforced; district safety guidelines and requirements are followed. 4. Campus supervisors monitors the grounds for student compliance with school rules for safety. 5. A Facilities/Safety Committee reviews the safety and maintenance of buildings and grounds and makes recommendations for improvement. Work orders are submitted as necessary and monitored for completion. 6. Increase number of Two-Way radios for staff. 7. Add more cameras to existing system 8. Add 1 more campus supervisor for Wednesday mornings 9. Anti-Bully Assembly 10. Add more lighting to campus 	Start date 8/2011 End Date: On-Going	<ol style="list-style-type: none"> 1. Security Cameras 2. Purchase more Two-Radios 3. Peer Mediation Training for Counselors and Students 4. Extra-Duty pay for Campus Supervisors 5. Add more loud speakers to campus 6. Identifiable Clothing for campus supervisors 	\$7,000	<ol style="list-style-type: none"> 1. Safe School Funds

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	579	540	531	427	368	358	17	15	17	38	45	44
Growth API	836	830	825	856	848	853			653			834
Base API	823	826	829	838	844	847			732			859
Target	A	A	A	A	A	A						
Growth	13	4	-4	18	4	6						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	73	86	94	39	61	80	176	190	187	58	54	53
Growth API		722	736			705	745	734	747			639
Base API			722			675	714	729	731			565
Target			5				5	5	5			
Growth			14				31	5	16			
Met Target			Yes				Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	99	100	99	98	100	100	100	100	100	100	100
Number At or Above Proficient	393	367	344	308	268	259	9	7	7	24	32	27
Percent At or Above Proficient	66.8	67.6	64.8	71.1	72.4	72.3	52.9	46.7	41.2	63.2	69.6	61.4
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	98	91	99
Number At or Above Proficient	35	39	37	13	22	27	87	91	84	23	22	26
Percent At or Above Proficient	46.1	45.3	39.4	32.5	35.5	33.8	47.8	47.2	44.9	34.3	38.6	49.1
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	--	No	No	--	--	No	Yes	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	98	100	99	97	100	100	100	100	100	98	100
Number At or Above Proficient	310	311	271	245	228	206	3	6	2	24	28	26
Percent At or Above Proficient	52.7	57.8	51.0	56.6	62.3	57.5	17.6	40.0	11.8	63.2	62.2	59.1
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	99	100	100	98	100	98	85	99
Number At or Above Proficient	22	29	27	7	14	20	61	76	69	19	18	21
Percent At or Above Proficient	28.9	33.7	28.7	17.5	23.0	25.0	33.5	40.0	36.9	28.4	34.0	39.6
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	--	Yes	No	--	--	No	No	Yes	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	6	29	8	38	4	19	3	14			21
8	6	23	9	35	8	31			3	12	26
Total	12	26	17	36	12	26	3	6	3	6	47

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Teachers utilize a number of informal and formal assessment tools to monitor student progress and plan instruction. Assessments are used to identify areas of need for each student and to track and adjust the success of interventions and teacher practice.

Such multiple measures include:

- State testing
- CELDT
- Teachers in English, math use STAR mirror district benchmark test, social studies and science use teacher created district benchmark assessments. These benchmarks are directly related to standards.
- Teacher created common assessments.
- Report Cards
- Progress Reports

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Late start one day per week for Professional Learning Community Data Teams where teachers can work collaboratively to ensure the alignment of curriculum to state standards, produce common assessments, analyze student performance data, plan data driven lessons, and develop plans for differentiated instruction.

- Ed-Results Data
- Edu-Soft Data
- Cruncher Data
- Benchmark Data

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Teachers are highly qualified under NCLB.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

An Administrator has been trained under AB75

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Currently we have our credentialed teachers working with the regular education population. Each grade level and department is equipped with teachers who have attained or in the process of attaining subject matter competence. All teachers participate in professional development offered by the district.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

High quality professional development activities are provided throughout the year. This is in keeping with the high content standards-based instruction for a diverse population while preparing teachers and students for local and state assessments. PLC grade-level teaming in-services will continue throughout the year on site and district designated staff development days, during staff meetings and as well as on site staff selected minimum days.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers is met in multiple ways. Professional development has most recently centered on meeting the needs of our students meeting proficient levels on State testing. Highly qualified specialists presented several workshops based on methodology and implementation of research-based programs. District wide grade level meetings offer a forum for discussion and analysis of assessment data, best practices, and district objectives. All new teachers must be trained under a BTSA assigned teacher.

8. Teacher collaboration by grade level (EPC)

Late start one day per week for Professional Learning Community Data Teams where teachers can work collaboratively to ensure the alignment of curriculum to state standards, produce common assessments, analyze student performance data, plan data driven lessons, and develop plans for differentiated instruction.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

English, Math, Social Studies and Science all have a curriculum aligned with the state standards, Industrial Technology, and Physical Education departments have voluntarily adopted the state standards for their discipline and have aligned their curriculum accordingly. In Special Education the curriculum, instruction and materials are aligned to the content and performance standards based on the Individual Education Plans for each student.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Marsh follows the Chico Unified School District Board Policy which is aligned with the state standards on instructional minutes for reading/language arts and mathematics.

11. Lesson pacing schedule (EPC)

Lesson pacing are done during the late start collaboration time given to the teachers once a week, then common assessments are developed by the teachers to identify what interventions are needed for low performing students. Marsh has an Lunch/SSR intervention classes are in place for all core areas. Math interventions are also offered after school.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Currently we have in place standards based instructional materials and textbooks for use in Social Studies, Math, Science, English. All programs have differentiated components to address the needs of English Language Learners, GATE, Special Education, and below proficient students. Teachers have identified target students and common research based strategies for addressing their skill gaps. They then use multiple measures to collect data including student diagnostic data and teacher practice data to determine the effectiveness of their practice with the target students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

State standards are embedded in the adopted curriculum for Language Arts, Social Science, Science and Mathematics: Report cards are aligned to the standards. The principal conducts formal and informal classroom observations on a regular basis to ensure that instructional practices are aligned to the adopted programs. Unit assessments, which accompany the adopted programs, are given and analyzed according to the pacing guide.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Support Personnel Accountability Report Card
After School Homework club
Team Meetings
Lunch/SSR Interventions
SBIT Meetings

15. Research-based educational practices to raise student achievement at this school (NCLB)

Professional Learning Communities Model

16. Opportunities for increased learning time (Title I SWP and PI requirement)

After School Homework Club
Lunch/SSR Interventions

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

School Site Council meets on a monthly basis. ELAC meeting with ELD Parent meetings

19. Strategies to increase parental involvement (Title I SWP)

PTSO Newsletters, ELD Parent nights, Back to school night, School Auto Dialer, Parent Portal, School Website

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Site Council ELAC

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Bilingual English Language Development Aide, Targeted Case Manager, Accelerated Reading Programs Additional Instructional Materials for all subjects, Intervention teachers.

22. Fiscal support (EPC)

See Categorical Budget

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$6,480
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$26,068 ARRA SFSF (Safe Schools) \$7,000 \$24,000 carryover	\$42,048
Total amount of state categorical funds allocated to this school	\$72,528

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<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	
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$15,000
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	

Total amount of state and federal categorical funds allocated to this school	\$87,528
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Marsh Junior High School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10/10/11

Attested:

Jay Marchant

Typed name of school principal

Signature of school principal

Date

Sue Campbell

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn, and with assignments completed
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.

Parents Pledge:

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

- Talk to my child regularly about the value of education.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress codes.
- Monitor my child's progress in school
- Make every effort to attend school events such as parent-teacher conferences, Open House, and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Marsh Junior High School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jay Marchant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sue Campbell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loyce Camy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Salas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marty Dockendorf	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molly Openshaw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Bowman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheryl Woodward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andrea Dempsey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kara Kramer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jordan Keating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	2	3	2

(43) 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.

The Single Plan for Student Achievement

Marigold Elementary School

School Name

04-61424-6003032

CDS Code

Date of this revision: 9-16-11

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rhys Severe
Position: Principal
Telephone Number: (530) 891-3121
Address: 2446 Marigold Avenue
Chico, CA 95926
E-mail Address: lsevere@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The following statements were developed by our School Site Council and Leadership Team in order to communicate our ideals to the community:

Marigold's vision is to ensure the academic, emotional and social success of every student in a safe, responsible and respectful learning environment.

It is the mission of the Chico Unified School District and Marigold Elementary School to develop students who are confident individuals with positive self-esteem; educated, safe, respectful, responsible, enlightened citizens; effective communicators; creative problem solvers, critical reflective thinkers; self-directed lifelong learners; users of appropriate technology; and productive members of the workforce. In our vision, all students will succeed as evidenced by realizing high standards and expectations for achievement and accountability by parents, students, and educators for the quality of student work within a safe enriched environment, utilizing a wide variety of resources and strategies. All teachers will collaborate with their PLC teams, develop common assessments and analyze results to ensure academic achievement.

III. School Profile

Marigold serves families in the northeast area of Chico. In addition to regular program students, Marigold houses the CUSD Gifted and Talented Education program which consists a self-contained sixth grade class. Marigold also houses one of the CUSD Special Day classes for students with emotional disturbance as well as Special Day class for students with mild to moderate learning difficulties. Marigold is a neighbor of Loma Vista, a CUSD Special Education school, and Pleasant Valley High School. Marigold has a strong mainstreaming and integration program with Loma Vista and both Special Day classes as well as an effective student aid program with Pleasant Valley High School students.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Marigold Elementary School is limited in the amount of dollars available to increase services to students. Currently we have 44 hours of parent restricted aide time. The parent restricted aide time is utilized in grades kindergarten through second grade classes. The Educational Specialists continue work with students with the greatest needs as well as expanding the effectiveness of the Learning Center programs. During the 2011-2012 school year we will continue implementing the Professional Learning Communities model. Teacher teams collaborate about student achievement, best practices and intervention/enrichment by analyzing common formative assessment.

B. Surveys

During the 2010-11 school year, all staff and parents had the opportunity to give input by completing a school climate survey. Students in grades 4th through 6th also have the opportunity to give input to a school climate survey.

All students will be given district benchmark tests as well as grade level common formative assessments.

Students in grades 2nd through 6th will be given opportunity to take the State Star Test, CMA, or CAPA.

C. Classroom Observations

Classrooms are well supplied with textbooks and materials utilizing district funds. Specialized materials for all curricular areas are available through the use of School Site Council (SSC) and Parent Teacher Association (PTA) funding.

D. Student Work and School Documents

Student work is constantly being assessed. PLC teams constantly evaluate student progress. Learning Centers are utilized as an intervention for student achievement. STAR scores, Benchmark Test scores, AR Reading and Math scores, RTI, SST, 504 and IEP data is available to teachers and support staff.

E. Analysis of Current Instructional Program (See Appendix B)

Marigold Elementary provides a safe rich academic environment for all children. AYP of all sub-groups are not being met and API scores remain above 800. Adequate textbooks, materials and supplies, as well as Library materials are available to all students. As the PLC model continue to develop, all grade levels will expand the pyramid of interventions, produce more frequent SMART goals and common formative assessments.

V. Description of Barriers and Related School Goals

1. Continue to build and implement strategic intervention and enrichments for all students in the area of English Language Arts.
2. Continue to build and implement strategic intervention and enrichments for all students in the area of Mathematics.
3. Consistent budget to support Professional Development and release time for PLC teams.
4. Consistent budget to support Fine Arts, Music, P.E. and Technology.
5. Physical space to house grade level team meetings during the school day.
6. Organize and implement RTI/S-Bit teams to help support students with academic and behavioral needs.

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) All students will receive a standards-aligned curriculum in English Language Arts. The current percentage of students testing at the proficient or above levels is 63.4%. The goal is to meet Adequate Yearly Progress (AYP) of 78.4% in all sub-groups and increase the Academic Performance Index (API) by the end of the 2011-2012 school year.	
Student groups and grade levels to participate in this goal: All students in grades Kindergarten through 6th grade.	Anticipated annual performance growth for each group: All students testing at the Proficient or Advanced levels on the STAR test will remain at those levels. Students at the Far Below Basic (FBB), Below Basic (BB), or Basic (B) levels will increase one level until they reach the Proficient level or above.
Means of evaluating progress toward this goal: Staff will evaluate state and local assessments to modify instruction and make improvements to the pyramid of intervention to improve student achievement.	Group data to be collected to measure academic gains: STAR test, CELDT, District Benchmark assessments, and school based common formative and summative assessments will be utilized to address and improve student achievement.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Marigold Elementary School will continue to increase the effectiveness of the Learning Centers for Tier I and Tier II intervention. PLC grade level teams will build intervention/enrichment time into the weekly schedule to meet the needs of all students in the area of English Language Arts. The Leadership Team and RTI/S-Bit Team will monitor the PLC teams goals and progress.	By the end of the 2010-2011 school year.	Instructional aides Supplies and Materials Staff Development Release time	5,805 9,195 8,000	LEP #7091 SCE #7090 R#4035

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will receive a standards-aligned curriculum in Mathematics. The current percentage of students testing at the proficient or above levels is 65%. The goal is to meet Adequate Yearly Progress (AYP) of 79% in all sub-groups and increase the Academic Performance Index (API) by the end of the 2011-2012 school year.	
Student groups and grade levels to participate in this goal: All students in Kindergarten through 6th grade.	Anticipated annual performance growth for each group: All students testing at the Proficient or Advanced levels on the STAR test will remain at those levels. Students at the Far Below Basic (FBB), Below Basic (BB), or the Basic (B) levels will increase one level until they reach the Proficient level or above.
Means of evaluating progress toward this goal: Staff will evaluate state and local assessments to modify instruction and make improvement to the pyramid of intervention to improve student achievement.	Group data to be collected to measure academic gains: STAR test, CELDT, District Benchmark assessments, and school based common formative and summative assessments will be utilized to address and improve student achievement.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Marigold Elementary School will continue to increase the effectiveness of the Learning Centers for Tier I and Tier II intervention. PLC grade level teams will build intervention/enrichment time into the weekly schedule to meet the needs of all students in the area of Mathematics The Leadership Team and RTI/S-Bit Team will monitor the PLC teams goals and progress. Implementation of "Help Math" will be a focus school wide.	By the end of the 2010-2011 school year.	Instructional aides Supplies and Materials Staff Development Release Time	15,000 8,000	SCE #7090 R#4035

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will receive a well-rounded education. Support of Science, Social Studies, Fine Arts, Music, P.E. and Technology will be emphasized during the 2011-2012 school year	
Student groups and grade levels to participate in this goal: All students in Kindergarten through 6th grade.	Anticipated annual performance growth for each group: All students will increase their knowledge and abilities in the areas of Science, Social Studies, Fine Arts, Music, P.E. and Technology.
Means of evaluating progress toward this goal: Staff will evaluate current Fine Arts, Music, P.E. programs and give input for improvements. Staff will evaluate formative and summative assessments in the area of Science and Social Studies. Staff will be given annual technology surveys as well as in-service.	Group data to be collected to measure academic gains: All students will make positive gains in Science, Social Studies, Fine Arts, Music, P.E. and Technology. Progress will be monitored by STAR CST in Science for 5th grade only and student report cards.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Staff will continue to assess the instruction and student achievement in the areas of Science, Social Studies, Fine Arts, Music, and P.E. Computer Lab will be in use weekly for intervention and enrichment. Students will be given annual technology surveys.	2011-2012	Supplies and Materials Staff Development Release Time	1,365	SCE #7090

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) All student and staff will have a safe secure environment to attend. Safe School Plan will be planned and monitored annually by the SSC and the Crisis Team.	
Student groups and grade levels to participate in this goal: All students grades K through 6.	Anticipated annual performance growth for each group: The majority of student grades K through 6 will feel safe while attending school.
Means of evaluating progress toward this goal: Annually survey students about how safe they feel at school.	Group data to be collected to measure academic gains: Annual Survey.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal ⁽¹⁾	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Revise, update, and monitor Safe School Plan	2011-2012	Supplies and Materials	3,000	Safe Schools R# 0030

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	387	387	391	292	278	278	5	8	9	24	21	21
Growth API	832	843	831	830	849	828						896
Base API	832	829	843	832	826	849						889
Target	A	A	A	A	A	A						
Growth	0	14	-12	-2	23	-21						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	43	50	55	19	24	30	97	116	139	46	46	50
Growth API			802			802	771	781	770			661
Base API			807			737	748	764	781			693
Target							5	5	5			
Growth							23	17	-11			
Met Target							Yes	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	96	99	100	96	99	99	100	100	100	100	100	100
Number At or Above Proficient	242	261	248	180	189	174	--	--	--	18	16	17
Percent At or Above Proficient	61.9	67.4	63.4	61.0	68.0	62.6	--	--	--	75.0	76.2	81.0
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	96	99	100	100	100	100	97	99	99	90	99	99
Number At or Above Proficient	27	33	31	10	10	18	48	66	76	18	19	20
Percent At or Above Proficient	61.4	66.0	56.4	50.0	41.7	60.0	47.5	56.9	54.7	36.0	41.3	40.0
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	95	99	99	95	99	99	100	100	100	100	100	100
Number At or Above Proficient	234	254	253	174	183	179	--	--	--	19	18	15
Percent At or Above Proficient	60.5	65.6	65.0	59.8	65.8	64.9	--	--	--	79.2	85.7	71.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	96	97	100	100	100	100	97	98	99	90	97	95
Number At or Above Proficient	27	26	32	11	11	15	46	60	73	23	22	22
Percent At or Above Proficient	61.4	52.0	58.2	55.0	45.8	50.0	45.5	51.7	52.9	46.0	47.8	45.8
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1				*		*		*			
2			3	75	1	25					4
3						*				*	
4	1	25	1	25	2	50					4
5				*		*					
6				*		*					
Total	1	5	8	40	9	45	1	5	1	5	20

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Marigold School meets and exceeds performance goals in this area.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Marigold School meets and exceeds goals in this area.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Marigold School meets performance goals in this area.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Marigold School meets performance goals in this area.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Marigold School meets performance goals in this area.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Marigold School meets performance goals in this area.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Marigold School meets performance goals in this area.

8. Teacher collaboration by grade level (EPC)

Marigold School meets this performance goal by utilizing the professional Learning Communities process/model.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Marigold meets performance goals in this area.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Marigold meets performance goals in the area.

11. Lesson pacing schedule (EPC)

Marigold School meets performance goals in this area.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Marigold School meets performance goals in this area.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Marigold School meets performance goals in the area.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Marigold meets performance goals in this area.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Marigold School meets performance goals in this area.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

N/A

17. Transition from preschool to kindergarten (Title I SWP)

No program currently exists at Marigold School.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Marigold School meets performance goals in this area. However we are always looking for additional personnel, materials and services to improve our program.

19. Strategies to increase parental involvement (Title I SWP)

N/A

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Marigold School meets performance goals in this area.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Marigold meets performance goals in this area.

22. Fiscal support (EPC)

Marigold School meets performance goals in this area. Additionally, the PTA supports Marigold School in many ways including additional materials, technology and volunteer time.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): LEP #7091 5,805 SCE #7090 25,560 ARRA SFSF (Safe Schools) 3,000	\$34,365
Total amount of state categorical funds allocated to this school	\$34,365

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<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	
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$16,000
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$16,000

Total amount of state and federal categorical funds allocated to this school	\$50,365
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Marigold Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10-4-11

Attested:

Rhys Severe

Typed name of school principal

Signature of school principal

Date

Adam Helton

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Student Pledge

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

To Be Safe, Responsible, and Respectful

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Parents Pledge:

Family/Parent Pledge

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

- Provide a quiet time and place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:

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

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Marigold Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rhys Severe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Rodriguez VP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Schoenthaler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steve McGrill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adam Helton President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brandon Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Meng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shelly Fiori	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joy Amaro Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kendra Coupe:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pilar Valencia ELAC Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	6	

(43) 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.

The Single Plan for Student Achievement

Little Chico Creek Elementary School

School Name

04-61424-6109722

CDS Code

Date of this revision: September, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: David Murgia
Position: Principal
Telephone Number: (530) 891-3285
Address: 2090 Amanda Way
Chico, CA 95928
E-mail Address: dmurgia@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

Mission ~ To promote academic excellence ~ To nurture respect for all persons ~ To develop self-discipline and creativity ~ To foster a partnership between school and community ~ To create a positive environment in which learning is valued ~ To share in the care of the environment It is the vision of LCC School to foster respect and acceptance of the diversity in our world. In our vision, all students will succeed by attaining high standards and expectations for achievement and accountability by students, educators, and parents for the quality of student work within a safe and enriched environment, utilizing a wide variety of resources and strategies. Our school community is committed to collaborate in the development academic excellence and nurturing creativity. Little Chico Creek Elementary School graduates will be prepared to pursue a lifelong love of learning.

III. School Profile

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary, and, east from Highway 99 to and includes the Forest Ranch School attendance area. Currently, Little Chico Creek Elementary School houses 584 students on a single-track year-round school schedule. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the west.

The ethnicity profile is mainly Caucasian with a minority population from a variety of ethnic backgrounds: 61.5% Caucasian; 19.9% Hispanic; 4.7%, Black; 4.5% Asian; 2.3% American Indian; 1.6% Filipino.

LCC School was completed in 1991. It was the first new school built in Chico since 1965. The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, a Special Day Class classroom, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. A Severely Handicapped Special Day Class and a Resource Specialist class occupy two of our classrooms. We also have a speech teacher, school psychologist, English as a Second Language teacher, Physical Education Program, Music Program, Title I Reading, Title I Math, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes eighteen classroom teachers, two special education teachers, one Title 1, five itinerant teachers (music, fine arts, PE, ELD, speech), nine instructional aides (special education, Title I, PIP, Second Step), four noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays, (Title I project specialist) and a principal.

LCC School Parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, School Advisory Committee, or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, volunteer to assist in the classroom or drive on a field trip, Second Step parent training, kindergarten parent training, and a myriad of classroom and school-wide student performances. LCC teachers communicate regularly with parents in an effort to keep parents informed and involved. On any given day, you will find many LCC parents volunteering in the classrooms.

Little Chico Creek School provides English Language Development services for students who speak a language other than English. Instruction includes learning opportunities designed to meet the specific learning needs of all students; including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Little Chico Creek is based on rigorous academic content and performance standards and our strong focus on student learning. After continuous growth in our California's Standardized Assessment and Report (STAR) test results, LCC's API and AYP score took a slight dip in both Language Arts and Mathematics in 2011.

Cruncher reveals a decrease or a leveling in all grade levels of those students attaining or exceeding proficiency in language arts and mathematics standards in 2nd through 6th grade cohort groups for the last 5 years. Areas of strength are in 2nd and 3rd grade mathematics and 4th through 6th grade Language Arts. Students scoring basic, below basic and far below basic are slightly increasing or leveling in all grade levels except 4th.

The 4th, 5th, and 6th grades have scored above the California's State average in most of the strands of Language Arts on the STAR for the last five years. 2nd and 3rd grade have scored above the California's State average in most of the strands of math on the STAR for the last five years.

The greatest areas of need as revealed by the Language Arts STAR results are in 2nd and 3rd grade Literary Response and Analysis, Word Analysis and Vocabulary, and Written Conventions. The greatest areas of need as revealed by the Math STAR results are in 4th and 5th grade Algebra and Functions and 6th grade Ratios, Proportions, Percentages and Negative Numbers.

B. Surveys

A teacher survey given in 2011 revealed a need for various systems to honor positive behavior and instill sense of school pride and responsibility in all our students.. All to insure all students and staff are given the same message of school rules all staff expect like behavior from all students and expectations are consistent in and out of the classrooms.

C. Classroom Observations

Students receive layers of support with special needs, including our GATE students. The integration across content areas appears to motivate students and engage them in the material, giving learning a real and tangible purpose and leads students towards higher-ordered thinking. Parents, grandparents, Big Brother, Big Sister Program, CAVE, CARD, and community volunteers can be seen tutoring individual or small groups of students. Response to Intervention - 45 minutes 4x a wk. for all classes. All primary grades have a 30 -1 ratio. K-3 students participate in small reading groups and receive a balanced literacy program. All grade levels are working toward insuring all interventions are appropriate and meet. Primary grades have a 30 -1 ratio. K-3 students participate in small reading groups and receive a balanced literacy program. 6th grade teachers divide their students enabling teachers to target instruction to student strengths. Students use technology to assist in learning and report their learnings to the teacher and peers, i.e. Power Point used to communicate learnings about an assigned state to their teacher and peers. A GenYes teacher and after school class deepens student understanding of computer generated programs. Comprehension and vocabulary reading skills are strengthened through Reading Counts. All classrooms students are engaged in meaningful, standard-based activities in a safe learning environment.

D. Student Work and School Documents

Student writing across grade levels reflects LCC's Step Up to Writing as the instructional writing focus for the last four years. Students are adept in using the computer in Power Point presentations, research, and writing. 4th - 6th grade student scores in Accelerated Reader and Reading Counts are generally above grade level.

E. Analysis of Current Instructional Program (See Appendix B)

LCC's instructional program supports all students in meeting or exceeding grade level standards through use of state-adopted, standards-based reading, mathematics, science, and social studies texts and assessments. Teachers refer to Chico Unified School District's grade-level language arts and mathematics pacing guides, focused on essential standards, to assist in planning their instructional sequence. This pacing guide provides consistency in instruction across classrooms and a logical, spiraling sequence for standards instruction. Pacing guides keep instruction on pace and insure essential learning is accomplished in time for administration of district benchmark assessments. Instructional program includes computer skills and practice, access to literature and resources in the site library, weekly art and music instruction, and access to an outdoor science laboratory. Subject area integration occurs in all classrooms. Need to have a greater variety of research intervention strategies.

V. Description of Barriers and Related School Goals

Barriers to attaining school goals include a greater ratio of primary students to teachers, lack of funds to provide "during the day" collaboration time for grade level teachers to appropriately establish learning targets, create common formative assessments for each learning target and plan appropriate interventions for those students not meeting each learning target in language arts/reading and mathematics.

Lack of curriculum cohesion within like grade levels and from grade level to the next grade level.

Phonemic word attack strategies need to have greater emphasis in grades K -2 instruction.

Increase in students needing counseling which impairs academic success.

Increase in the population of at-risk students and socio-economically disadvantaged students.

Mobile community

Increase in numbers of "at risk" students and students coming from low socio-economically disadvantaged homes.

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:

<p>SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) All 2nd - 6th grade students , including Hispanic and Socio-Economically Disadvantaged Students, will meet or exceed API and AYP proficiency targets in English Language Arts (78.4%)</p>	
<p>Student groups and grade levels to participate in this goal: All kindergarten through sixth grade students English Learners, Student with Disabilities, Socio-economically Disadvantaged students</p>	<p>Anticipated annual performance growth for each group: The percentage of students (1st through 6th grade) reading at grade level will increase by 10% between the fall and spring District Trimester Reading Benchmark assessment. The percentage of all students and AYP/API identified student subgroups attaining or exceeding proficiency on the 2012 STAR Language Arts Assessment will increase by 10% as compared to the 2011 STAR Language Arts Assessment. All Kindergarten through 1st grade will attain proficiency on CUSD 3rd Trimester Reading Benchmark Assessment The percentage of students in identified AYP subgroups will meet growth target.</p>
<p>Means of evaluating progress toward this goal: California Department of Education STAR results CUSD Edusoft and CRUNCHER Data Programs Grade level teachers and principal will analyze CUSD Trimester assessment results and formative common assessments. District STAR Mirror Assessment and Analysis. STAR assessment results reviewed by Leadership Team/School Site Council/ School Advisory Council/PTA</p>	<p>Group data to be collected to measure academic gains: 2nd through 6th grade STAR summative assessment in reading K - 6th grade CUSD Trimester Reading Benchmark formative & summative fall 2011 and spring 2012 assessment results K - 6th Grade level common formative assessments SED outcomes in 2011 STAR assessment in reading STAR Mirror Assessment Data for SMART GOALS</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will analyze student 2011 STAR Reading data, District Benchmark Language Arts Assessment, and outcomes and create grade level SMART goals.	August 11-May, 2012	Copy Machine costs	0	Title I
Students at risk, including English Learners, students with disabilities and socio-economically disadvantage students will receive reading intervention daily, 4x a week through the Response to Intervention Program.	August 11-May, 2012	2 Title I Resource teachers to oversee and coordinate RTI Personnel costs for 2 RTI instructional assistants Staff development in RTI Copying costs for Trimester Benchmark Assessments	\$200,000	Title I & Title II
On site part-time Title I Reading Specialist and two highly trained aides will provide staff small group reading and math instruction for each grade level	August 2011-May, 2012	Two hours of time outside of contracted hours for part-time Title I	\$70,000	Title I
3rd through 6th grade students will participate in the Reading Counts Program, Accelerated Reader Program and use library, and computer lab for targeted practice in reading comprehension, word work, grammar, conventions, spelling, letter and word work, and writing.	August 2011 - May 2012	Computer programs Library/Computer Aide	\$35,000	Title I
Classrooms, library, resource room, Title I room, and computer lab technology used for targeted practice in reading comprehension, phonemic awareness, & vocabulary building skills for K - 6 students	August 2011 - May 2012	Computer and Library Aide Title I teachers	\$30,000 \$20,000	Title I
ELD teacher and Title I teacher will implement Rosetta Stone computer program for English Learners.	September 2011 -ongoing	.		
Leadership Team will attend workshops on improving RTI model and learn to increase effectiveness of PLCs.	October 2011 - April 2012	Leadership Team of 7 including principal	District absorbing cost	
Professional Development Language Star Pilot	July 2011 - May 2012	Title I Teacher/ Aides Teachers	\$8,000	Title II
Aides in Kindergarten Extended Day	August 2011 - May 2012	Personnel	\$7,000	Title I
Aides First Grade Support	August 2011- May 2012	Aides	\$7,000	Title I

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) All numerically significant subgroups will meet or exceed API and AYP proficiency targets in math (79%).	
Student groups and grade levels to participate in this goal: Kindergarten through 6th grade students English Learner students Student with Disabilities Socioeconomically Disadvantaged	Anticipated annual performance growth for each group: The percentage of Kindergarten through 6th grade students attaining benchmark on CUSD Mathematics Trimester Benchmark Assessment will increase by 10% between the fall 2011 and spring 2012. The percentage of all students and AYP/API identified student subgroups attaining or exceeding proficiency on the 2012 STAR Mathematics Assessment will increase by 10% as compared to the 2011 STAR Mathematics Assessment. Each grade level will develop and use trimester formative assessments in determining the performance gains expected for their students.
Means of evaluating progress toward this goal: District Trimester Benchmark Math Assessments, Common grade level assessments, Comparing STAR 12 with STAR 11 Each grade level will use their common grade level assessments to determine the performance gains of their students and report outcomes to the principal.	Group data to be collected to measure academic gains: All Kindergarten through 6th grade student benchmark assessment, English Learners, Students with Disabilities, Socioeconomically Disadvantaged

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Use grade level meetings, which principal attends, to discuss student work and teaching techniques that have proved effective.	August 2011 - May 2012	0	0	0
Collaboration Time for PLC during day	August 2011 - May 2012	Grade level meetings	\$26,000	Title I
Title I teacher hired to teach math to targeted First and 5th graders	August 2011 - May 2012	Salary .4Math supplies	\$20,000	Title I
Mathematics onsite support teachers will work with teachers in modeling effective teaching strategies.	August 2011 - May 2012	None	None	Title 1
Identify and plan instruction to meet our student needs as reflected on the 2011 Math STAR cluster results.	August 2011 - May 2012	Copying costs Math materials	\$8,000	Title I
Mathematic intervention opportunities will be available to at-risk students through the Response to Intervention Program and Before and After School Title I Tutorial Program.	August 2011 - May 2012	Part time Title I Resource Teacher Full time Title I Resource Teacher Two instructional assistants	\$12,000	Title I
Scheduled staff meetings lessen to give time for staff development sessions and team meetings.	August 2011 - May 2012	None	None	
Everyday Math, focuses on performance based activities and deepens student understanding of math concepts. Continued collaborative model for lesson development. Materials.	August 2010-2016	Math Supplies	\$5,000	Title I

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will be educated in learning environments that are safe and conducive to learning. From the Safety Plan a. Create a more caring and connected school climate that maximizes student learning. b. The school's physical environment will be safe and communicate respect for learning and individuals. c. The school environment will support positive student behavior and interaction	
Student groups and grade levels to participate in this goal: Kindergarten through 6th grade	Anticipated annual performance growth for each group: Student attendance will improve by 5%. There will be a 5% increase in students and parents feeling more connected to the school as measured by a pre and post survey. Disciplinary actions required by the Principal will decrease by 20%. Suspensions will decrease by 2%.
Means of evaluating progress toward this goal: Attendance Reports Parent Survey created by School Site Council, School Advisory Committee, and Safety Committee. Discipline referrals Suspension Reports	Group data to be collected to measure academic gains: STAR test results for all 2nd - 6th grade students

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Continue to provide Second Step Program in all classes grades K-6.	August 2011 - May 2012	One instructional assistant	\$16,000	Title I, School Based Coordinated Program funds, and District Early Mental Health Grant,
Continue the monthly citizenship & achievement awards and trimester perfect attendance awards.	August 2011 - May 2012	Paper Copying Costs	\$1,000	Title I
Primary Intervention Program provided to Kinder -Third grade students	August 2011 - May 2012	One instructional assistant	\$5,000	Title I, District Early Mental Health Grant
Safety Team will meet 2 x a year and review facility safety issues.	August 2011 - May 2012	Determined by needs as they arise.	Determined by fulfilling needs as they arise.	Safe Schools
Principal will select and read to each class the Principal's Book of the Month which reflects Little Chico Creek's School Rules: Be Responsible, Be Respectful, Be Safe.	August 2011 - May 2012	0	0	
Two part time counselor interns and 1 part time psychologist intern on site for individual and group counseling	August 2011 - May 2012	Collaboration with Chico State University. Small stipend.	\$8,000	Title I

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	387	398	404	248	244	249	19	24	19	15	23	18
Growth API	817	797	796	832	827	828			625			799
Base API	803	816	797	817	831	827			730			787
Target	A	A	3	A	A	A						
Growth	14	-19	-1	15	-4	1						
Met Target	Yes	No	No	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	74	74	77	53	57	55	182	198	217	24	35	37
Growth API	749	725	738			723	769	751	746			724
Base API	745	747	725			726	763	768	751			716
Target	5	5	5				5	5	5			
Growth	4	-22	13				6	-17	-5			
Met Target	No	No	Yes				Yes	No	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	99	99	100	100	100	100	100	100	100
Number At or Above Proficient	249	211	217	169	151	153	11	9	7	11	9	7
Percent At or Above Proficient	64.0	53.4	53.7	68.4	62.4	61.4	55.0	39.1	36.8	73.3	39.1	38.9
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	99	100	94	98	100
Number At or Above Proficient	33	25	29	23	17	19	93	74	90	12	15	17
Percent At or Above Proficient	43.4	33.8	37.7	42.6	29.8	34.5	50.5	37.8	41.5	44.4	44.1	45.9
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	Yes	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	100	100	99	100	99	100	100	100	100	100	100
Number At or Above Proficient	220	191	214	145	137	149	7	5	2	10	9	10
Percent At or Above Proficient	56.4	48.2	53.1	58.5	56.4	60.1	35.0	21.7	10.5	66.7	39.1	55.6
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	94	100	100
Number At or Above Proficient	38	26	32	22	21	23	89	70	88	9	15	18
Percent At or Above Proficient	50.0	35.1	41.6	40.7	36.8	41.8	48.1	35.7	40.6	33.3	42.9	48.6
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	1	7	4	27	4	27	2	13	4	27		15
2			1	11	3	33	3	33	2	22		9
3			5	33	7	47	2	13	1	7		15
4	1	20	3	60	1	20						5
5	1	13	5	63	2	25						8
6	2	40	2	40	1	20						5
Total	5	20	20	35	18	32	7	12	7	12		57

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

STAR and District Trimester Benchmark Assessment disaggregated results used to monitor programs and drive changes in instructional practice. Edusoft and Cruncher, data programs, are used by staff to disaggregate data and monitor student progress and modify instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Grade level teams developing, sharing, and evaluating common standards-based formative assessments on an ongoing basis. Results used to inform, modify and guide lesson planning as well as evaluating and modifying our Response to Intervention Program. Cruncher and Edusoft used to track student progress across a range of demographic variables.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

100% of staff meet NCLB requirements as a highly qualified teacher.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

100% of Little Chico Creek teaching staff receive training in Professional Learning Communities, Response to Intervention, and have access to AB 466 training on SBE-adopted instructional materials. Targeted staff development based on individual needs, i.e. Literacy Strategies, TIMMs, CTAP, Reading Naturally The on-site Professional Learning Community coaches plan appropriate staff development and support. The PLC coaches receive on-going training throughout the year through the district.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development is aligned to content standards. District Trimester Benchmark Assessments and classroom formative assessments aligned to content standards. The District offers standards-based science, technology, ELD instruction, and writing in-services.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers have access to on-site content experts to assist them in the areas of language arts, mathematics, and technology.

8. Teacher collaboration by grade level (EPC)

Teacher grade level teams meet at least twice a month as a Professional Learning Community in reviewing student work, planning appropriate instruction, and creating common assessments.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Curriculum, textbooks, instruction, and supplemental materials are aligned with performance standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students receive recommended reading/language arts and mathematics daily.

11. Lesson pacing schedule (EPC)

Teachers use the District Language Arts and Mathematics Pacing Schedule to guide their instruction.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Appropriate standards-based instructional materials are available in all the content areas and appropriate to all student groups.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Each student in each classroom has access to SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Professional Learning Communities and Response to Intervention Program provided by the regular program enable underperforming student to meet standards. Student Success Team Class-size reduction in grades K - 3 Library and computer instruction and intervention computer programs in language arts, reading, and mathematics.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Research-based educational practices such as Marie Clay, and Fountas and Pinell "best literacy practices", are used to raise student achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Response to Intervention after-school for kindergarteners, Title 1 Before and After School Program, and the GenYes Program.

17. Transition from preschool to kindergarten (Title I SWP)

At this time no program address the transition from preschool to kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Drawing from school, family, district, and community resources, LCC provides comprehensive support to students with academic, social, or health needs. LCC classrooms have lower teacher - student ratio due to parent, grandparent volunteers, Foster Grandparent Program, CAVE aides (Chico Adult Volunteers in Education) and BIGS (Big Brothers and Sisters Program) working one on one and/or small groups of students. Our Resource Teacher collaborates with each grade level team during RTI (Response to Intervention) time insuring at-risk students receive appropriate small group intervention time on a daily basis. In order to appropriately identify at-risk students, study student work and assessments, and provide the appropriate instruction, all staff have been trained and participate in Professional Learning Communities in order to improve their teaching strategies. Staff meetings throughout the year are used to continually support program improvement. Teachers are provided more time to meet, view and discuss student work, and plan appropriate interventions. We look inward to our own staff as experts who provide support each other increasing staff expertise in areas of phonemic awareness, balanced literacy instruction, effective math strategies, and technological support. An Early Mental Health grant provides students with emotional and social support through Healthy Play, Partners in Play, and conflict resolution. CARD (Chico Area and Recreation) and the Boys' and Girls' Club provide additional student support and mentoring on and off campus. Chico State Psychology department provides counseling through their intern program.

19. Strategies to increase parental involvement (Title I SWP)

Parents are involved in classroom tutoring, driving on field trips, membership in the School Site Council, School Advisory Council, Safety Committee, Playground Committee, Parent Teacher Association sponsored activities, Back to School Night, Open House, and Fall Carnival

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Site Council, School Advisory Team, Leadership Team, and Safety Team have the responsibility of monitoring progress and making needed revisions.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Title I and School Based Categorical funds a certificated teacher and two aides who collaborate with each of our 1st–6th grade teacher teams in providing small group instruction to our at-risk students through our Response to Intervention Program. Our 1st grade at-risk students receive daily pull-out reading support and intervention by a certificated reading specialist through Title I funds. Title I funds before and after school tutoring in reading and mathematics. Title I also provides staff development in writing, early intervention reading programs, and mathematics. EIA funds a certificated teacher who instructs small groups of English learners in English Language Development.

22. Fiscal support (EPC)

Little Chico Creek utilizes funds originating from the district, School Based Coordination Program, Title I, Title II, Special Education, State Block Grants and donations.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$57,668
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (Safe Schools) \$3,000	\$3,000
Total amount of state categorical funds allocated to this school	\$60,668

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$426,000
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$20,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds (list and describe)(42) Title 1 Parent Ed.	\$4,260
Total amount of federal categorical funds allocated to this school	\$450,260

Total amount of state and federal categorical funds allocated to this school	\$510,928
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Little Chico Creek Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

Parent Teacher Association

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 Local Improvement 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 on:

Attested:

David Murgia

Typed name of school principal

Signature of school principal

Date

Cathy Harris

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Come to school ready to learn and work hard. ~ Bring necessary materials, completed assignments, and homework. ~ Know and follow school and class rules. ~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. ~ Limit my TV watching and, instead, study or read every day after school. ~ Respect the school, classmates, staff, and families

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Provide a quiet time and place for homework, and monitor TV viewing. ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition. ~ Regularly monitor my child's progress in school. ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences. ~ Communicate the importance of education and learning to my child. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Little Chico Creek Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sherri Boone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Casey Wolk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tiffany Danger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cheryl Woodward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bart Panek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandy Graham	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrea Niepoth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jill Bernedo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Murgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathy Harris	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	4	

(43) 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.

The Single Plan for Student Achievement

Hooker Oak Elementary School K-8

School Name

04-61424-6003008

CDS Code

Date of this revision: October 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sue Hegedus
Position: Principal
Telephone Number: (530) 891-3119
Address: 1238 Arbutus Ave.
Chico, CA 95926
E-mail Address: shegedus@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The "**Hooker Oak School Mission**" represents the goals and philosophy the school and can be summed up by its opening paragraph:

"We believe that our role is to create a safe school which is primarily concerned with treating children as unique individuals. We strive to create in each a positive, realistic self-concept, a positive attitude toward learning, individual and social responsibility, and fundamental mastery of basic skills."

The Hooker Oak School Mission is to provide exceptional education tailored to its students' own abilities, interests and learning styles. Through the combined efforts of teachers, parents and students, Hooker Oak meets and exceeds high academic standards while cultivating strong social skills, personal initiative and responsibility in its students. Hooker Oak Open Structured Classroom School strives to develop a whole person who is independent, open to knowledge, sensitive to others and is a functioning, productive member of society.

Vision

Hooker Oak's goal for its grades Kindergarten through Eighth is to provide a variety of academic and affective instructional strategies, using a consistent philosophy, collaborative staff planning and daily parental involvement. Children are taught to be able to:

- function independently and cooperatively,
- develop self-confidence,
- demonstrate self-direction,
- monitor and assume responsibility for their own learning and behavior, and
- master the standards and benchmarks of the Chico Unified School District and the State of California.

III. School Profile

Hooker Oak is a Kindergarten through Sixth grade school which currently houses approximately 350 students. It is an Open Structured Classroom K-6 school. The Open Structured Classroom (OSC) has been a program of choice in Chico Unified School District for thirty-six years. It is presently housed in a historic school in Chico which is 63 years old. In October 2008, it was officially registered with the California State Department of Education as an "Alternative School of Choice" in the California School Directory. The Hooker Oak facility houses the below Open Structured Classrooms arranged in multi-grade teaching pods that loop with their teacher for two consecutive years. Also housed on the Hooker Oak grounds is a district Developmental Kindergarten class and a Special Day 1st-6th Grade Class. In addition to the teaching staff, Hooker Oak School has one site administrator, one full time Resource Specialist, one full time Office Manager, one part time Attendance Clerk, one part time Health Aide, one part time librarian, and two floating Registered Nurses.

K-1st Grade Pod:

2-Kindergarten OSC classrooms
1-Developmental Special Education Kindergarten
2-First grade OSC classrooms

2nd- 3rd Grade Pod

2- 2nd grade OSC classrooms
2-3rd grade OSC classrooms
1-Special Day Classroom

4th-5th-6th Grade Pod

2-4th grade OSC Classrooms
1-5th grade OSC classroom
1-5th/6th grades OSC classroom
1-6th grade OSC classroom

The K-6 structure allows the school to nurture and support its students in a personal, in-depth way for seven continuous years of their education. The continuity in curriculum, facilities, staff members and programs provides a seamless transition from elementary school to middle school at an important point in the students' academic career.

Hooker Oak K-6 School has grade level Professional Learning Community teams which examine the school's data and propose efforts to improve achievement to their teaching peers.

The children who are in the OSC classes come from across the district and surrounding school districts of Chico, California. Parents are asked to sign an agreement for commitment to work at least three hours a week per family in OSC classrooms or on OSC related activities. All of the classes are looped classrooms except the 6th grade. Integrated, thematic instruction and learning is a key component providing in-depth studies of topics with their foundation in the state standards.

Parents, grandparents, caregivers, and community members volunteer countless hours every year; doing everything from tutoring to working in the classroom, to creating fundraisers for enrichment programs. Parents participate also as members of the Parent Advisory Board and School Site Council. Students benefit greatly from this close connection between home and school.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Brief Analysis of CST Data: The primary common assessment administered at Hooker Oak is the California Standards Test (CST) in grades second to sixth grades. Teachers are working on implementing the district benchmark assessments at trimester windows for the 2011-2012 school year. Staff and School Site Council review school and student performance information from the 2011 STAR results to determine areas of academic improvement.

Hooker Oak's overall API is 812. Hooker Oak made its growth target, and met all 13 of its AYP criteria with all subgroups meeting AYP.

In comparing the percentage of students who reached the proficiency level or above in the Hooker Oak Open Structure Classrooms compared to the Chico Unified School District's proficiency levels, the following data conclusions were compiled by staff based on the CST:

2010-11 Data Looks at Growth in Proficiency Levels:

2nd Grade

- **ELA: Below** district and state proficiency levels
- **MATH: Below** district and state proficiency levels
- **MATH: more than half of HO students not proficient**
- **ELA & MATH: proficiency scores have steadily decreased in this grade level over the last three years**

3rd Grade

- **ELA: Significantly ABOVE** district and state proficiency levels
- **MATH: ABOVE** district proficiency levels and **below** state proficiency levels
- **ELA & MATH: significant increase in proficiency levels over three years**

4th Grade

- **ELA: Significantly ABOVE** state proficiency levels and just **below** district proficiency levels
- **MATH: below** district and state proficiency levels
- **ELA: significant increase in proficiency levels over three years**
- **MATH: significant increase in proficiency levels over two years**

5th Grade

- **ELA: Significantly ABOVE** district and state proficiency levels
- **ELA: significant increase in proficiency levels over three years**
- **MATH: Significantly below** district and state proficiency levels
- **MATH: more than half of HO students not proficient**

6th Grade

- **ELA: ABOVE** district and state proficiency levels
- **MATH: ABOVE** district proficiency levels and **below** state proficiency levels
- **ELA & MATH: up and down scores over three years**

B. Surveys

General information regarding the student learning environment, school safety parent involvement, student needs, and responses about the Open Structure Classroom elements was obtained from the staff, students and parents. The overall results show that the respondents agree that Hooker Oak is providing a positive learning environment for children

Below is the staff analysis of the responses to the survey by staff, parents and parents. Staff identified strengths felt by each surveyed group and possible challenges within the school by each group.

Survey Analysis of Staff Responses	
Strengths	Challenges
Feel good about their teaching	Public image
Administration Support	Teacher Communication
Overall satisfaction	Teaching standards
Learning can be fun	Classified staff rated lower
Treated with respect by administration	Vision
Allowed to think for themselves and carry out instructions	Varying beliefs
Parent communication	Assessments
Principal	Valuing assessments and standards

Survey Analysis of Staff Responses	
Strengths	Challenges
Feels valued and believes in students	Materials
Creative in instruction	Cleanliness
Threat free environment	Classified and certificated staff same goals
Feels all kids can learn	Classified prep
Integrated thematic instruction	Not enough recognition for job well done
Love to teach	Working together, decision making
Parental involvement	Not enough technology
High expectations	Staff development
Belonging	
Friendly	
Survey Analysis of Students Responses	
Strengths	Challenges
Good teachers	Not respected by <u>all</u> adults
Family support	Recess people
OSC program	Freedom
Teachers treat them with respect	Older kids not as happy
Teachers care about students	Choice
Teacher support	Yard duty not nice/fairness
Field Trips	Work not challenging enough
My teachers believe I can learn	Input into rules
Good friends	Lack of respect by other students (not friendly students)
	Recognition for good work
	Asian/Hispanic students not comfortable here
Analysis of Parents Responses	
Strengths	Challenges
Feel welcome at school	Public image
Kids safe	Views not represented by Parent Advisory board
Support kids @ home	Hispanic population related low on all
Teachers show respect for kids	Consistency
Respect teachers	Defining open structure
Support the child's learning	Student respect of other students
Many volunteer opportunities	OSC elements not enough in evidence
Community	cleanliness
Extra events	Don't like the report card process
Teachers	Drop off
Kids are safe	Better understanding of teaching philosophy
Creative arts & writing	Recess supervision (AM/PM)

C. Classroom Observations

All grade levels have access to the District approved curriculum for all their students in all core subjects. As an Alternative School of Choice, Hooker Oak teachers also supplement the District curriculum with enriched resources. The district-provided Fine Arts and PE specialists are present in 1st-6th grade classes on a regular basis. All classrooms are connected to the internet and computers are available for all staff. Staff that does not have classroom access to computers is provided access in the teacher workroom on campus. All classrooms have computers for student use in addition to the school's one computer lab and two laptop carts dedicated to student use.

All classrooms are equipped with LCD projectors and document viewer technology. At present only four classrooms are equipped with Smartboards. There is a need for more technology support at Hooker Oak, but access to electricity sources that can house enough new technology is limited in Hooker Oak's aging facility.

Hooker Oak has parent aides who work with small groups or individually with students in the classroom. Teachers, as well, work with small groups or individually with students. California State University students volunteer in some of the classrooms through the CAVE program. As well, Hooker Oak frequently supports a number of student teachers from Chico State University.

Classrooms are supplied with textbooks and materials utilizing district funds. Specialized materials for all curricular areas are available through the use of School Site Council (SSC) and Parent Advisory Board (PAB) funding when available.

Throughout the year, the site administrator frequently visits classrooms for both formal and informal observations. Results of observations are shared with teachers regarding best practice implementation. Temporary and probationary teachers are evaluated annually. Teachers who have tenure for ten years are evaluated every five years and may opt into an alternative evaluation process which involves action-based research strategies.

D. Student Work and School Documents

The majority of Hooker Oak students have the support from home to help them prepare their homework and study for classroom based testing. Students who have success in the Open Structured Classrooms must be self-sufficient, have the ability to be independent learners, and have the organizational skills to handle long-term projects on their own. Teachers continue to work collaboratively to figure out ways to meet the needs of each student within the school day.

Student work is constantly being assessed and is often on display in classrooms and hallways. PLC teams continually evaluate student progress in multiple ways.

STAR scores, Benchmark Test scores, S-Bit (School Based Intervention Teams), 504, and IEP data is available to teachers and support staff.

E. Analysis of Current Instructional Program (See Appendix B)

Hooker Oak School provides a safe, enriched environment for learning for all children. While teachers are successful in ensuring that their students have learned the curriculum, there are students who need more intense instruction and remediation. Remediation resources outside the classroom are limited as funding sources are limited. Staff continue to determine strategies to address a student's needs within the classroom.

Interventions that occur are:

- The classroom teachers provide Tier I and Tier II intervention in their classrooms supported by grade level strategy sessions called PLC (Professional Learning Community) meetings..
- The school has one Resource Specialist who coordinates two part-time intervention aides for this year. All three of these professionals work with groups throughout the day based on student needs, individual student plans, and teacher recommendations. As the PLC model continues to develop and grow at Hooker Oak, all grade levels are expanding the pyramid of interventions, produce more frequent common formative assessments, and work on ongoing SMART goals.
- Parents assist teachers in providing classroom interventions daily under teacher supervision.
- CAVE aides and tutors from Chico State University help in classrooms daily.
- The three kindergarten teachers take intervention groups from 1st and 2nd grade during the afternoon.
- The PIP, Second Step, and Toolbox teachers all support student intervention needs as identified providing social and emotional support and learning.

Standards, Assessment, and Accountability

Hooker Oak uses state, local, and school-based assessments to modify instruction and improve student achievement. As an alternative school of choice, Hooker Oak uses its own report card, different from the district's. It is based upon the state standards and narrative information about the student.

Staffing and Professional Development:

- All teachers meet the requirements for "highly qualified" as set forth in No Child Left Behind legislation.
- The administrator has completed the requirements for AB75.
- Teachers work weekly in Professional Learning Communities (PLC) to develop goals and objectives for their students based on curriculum standards and needs.
- Teachers attend summer institute trainings on the Highly Effective Teaching model which follows many of the foundational elements of Hooker Oak's Open Classrooms.

V. Description of Barriers and Related School Goals

Barrier #1: All Hooker Oak grade levels were below state proficiency levels in mathematics.

2 nd grade CST Math			3 rd grade CST Math			4 th grade CST Math			5 th grade CST Math			6 th grade CST Math		
	HO	CA		HO	CA		HO	CA		HO	CA			
% Proficient & Above	57%	66%	% Proficient & Above	66%	68%	% Proficient & Above	62%	71%	% Proficient & Above	38%	63%	% Proficient & Above	58%	63%

Goal 1:

Hooker Oak will increase the percentage of students scoring proficient or above to equal or exceed the state proficiency levels.

Barrier #2: 2nd Grade (now third grade students) were significantly below state proficiency levels in English Language Arts.

2 nd grade		
	HO	CA
ELA		
% Proficient & Above	39%	56%

Goal 2:

Hooker Oak will provide ongoing progress monitoring in 2nd and 3rd grade English Language Arts to raise proficiency levels to match or exceed state and district proficiency levels.

Barrier 3: Writing strategies was identified by most grade levels as one of the weak scoring areas on the CST and through regular curriculum reviews in the classrooms.

Although the school has used writing prompts and rubrics before, the *recursive cycle* of reflection on results of any benchmark assessment and/or California Standards Test data and the result of planning implementation strategies as a whole staff has not occurred with consistency. Staff Development funds are limited and use of in-house expertise for staff development must be tapped as a valuable resource. Staff Development funds are limited and use of in-house expertise for staff development must be tapped as a valuable resource.

Goal 3:

Hooker Oak will increase writing strategies subtest scores by 3% across all grade levels.

Barrier 4: Over several years, the API pattern for Hooker Oak has been a roller coaster of ups then down. The Hooker Oak Leadership PLC led the staff in discussing this issue and making a connection between this up and down trend and the multiage classroom creating a doubled range of ability levels within an enclosed classroom. (See Attachments) In addition, to implement the Professional Learning Community model additional time is needed in the school day to allow for teacher collaboration to address academic and behavioral questions.

Goal 4: Affecting school culture and student achievement (a two-tiered approach):

- a. Hooker Oak will implement a change in classroom grade configurations creating a single grade, 2 year looking pattern.
- b. Hooker Oak will implement an early release schedule to establish Professional Learning Communities, which meet once a week within the work-day, to answer the four Rtl questions through collaboration and formative assessments. Grade level Pods (what we call our looping teams) will decide:

- What do we want each student to learn?
- How will we know each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond when a student experiences success in learning?

Barrier 5: Communication during emergencies throughout the building during lock-downs and possible electrical problems creates inconsistent communication abilities.

Goal 5: Hooker Oak will continue to increase communication avenues within and without the school during times of emergencies.

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:

<p>SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Hooker Oak will increase the percentage of students scoring proficient and above to equal or exceed the state proficient and above levels.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> All student groups in grades 2-6 with emphasis on students identified on STAR tests at the Far Below Basic, Below Basic, or Basic levels and upon teacher recommendation 	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> ☐ Increase 2012 proficiency and above rates to equal or above state proficiency levels and equal or beyond growth index.
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> The Chico Unified School District/grade level mathematics CST mirror assessment in math will be used to demonstrate proficiency levels of students throughout the school year. Increases from this goal will be reflected in the 2012 CST disaggregated scores for number sense/computation in August 2012. 	<p>Group data to be collected to measure academic gains: MATHEMATICS SMART Goals: The following new math SMART goals are evaluated the first of November 2011 and new Math SMART goals are created as a result of this evaluation and progress monitoring. The goals created in November are evaluated again in early 2012 and a recursive cycle like this continues.</p> <p>Kindergarten SMART Goal: By the end of 2nd trimester, 85% of K students will score 6/6 on comparing sets assessment.</p> <p>1st SMART Goal: Students count, read and write whole numbers to 50. 85% of first graders will meet this benchmark by the end of the first trimester.</p> <p>2nd SMART Goal: On the November mirror, more than 50% will score basic or above on the NS 1.0-2.0 strands.</p> <p>SMART Goal: 80% of Hooker Oak 3rd graders will be proficient in finding the sum or difference (with regrouping).</p> <p>4th SMART Goal: By November 1st, 1/3 or 33% of students will show improvement to "basic" levels.</p> <p>5th SMART Goal: On the next STAR Mirror Assessment, all of our students will show growth, with 50% scoring proficient or advanced by November.</p> <p>6th SMART Goal: On the next CST mirror test, 80% of students will score proficient or advanced.</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Personnel: Provide Instructional Aide to assist RSP teacher and classroom teacher to meet the needs of struggling students	August 2011-May 2012	Classroom Aide	\$14,000	EIA
Staff development: <i>Program Goal and Strategy:</i> Teachers will meet weekly to analyze student needs through analyzing assessments and student work. Intervention strategies will be shared to ensure all students have attained the necessary skills to proceed to their next level. <ul style="list-style-type: none"> Teachers attend lessons taught by other teachers in the district who are implementing Everyday Math Attendance by teachers at district math series trainings Teacher leaders attend Rtl trainings to support school's teachers in their implementation of interventions for Tier 1 and Tier II. Focus of Teachers: Teaching with intent on helping all students master grade level mathematics standards. Discussing the four DuFour questions in relation to student achievement in mathematics. Professional development regarding PLCs and Rtl.	August 2011-May 2012	Professional Development registrations and release time (substitute teachers) PLC Accountability Protocols development	\$2000	Parent Advisory Board donation
Maintain communication between home and school	August 2011-May 2012	Parent Newsletter Direct communication through mail, email or phone	\$500.00	EIA
Provide added support for ESL students.	August 2011-May 2012	Resource materials	\$750	LEP
Provide added MATH support for groups at risk.	August 2011-May 2012	Parent Aide/Instructional Aide extra 2 hour 4x a week	\$3000	EIA
Attend foundational training in OSC elements to continue staff understanding and implementation of elements of OSC and their effects on student achievement.	August 2011-May 2012	<ul style="list-style-type: none"> Coaching in elements from HET (Highly Effective Teaching) Continuing training in summer of new staff in foundation pieces Renewal training in summer of staff in foundation pieces and beyond 	10,000	EIA Title II PAB donations to school
Utilize daily mental math and components of adopted math series	August 2011-May 2012	Purchase any missing pieces of Everyday Math program/intervention support	\$250	EIA
Utilize district math coaches.	August 2011-May 2012	Prep time District coaching visits	\$0	

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Hooker Oak will provide ongoing progress monitoring in 2nd and 3rd grade English Language Arts to raise proficiency levels to match or exceed state and district proficient and above levels.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> All student groups in grades 2 and 3 	<p>Anticipated annual performance growth for each group: Grade Level SMART Goals to assist meeting Schoolwide Goals: The following new math SMART goals are evaluated the first of November 2011 and new Math SMART goals are created as a result of this evaluation and progress monitoring. The goals created in November are evaluated again in early 2012 and a recursive cycle like this continues.</p> <p>Kindergarten SMART Goal: By 2nd benchmark assessment period, 85% of students will correctly identify 15/26 initial consonant/short vowel sounds. 1st Grade SMART Goal: By the end of the first trimester 85% of our students will be able to read at least 50/200 first grade high frequency words.</p> <p>2nd Grade SMART Goal: On the November Mirror assessment, all students will show growth with greater than 50% scoring basic or above. 3rd Grade SMART Goal: 80% of students will be proficient in the standard 1.3 (writing strategies). 4th Grade SMART Goal: By November 1st, 50% of students will improve to "basic" level on the Star Mirror assessment.</p> <p>5th Grade SMART Goal: On the next Star Mirror Assessment, all of our students will show growth, with 50% of our students scoring proficient or advanced by November.</p> <p>6th Grade SMART Goal: 80% of students will score proficient or advance on 1.3 language conventions by the next CST mirror test.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Benchmark goals from District STAR Mirror assessments from each grade level K-6. Increases from this goal will be reflected in the 2012 CST disaggregated ELA scores in August 2012. Analysis data produced of CST results compared to student proficiency levels on district/grade level benchmark STAR Mirror assessments. (Does proficiency on district benchmarks provide a valid tool for predicting proficiency on the California State Test in regards to writing strategies?) API- 2011-2012 data obtained from Accountability Progress Report on Growth and Targets met for each subgroup AYP- 2011-2012 data obtained from Adequate yearly Progress Report. 	<p>Group data to be collected to measure academic gains: Group data will be collected to measure the academic gains of all students in grades K through 6th grade.</p> <ul style="list-style-type: none"> K-6 teachers will assess ELA standards using the state blueprints and the mirror assessments created at the district and school levels. Grades 2nd -6th will collect data from both the district/grade level benchmark assessments at the end of Trimester 3 and the disaggregated CST data in August 2012. Analysis of CST results compared to student proficiency levels on district benchmark assessments Evaluation/Report Cards Edusoft Reports by Grade and Teacher

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Create a teacher self-reflection check list regarding intervention strategies used to identify and remediate students having difficulty mastering skills leading up to success with the grade level SMART goals that is utilized by the PLC process.	August 2010-May 2011	teacher PLC (Professional Learning Community) time	\$0	
Utilize intervention programs in the areas of ELA for 2nd and 3rd grades	August 2011-May 2012	ELA Intervention materials	\$500	EIA
Utilize district and site based grade level meetings and PLC's to evaluate and adjust goals.	August 2010-May 2011	Staff Meeting & Teacher Prep time Utilization of PLC time Professional development	\$0	
Use teacher self-evaluation and reflection on their own work with students.	August 2010-May 2011	Use teacher self-evaluation and reflection on their own work with students.	\$0	
Utilize classroom aide (mentioned in goal 1) and parent aide with added hours (mentioned in goal)1.	August 2010-May 2011	Aides (costs covered in goal 1)	\$0	

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Hooker Oak will increase writing strategies subtest scores by 3% across all grade levels.	
Student groups and grade levels to participate in this goal: All students and subgroups.	Anticipated annual performance growth for each group: Grade level subtest score for writing strategies will increase 3%.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • K-6 writing progress monitoring system • 2-6 CST data from spring 2012 	Group data to be collected to measure academic gains: Group data will be collected to measure the academic gains of all students in grades K through 6th grade. <ul style="list-style-type: none"> • K-6 teachers will assess writing from grade level writing prompts. • Grades 2nd -6th will collect data from both the district/grade level STAR Mirror assessments at the end of Trimester 3 and the disaggregated CST data in August 2012. • Analysis of CST results compared to student proficiency levels on district benchmark prompts. • Evaluation/Report Cards • Edusoft Reports by Grade and Teacher

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Ongoing staff development. • Weekly PLC time and the continuance of the PLC model • Development of formative assessments in addition to trimester benchmarks assessments. • Creation and implementation of data protocols • Creation and implementation of K-6 writing progress monitoring system 	August 2011-May 2012	Writing coach Writing Workshop Training Grade level POD academic planning sessions	\$500 \$500 \$1000 (subs)	<ul style="list-style-type: none"> • Title 2 • EIA • PAB training donations
Agree on definitions as a staff of the following: <ul style="list-style-type: none"> • Writing process • Formal and informal writing • Literary connection • Integration of English-Language Arts skills into an OSC classroom (Utilize a teacher team to initiate do a first draft composition of the above to present to staff for consensus.) 	August 2011-May 2012	<ul style="list-style-type: none"> • Teacher prep time • Utilization of PLC time 	\$0	
Create a log or shared recording vehicle to document writing activities that have occurred in other content areas. The creation of such will be implemented in the following year after creation. (Data) (Utilize a teacher team to initiate do a first draft composition of the above to present to staff for consensus.)	August 2011-May 2012	<ul style="list-style-type: none"> • Teacher prep time • Utilization of PLC time 	\$0	
Identify from standards what genres of writing are emphasized at each grade level. (What do we want students to know and be able to do?) Purchase examples of each genre that is found lacking at each grade level.	August 2011-May 2012	Purchase: <ul style="list-style-type: none"> • Step Up to Writing • Writing without Tears 	\$250	EIA
<i>Program Goal and Strategy:</i> Teachers will meet monthly to analyze student needs through analyzing assessments and student work. Intervention strategies will be shared to ensure all students have attained the necessary skills to proceed to their next level.	August 2011-May 2012	PLC time	\$0	

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Goals affecting school culture and student achievement (a Two Tiered Approach):	
<p>a. Hooker Oak will implement a change in classroom grade configurations creating a single grade, 2 year looping pattern.</p> <p>b. Hooker Oak will implement an early release schedule to establish Professional Learning Communities, which meet once a week within the work-day, to answer the four Rtl questions through collaboration and formative assessments.</p>	
Student groups and grade levels to participate in this goal: All students K-6 and all teachers on staff.	Anticipated annual performance growth for each group: Due to the targeting of efforts to these goals, in regards to students, it is expected that CST scores will increase by 3% at the proficiency levels. <ul style="list-style-type: none"> Increased proficiency levels that continue over the next two years for students (as opposed to the previous pattern of dropping every other year) Improved yearly integration with targeted curriculum to one grade level's standards.
Means of evaluating progress toward this goal: Grade level pods will decide: <ul style="list-style-type: none"> What do we want each student to learn? How will we know each student has learned it? How will we respond when a student experiences difficulty in learning? How will we respond when a student experiences success in learning? Evaluating progress will be through: <ol style="list-style-type: none"> PLC grade level pod reflection and survey with anecdotal notes PLC agendas S-Bit meeting agendas tracking of targeted intervention students the recursive SMART goal cycle being implemented this year and the SMART goal evaluations of progress Ongoing monitoring of STAR data 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> PLC agendas: anecdotal S-Bit agendas: tracking of interventions and progress monitoring CST data 2012:CST data and its analysis August 2012 with a repeated analysis in August 2013 to monitor the two year rise or fall

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	August 2011-May 2012	prep planning time for OSC element work with concentration on integration of the California content standards at each grade level.	\$1000	EIA PAB donation to professional development
<ul style="list-style-type: none"> Create a multi-grade "pod" system with two grade levels per pod. This creates a multi-age team for multi-age activity across the school. Establish grade level expectations based on California academic standards. Utilize progress monitoring measures to provide ongoing information about student achievement in grades K-6 throughout the year. 				
Create early release schedule and obtain union approval.	May 2011	Staff meeting time	\$0	none needed
Create protocols for PLC meetings which include norms, agendas, minutes, S-Bit processes for PLCs	August 2011-May 2012	Staff meeting time PLC meeting time	\$0	none needed
Create a progress monitoring protocol for all Hooker Oak students receiving intervention at all tiers of the Rtl process.	August 2011-May 2012	one prep day for RSP teacher	\$100	EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Hooker Oak will continue to increase communication avenues within and without the school during emergency situations.	
Student groups and grade levels to participate in this goal: All Hooker Oak teachers will participate in this goal.	Anticipated annual performance growth for each group: Staff will feel safer and thus their classrooms will feel safer if they know they have a communication device at their disposal during extreme conditions.
Means of evaluating progress toward this goal: 1. teacher reflection responses after each drill/practice 2. staff survey results in the spring in regards to safety communication	Group data to be collected to measure academic gains: 1. anecdotal record from staff reflections 2. survey data

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Provide walkie talkies to all exterior classrooms	August 2011-2012	buy walkie talkies	\$2000	Safety
Put window curtains up in all exterior classrooms for Code Red protections	August 2011-May 2012	buy and install window coverings	\$1000	Safety
Utilize a blog, website, Facebook page, newsletter and forum page that may be updated for parent access during times of emergencies and to inform the Hooker Oak community about Hooker Oak.	August 2011-May 2012	activate and update networking sites	\$750	EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	292	270	210	232	205	165	9	13	7	4	3	1
Growth API	823	786	812	826	795	828						
Base API	813	821	786	815	825	796			748			
Target	A	A	5	A	A	4						
Growth	10	-35	26	11	-30	32						
Met Target	Yes	No	Yes	Yes	No	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	26	24	18	3	6	3	85	81	62	21	29	22
Growth API			707				739	717	731			649
Base API			744				756	741	717			576
Target							5	5	5			
Growth							-17	-24	14			
Met Target							No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	98	99	99	98	99	100	100	100	100	100	100
Number At or Above Proficient	180	152	131	144	121	106	--	6	--	--	--	--
Percent At or Above Proficient	61.0	56.3	62.4	61.3	59.0	64.2	--	46.2	--	--	--	--
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	99	100	97	97
Number At or Above Proficient	14	13	10	--	--	--	39	32	29	13	5	10
Percent At or Above Proficient	53.8	54.2	55.6	--	--	--	44.8	39.5	46.8	54.2	17.2	45.5
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	98	99	99	98	98	100	100	100	100	100	100
Number At or Above Proficient	167	124	123	135	99	102	--	5	--	--	--	--
Percent At or Above Proficient	56.8	46.1	58.9	57.4	48.5	62.2	--	38.5	--	--	--	--
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	100	100	67	100	100	98	99	99	100	97	97
Number At or Above Proficient	13	5	6	--	--	--	36	27	26	8	8	7
Percent At or Above Proficient	52.0	20.8	33.3	--	--	--	41.9	33.8	41.9	33.3	27.6	31.8
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	--	--	--	--	--	--	No	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
3				*							
4											
5										*	
6								*		*	
Total			1	25			1	25	2	50	4

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Teachers are implementing benchmark tests based on Chico Unified School District Essential Standards in Mathematics and English Language Arts. Tests are given during a testing window three times per year (once per trimester). Grade Level Teams in their PLCs meet at regularly scheduled intervals and work with the most recent data to regroup students and to select appropriate interventions for all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teacher developed benchmark tests are given to students during a testing window three times per year. Teachers meet in grade-level Professional Learning Communities to discuss and reflect upon results and identify instructional modifications for students not meeting grade level benchmark proficiency levels. The school Resource Specialist assists teachers with the most recent data from Edusoft, Cruncher, CBM and other assessments to realign student groups or to place students new to Hooker Oak in intervention groups if needed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are credentialed for their teaching assignment and therefore meet the requirements for being highly qualified .

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal continues ongoing leadership skill development and is registered for further training through (AB) 75 and adopted language arts curriculum.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers have the availability for training through district supported professional development. Teachers have the opportunity to attend professional development in areas that their grade level team identifies and selects.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

All staff development is aligned with school and district goals to develop Professional Learning Communities and establish continuous improvement of student academic achievement. With the help of CUSD curriculum directors, CUSD has offered in cooperation with BCOE staff development linked to state content standards and student performance.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is limited to the support of Resource teachers and any task force representation within the district. The school does not have positions dedicated to instructional coaching. PLC teams work together to suggest and work on instructional strategies with their peers. Math and EL coaches are available through the district.

8. Teacher collaboration by grade level (EPC)

Teachers meet once a week in their regularly scheduled Professional Learning Communities by grade level Pods for collaboration where they reflect on student achievement and access to the content. Additionally the Hooker Oaks fine Arts program offers a common time for teachers to work together if they choose.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Teachers align instruction with district adopted curriculum and teacher created integrated thematic units. Essential standards are identified and used as targets for instructional units. CUSD Task Forces meet intermittently and send updated information for staff on site. Hooker Oak has one representative on each CUSD task force.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Each grade level establishes a schedule that permits them to comply with recommended instructional minutes but gives them the opportunity to work with support staff during these times. Recommended instructional minutes are used to guide classroom scheduling throughout Hooker Oak..

11. Lesson pacing schedule (EPC)

We currently have an intervention schedule that is flexible to allow modification when necessary. Teachers have aligned their instructional schedules to fit intervention groups. Grade Levels use the recommendations from the CUSD task forces integrated into the elements required for Open Structured Classrooms at Hooker Oak.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Hooker Oak School has a currently adopted standards-based textbook for every child. Under the Williams Act, these materials are available to all students and staff as well as materials specific to OSC classrooms identified by classroom teachers. As an OSC teacher in a state recognized Alternative School of Choice, teachers and the school may apply for waivers to district adopted materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Teachers utilize standards aligned and district adopted instructional materials as well as standards aligned supplementary materials to enrich and expand their program. Intervention materials are provided to teachers from the resource specialist. These materials are as well aligned to state standards and district essential standards.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Students are served through intervention groups that use research-based materials to accelerate improvement. The school also supports underperforming students within the classroom through a variety of instructional methods/strategies. Grade level PLCs work together to address the needs of ALL students with the support of the Resource Specialist at Hooker Oak..

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers maintain knowledge of current research strategies for improving student achievement. All curriculum and supplemental materials used on a regular basis meet the requirements of research-based educational practices.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Grades 1-2 receive assistance from all of the kindergarten teachers who act as a classroom teacher tutor in the afternoons. Grades 3-6 make ongoing use of increased learning time with the school's resource teacher and a classroom aide who assists instruction utilizing technology specifically geared to the student's area/s of need.

17. Transition from preschool to kindergarten (Title I SWP)

Kindergarten teachers provide an open house for prospective preschoolers coming to Hooker Oak. As well, the kinder program is "taken on the road," three times in the second trimester to inform parents about the school and its learning expectations on the child. Beginning each January, school tours are offered which give an overview of the OSC philosophy and enable parents of kinder children to view the K-8 classrooms with emphasis on the two kindergarten classrooms.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

The school's resource program assists teachers in accessing intervention materials to support our underachieving students. Hooker Oak has an abundance of resources available to them through their parent volunteers. The Hooker Oak Parent Advisory Board is a vibrant, strong organization which provides the families, students, and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc. Hooker Oak teachers provide parents with information to assist their student at home. Hooker Oak's Open Structured Classroom program continues to work on a variety of ways to increase parent involvement in the education of their children.

19. Strategies to increase parental involvement (Title I SWP)

Hooker Oak has an active and involved parent group called the Parent Advisory Board. This group reflects monthly on ways to involve the school's parents inside and outside of the school's walls.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Hooker Oak parents assist the Hooker Oak's Open Structured Classroom program's success. They work in classrooms, assist teachers with preparation and small group instruction. Parents also serve on several school committees including the School Site Council, Parent Advisory Board and district committees. Due to the large numbers of involved parents at Hooker Oak, classrooms are able to go on many learning field trips that otherwise would not occur.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Categorical funds provide a variety of services to help the Hooker Oak underperforming students to meet standards. Hooker Oak hires additional staff (parent aides, computer tech, intervention instructional aides) to provide small group help or one on one help to students.

22. Fiscal support (EPC)

Hooker Oak meets performance goals in this area. In addition, the Hooker Oak Open Structured Classroom Parent Advisory Board supports the school in many ways including instructional materials and many volunteers. These services enable underperforming students to meet standards. As far as traditional state funding, funding fluctuates according to the State's and thus the district's solvency.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$25,622
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$675
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$3000
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): donations from Parent Advisory Board	\$3000
Total amount of state categorical funds allocated to this school	\$29,297

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$11,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$11,000

Total amount of state and federal categorical funds allocated to this school	\$43,297
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Hooker Oak Elementary School K-8)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

Entire Teaching Staff input

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 Local Improvement 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 on: October 5, 2011

Attested:

Sue Hegedus

Typed name of school principal

Signature of school principal

Date

Mike Brooks

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Come to school ready to learn and work hard. ~ Bring necessary materials, completed assignments, and homework. ~ Know and follow school and class rules. ~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. ~ Limit my TV watching and, instead, study or read every day after school. ~ Respect the school, classmates, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Provide a quiet time and place for homework, and monitor TV viewing. ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition. ~ Regularly monitor my child's progress in school. ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences. ~ Communicate the importance of education and learning to my child. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

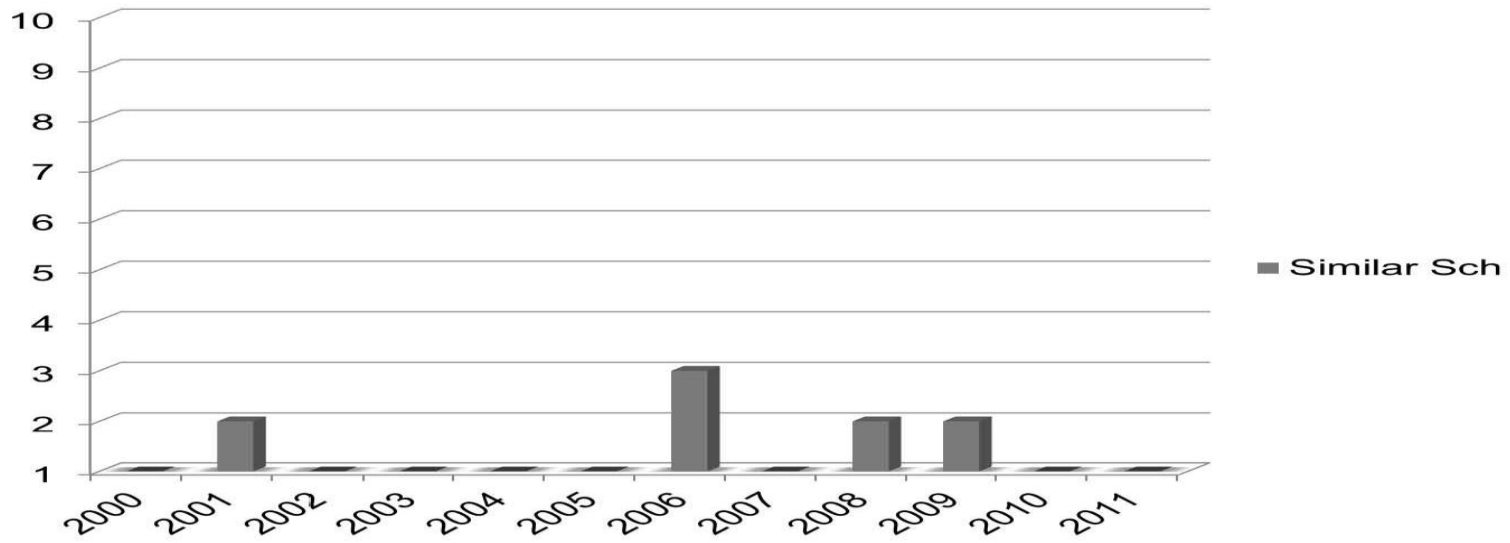
Appendix G - School Site Council Membership: Hooker Oak Elementary School K-8

Education Code Section 64001 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 council is as follows (43):

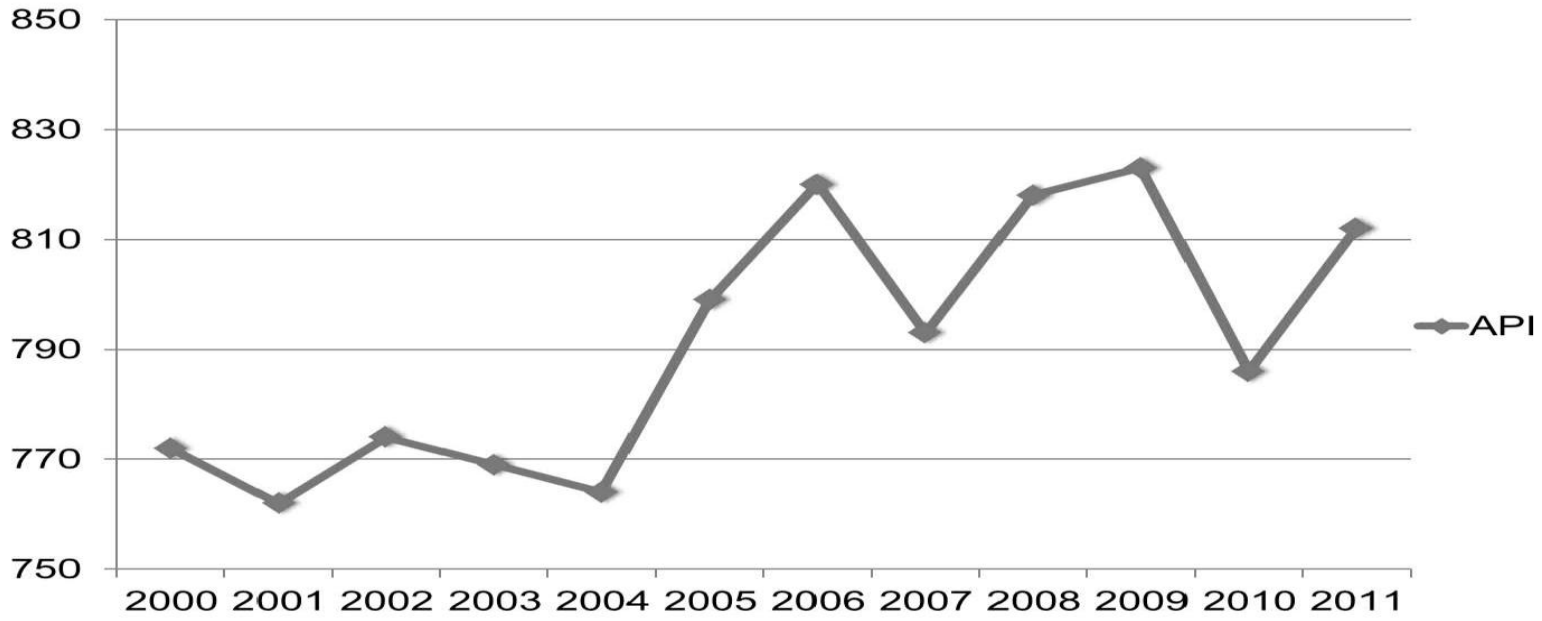
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sue Hegedus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise Findlay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jill Bernedo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Schneider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jolynn Aanenson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mike Brooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carol Sylvester	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Schmidt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Wainwright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erica Hudson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teri Briggs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	2	4	

(43) 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.

Hooker Oak Compared to 100 Similar Schools



Hooker Oak API History



The Single Plan for Student Achievement

Emma Wilson Elementary School

School Name

04-61424-6111116

CDS Code

Date of this revision: October, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kimberly Rodgers
Position: Principal
Telephone Number: (530) 891-3297
Address: 1530 West Eighth Avenue
Chico, CA 95926
E-mail Address: krodgers@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

Our mission at Emma Wilson Elementary School is to provide our students with a high quality education that stresses individual academic achievement in a nurturing environment that promotes safety, respect and responsibility. We believe that every child can learn, and therefore, at Emma Wilson, every child achieves academic success through an Art's enriched program of teaching, learning, assessment and support. Our ultimate goal is to provide our students with the tools that will assist them in reaching their full human potential.

III. School Profile

Emma Wilson Elementary was opened in 1993, and is Chico Unified School District's newest and largest elementary school. The beautiful campus is located on the suburban west side of Chico, surrounded by quiet neighborhoods, orchards and an adjacent city park. Emma Wilson is within walking distance of the California State University, Chico, which provides additional opportunities and educational resources for our students. The architectural design of the campus fosters cohesiveness among staff and students. The school is arranged in U-shaped pod-like clusters which allow grade levels easy access to one another. Two of our clusters share small common rooms located between each classroom. These rooms are used for providing interventions and small group instruction, and in some cases for small computer labs. Having classrooms joined together allow for collaboration and interaction among grade levels and provide opportunities for older and younger children to work together. Six additional rooms house our ELD specialist, Primary Intervention Program (PIP), Music, Fine Arts and interventions. Our Resource Specialist program (RSP) has a regular sized classroom and operates more as a learning center. Our Communicatively Handicapped (CH) has a regular-sized classroom as well.

The staff of Emma Wilson works hard to ensure that students are provided with a clean, safe and functional learning environment. Located in the heart of the school is a courtyard where school events, such as the sixth grade promotion assembly, take place. What a perfect setting for a picnic! Students have the choice of eating their lunch in the courtyard, on the grass, under a tree or at the picnic tables. Our large staff room overlooks the courtyard and is part of the main office building. Because our school is relatively new, we have the luxury of a large work room for preparing and copying materials. Our library is state of the art! It is neatly organized and offers an abundance of reading resources meeting the interest of any student. The library also houses our computer lab, consisting of forty computers interconnected with the school network server. Both the library and computer lab are well-used by students and staff, and are maintained and updated with the newest publications and technology.

Six years ago, with the closing of a neighboring elementary school, EWE saw an increase in the number of Hispanic and socio-economically disadvantaged (SED) students. Until 2005, our school did not have a significant SED subgroup. Although these subgroups have continued to increase in number, initially their performance on the Content Standards Tests (CSTs) did not. At Emma Wilson, we embrace our socio-economically, culturally, and academically diverse population, and strive to ensure that we meet the individual needs of each of our students.

EWE faculty continually strives to provide a rich and systematic program of standards-based instruction stressing mastery of content and performance standards. Our very competent support staff enhances students' learning by providing greater depth in the skill and content areas. The implementation of Professional Learning Communities has driven our instructional planning through the analysis of student data, helping us to more fully ensure that every student has equal access to the core curriculum. Intervention and enrichment programs provide the assistance needed to close achievement gaps.

Emma Wilson is fortunate to have strong partnerships with parents and community members who assist us in providing our students with a wealth of educational experiences. For example, parent volunteers make it possible for students to take advantage of field trip opportunities to places such as the Hands-on Science Lab at CSU, Chico. Community business partners also support our students: For example, Costco provides Fresh Start backpacks to our students at the beginning of each school year. Azad's Martial Arts donates \$500 -\$1,000 in school supplies each year, and Mr. Azad volunteers his time to do physical education activities with our fifth grade classes. For the past few years, local churches sponsored a community-wide "Love Chico" day, where members of each congregation volunteered throughout throughout the city. As a part of this program, over the last few years, members of the Chico community joined our family members, parents, students and teachers to complete several campus beautification projects that included painting benches, weeding and pruning our school garden and school flower beds and painting our Holistic Playground. Our teachers and administration have an open-door policy that invites parents and other community members to our school. In the process, we bridge the gap between home, school and the community at large.

Our staff of twenty-seven highly qualified and dedicated classroom teachers represents a broad expertise in multiple subjects. Eight staff members have masters' degrees, and have taken advanced-level coursework in Curriculum and Instruction, Education, Reading and Language Arts, Speech Pathology, and Administration. EWE staff regularly take advantage of extended professional development opportunities. For example, at least five staff members have participated in the Northern California Math and Writing Projects; two are subject-matter project teacher-consultants who have shared their expertise with their colleagues. Five teachers took part in the year-long Reading Recovery training. At least eight EWE staff members have received training in Keeping Learning on Track (KLT), a series of formative assessment strategies designed to help teachers adapt instruction in real time to meet students' immediate needs; we are also privileged to have on staff a KLT teacher-consultant and trainer. One hundred percent of our teaching staff has received training in developing a Professional Learning Community (PLC) which we have fully implemented. The range of our staff's subject-matter expertise is complemented by their skills at organizing instructional practices to maximize student learning.

The Emma Wilson community is committed to making our school exemplary. This dedication and determination ensures that each student achieves academic success. With academic success each student can then reach their personal goals with self-confidence and pride.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Data Analysis

In creating this plan, we conducted a thorough data analysis using instruments including Edu-Soft and Cruncher (for state testing, demographic, and district-level assessment information). These instruments make accessing levels of individual or groups of students possible.

In determining the needs assessment components, the following groups of data were analyzed:

STAR results:

- Subgroup analysis
- CST cluster analysis
- Analysis of scores across several years

CELDT assessment

- Same year scores
- Analysis of scores across several years
- Reclassification rates

District-provided benchmark assessments for language arts and mathematics

Teacher-created common assessments to address growth in specific standards

We determined the actions to be taken based on the above analysis in combination with the needs of specific subgroups as identified through the data and teacher input.

B. Surveys

In 2011 our site in collaboration with the District Office conducted a survey with information gathered from students, parents and staff. This information has been studied by our Staff in order to gather data to improve our programs.

C. Classroom Observations

Classroom observations happen as per CUSD/CUTA contract. Throughout the year, the administrator regularly visit classrooms for both formal and informal observation. All formal evaluations are based on the California Standards for the Teaching Profession. Tenured teachers are evaluated bi-annually. Temporary and probationary teachers are evaluated annually. The District provides support for teachers and classrooms to improve instruction.

D. Student Work and School Documents

Student work samples are collected and analyzed by grade level teams throughout the school year to illustrate progress towards mastery of grade level standards. Teacher developed common assessments are used by the teams to evaluate student learning. Intervention or "learning groups" are then created by the team to meet the needs of all students. The results of the assessment are kept in a special binder or folder for those seriously behind and in need of extra support.

Other assessments are given several times per year to K-6 students. Fluency assessments are also given several times per year. Some of the programs used (SIPPS, Essential Skills, Read Naturally, SRI, and Houghton Mifflin) have periodic built in assessments that become part of the student record.

Report Cards are sent home three times per year indicating progress toward instructional goals.

School documents are disseminated and reviewed at multiple meetings. Meeting configurations included whole staff, grade level teams, leadership team and School Site Council/English Language Advisory Council. Documents include: report cards, behavior and attendance reports, grade level meeting notes , Action Plans, and Comprehensive Safe School Plan, to name a few. An analysis of data from these documents and others are consistently reviewed as needed throughout the year.

E. Analysis of Current Instructional Program (See Appendix B)

Emma Wilson uses State and District benchmark assessments, grade level common assessments and daily classroom assessments to modify instruction, and improve student achievement.

Our current instructional program has moved from a more traditional model whereby the teacher works in semi-isolation to a more collaborative model (Professional Learning Communities) where teachers share their expertise with a grade level team of teachers to meet the educational needs of every student at the grade level. One hundred percent of the teachers and administration at Emma Wilson have been trained in creating Professional Learning Communities. Grade level teams meet after school at least two times monthly to share assessment data and plan strategies to help struggling students. They also plan challenging enrichment activities for those who are meeting standards.

V. Description of Barriers and Related School Goals

There are several barriers which may interfere with student achievement at Emma Wilson Elementary.

Barrier # 1 - Local, State and Federal Budget: Lack of funding to support staffing, interventions, materials, professional development, release time for collaboration, Technology, etc...

Barrier # 2 - Need more staff training using the RTI Model.

Barrier #3 - Not enough intervention time for the identified students who are not reaching proficiency levels in English Language Arts and Mathematics.

Barrier #4 - Behavioral, emotional, and social issues which impact student engagement or student achievement

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 percentage of students in all subgroups scoring at or above the established proficiency standards on the state assessment (STAR) in English Language Arts (78.4%) and Mathematics (79%).	
Student groups and grade levels to participate in this goal: All students in grades second through sixth.	Anticipated annual performance growth for each group: All students will meet or exceed current levels of proficiency on the California Standards Test in English Language Arts and Mathematics. Emma Wilson will meet or exceed API growth target on the California Standards Test. All English Learners will progress by at least one level each year.
Means of evaluating progress toward this goal: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. STAR Mirror 6. Grade Level Common Formative and Summative Assessments Staff will evaluate all assessment data on an on-going basis to monitor progress and determine interventions to improve student learning. Technology based programs are used to collect and disaggregate information (Cruncher and Edusoft).	Group data to be collected to measure academic gains: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. STAR Mirror 6. Grade Level Common Assessments 7. Report Cards

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Analyze 2011 data from State and local assessments to determine academic needs of all students.	Start Date: 8/2011 End Date: On-going	Staff Development Teacher Release Time Substitute Wages	\$5,000	EIA Title II
PLC Grade Level Collaboration Teams will: 1. analyze data on an on-going basis 2. develop SMART Goals. 3. plan intervention/enrichment activities to meet the needs of all students 4. establish Learning Targets 5. develop Common Formative Assessments. 6. use student teachers, parents and CAVE aides as additional resources to meet the needs of all students. 7. continue to find additional collaboration time	Start Date: 8/2011 End Date: On-going	Professional Development Teacher Release Time Substitute Wages	\$15,563	EIA Title II

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide teachers Staff Development to expand their understanding of Professional Learning Communities, RTI Model, KLT and how it will increase academic achievement.	Start Date: 8/2011 End Date: On-going	Staff Development Teacher Release Time Substitute Wages	\$8,000	EIA Title II
Purchase additional supplementary intervention materials/software for English Language Arts and Mathematics to improve student learning.	Start Date: 8/2011 End Date: On-going	Instructional Materials Software	\$15,000	EIA Title II
Develop and organize an Instructional Leadership Team to meet monthly. Members will receive a stipend.	Start Date: 8/2011 End Date: On-going	Staff Development Teacher Release Time Substitute Wages	\$8,000	EIA Title II
Provide school aide support to help struggling students. School.	Start Date: 8/2011 End Date: On-going	Wages and Benefits	\$10,000	EIA Title II
Provide library media support.	Start Date: 8/2011 End Date: On-going	Instructional Materials Software	\$5,100	EIA Title II
Provide training to use Accelerated Reading and STAR Reading programs.	Start Date: 8/2011 End Date: On-going	Staff Development	\$1,000	EIA Title II
1. Revise SBIT Forms 2. Develop a new system for keeping track of students who are receiving interventions and what kind	Start Date: 8/2011 End Date: On-going	Teacher Release Time Substitute Wages	\$2,000	EIA Title II
Instructional Aide Elementary Guidance staff to work with students in developing social skills and healthy play.	Start Date: 8/2011 End Date: On-going	Wages and Benefits	\$20,000	EIA Title II

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) The school community will demonstrate an on-going commitment to emergency preparedness, facility maintenance, school beautification, health and safety.	
Student groups and grade levels to participate in this goal: .The entire school community.	Anticipated annual performance growth for each group: 1. Increase our emergency preparedness. 2. Maintain a clean and safe campus.
Means of evaluating progress toward this goal: 1. Annual check of emergency supplies. 2. Staff and district analyze accident reports and looks for ways to improve safety. 3. On-going emergency drills. 4. Aeries Reports	Group data to be collected to measure academic gains: 1. CUSD risk management data. 2. Records of supplies on hand. 3. Number of vandalism reported. 4. Number of ed codes 48900's filed. 5. Aeries Reports

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Staff and students participate in emergency preparedness training. 2. Regular emergency drills are conducted. 3. School Rules are consistently enforced: district safety guidelines are followed. 4. Campus supervisors monitor the campus for student compliance with school rules for safety. 5. A facility/safety committee reviews the safety and maintenance of buildings and grounds man makes recommendations for improvement. Work orders are submitted as necessary and monitored for completion. 6. Increase the of number of two-way radios for staff. 7. Teachers incorporate lessons on fire safety, seat belts, emergency preparedness, etc... 8. Identifiable clothing for supervisors	Start Date: 8/2011 End Date: On-going	School Community Drug Awareness Assemblies and Training School Community Bullying Awareness Assemblies and Training.	\$500	Safe Schools
Provide noon-time reflection/detention Hall to reinforce positive behavior expectations.	Start Date: 8/2011 End Date: On-going	N/A	\$0	N/A
Continue to implement the BEST program to improve student behavior.	Start Date: 8/2011 End Date: On-going	Materials/Supplies	\$500	Safe Schools
Hire School Aide for campus supervision and facilitate noon time intermural.	Start Date: 8/2011 End Date: On-going	Wages and Benefits	\$2000	Safe Schools

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase academic achievement among English (EL) and Socio-Economically Disadvantaged (SED) students by improving home to school communication.	
Student groups and grade levels to participate in this goal: EL and SED students in grades kindergarten through six	Anticipated annual performance growth for each group: The number of EL and SED students meeting English Language Arts and Mathematics standards will increase by one level of proficiency
Means of evaluating progress toward this goal: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. STAR Mirror 6. Grade Level Common Formative and Summative Assessments Staff will evaluate all assessment data on an on-going basis to monitor progress and determine interventions to improve student learning. Technology based programs are used to collect and disaggregate information (Cruncher and Edusoft).	Group data to be collected to measure academic gains: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. STAR Mirror 6. Grade Level Common Assessments 7. Report Cards

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Teachers will continue to "reach out" to parents not typically involved in the children's schooling through newsletters, personal notes and phone calls. Provide catapult training to staff to teach them how to create their own classroom website.	Start Date:8/2011 End Date: On-going	Copy costs	\$1000	EIA Title II
Parent liaison will publish bi-weekly school newsletter, "Wooly Weekly" with parental tips, community based workshops, resources available to parents and school to home communication. Encourage parents to participate in school functions (conferences, jog-a-thon, school carnival, Open House, Back to School Night) Parent Liaison will update the school website weekly	Start Date:8/2011 End Date: On-going	Wages and Benefits	\$7200	EIA Title II
Purchase additional supplementary intervention materials/software for English Language Arts and Mathematics to improve student learning.	Start Date:8/2011 End Date: On-going	Instructional Materials	\$2,000	EIA Title II

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	465	454	433	329	310	295	19	17	25	9	12	13
Growth API	802	792	792	820	817	822			687			720
Base API	791	800	792	817	818	817			764			745
Target	5	A	5	A	A	A						
Growth	11	-8	0	3	-1	5						
Met Target	Yes	No	No	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	85	90	76	54	68	60	183	183	199	29	29	40
Growth API	757	733	726			729	747	736	725			635
Base API	704	756	733			708	710	745	736			662
Target	5	5	5				5	5	5			
Growth	53	-23	-7				37	-9	-11			
Met Target	Yes	No	No				Yes	No	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	98	99	97	98	99	100	96	100	100	100	100
Number At or Above Proficient	253	229	220	189	171	170	11	9	10	--	4	4
Percent At or Above Proficient	53.7	50.6	50.8	56.8	55.2	57.6	57.9	52.9	40.0	--	33.3	30.8
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	No	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	99	100	100	100	100	100	99	100	100	100	98
Number At or Above Proficient	38	33	26	25	20	21	77	60	72	11	7	11
Percent At or Above Proficient	44.2	37.1	34.2	45.5	29.4	35.0	41.4	32.8	36.2	31.4	24.1	27.5
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	No	--	No	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	99	98	96	98	98	100	96	100	89	100	100
Number At or Above Proficient	268	252	274	207	186	201	8	6	14	--	8	7
Percent At or Above Proficient	57.5	55.5	64.0	62.7	60.0	69.3	44.4	35.3	56.0	--	66.7	53.8
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	99	100	98	100	91
Number At or Above Proficient	40	37	34	27	26	34	87	79	98	13	12	20
Percent At or Above Proficient	46.5	41.1	44.7	49.1	38.2	56.7	47.3	43.2	49.2	38.2	41.4	54.1
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	Yes	No	Yes	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			2	40	1	20	1	20	1	20	5
2			1	25	1	25	1	25	1	25	4
3					9	64	4	29	1	7	14
4	2	13	7	44	3	19	4	25			16
5			3	33	4	44	1	11	1	11	9
6			6	67	2	22			1	11	9
Total	2	4	19	33	20	35	11	19	5	9	57

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Teachers utilize a number of informal and formal assessment tools to monitor student progress and plan instruction. Assessments are used to identify areas of need, plan interventions and track and adjust the success of interventions and teacher practice. **Such multiple measures include:**

- State testing
- CELDT
- District benchmark assessments.
- STAR Mirror District Benchmark test (ELA & Math)
- Teacher created assessments
- Teacher created common assessments.
- Report cards
- Progress reports

Both the STAR assessment and locally developed benchmark assessments are used to modify instruction and improve student achievement. Students are routinely assessed using standards-based materials which directly relate to the curriculum to check progress.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Emma Wilson students are routinely assessed to collect data to check progress and determine placement in intervention and instructional groups. District Benchmark Assessments and teacher made assessments are used on an on-going basis to analyze student performance. At least two times a month teachers meet in their grade level Professional Learning Community (PLC) teams where teachers can work collaboratively to ensure the alignment of curriculum to state standards, produce common assessments, analyze student performance data, plan data driven lessons, and develop plans for differentiated instruction. EdResults, Edusoft, and Cruncher are used to analyze data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teaching staff at Emma Wilson meet the requirements for the highly qualified teacher as set forth in the NCLB legislature.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has completed the AB 75 requirements.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

There is a sufficiency of credentialed teachers. Professional development opportunities (i.e. AB 466) are available through the county office of education.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Emma Wilson teachers have access to staff development activities aligned with the content standards, assessing student performance, and/or professional needs.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The county provides BTSA training for all new teachers.

8. Teacher collaboration by grade level (EPC)

At Emma Wilson there are opportunities for teacher collaboration in grade level teams (PLC) several times per month.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

The instructional program at Emma Wilson is aligned to content and performance standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The school adheres to the recommended instructional minutes for Reading/Language Arts and Math.

11. Lesson pacing schedule (EPC)

Emma Wilson uses the District or grade level pacing guides. Grade levels actively use the pacing guides to ensure that grade levels can work together and design intervention groups to accommodate struggling students. With the pacing guides, grade levels can plan lessons and curriculum unit assessments, and determine the appropriate intervention.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

State adopted, standards based instructional materials are available at all grade levels for all student groups. These include "Avenues" and "High Point" for English Learners.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

State adopted, standards based instructional materials are available at all grade levels for all student groups. These include Avenues and High Point for English Learners. All intervention materials and programs are from the state recommended list. They include:

- SIPPS
- Corrective Reading
- Reading Counts
- Essential Skills (Phonics, Reading Comp., Spelling)
- Read Naturally
- HELP Math
- Read 180

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

All students are provided access to the core curriculum. Every grade level has a scheduled "intervention time" during which support personnel and teachers address the specific learning needs of underperforming students.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers meet at least twice monthly for collaboration (PLC). During the PLC, teachers review assessment data, discuss instructional strategies, curriculum planning, etc. Work in this area continues to ensure Emma Wilson is using up-to-date materials and providing appropriate instruction for increasing student achievement. Grade levels establish leveled groups and reassess students on an ongoing basis to move students to meet grade level standards. The resource teachers (2) work closely with all grade levels to help teachers with students who are at risk and provide extra support materials that supplement the core instructional program.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Based on district guidelines, all students are considered for special programs at Emma Wilson through the Student Study Team/SBIT process of referral, and by teacher and/or parent recommendation.

17. Transition from preschool to kindergarten (Title I SWP)

No program currently exists at Emma Wilson

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Emma Wilson has numerous resources available to them through parent volunteers. Our PTA is a strong organization which provides the families, students and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc. which all students benefit from. School Site Council meets on a monthly basis and makes decisions based on the School Plan for Student achievement. Parents of students are encouraged through newsletters and special events to become partners in their children's education. The school makes every effort to insure student success. The community supports the school through several partnerships that provide instructional materials and support to the school.

19. Strategies to increase parental involvement (Title I SWP)

Emma Wilson encourages parents to become involved through the following

ELAC parent meetings
ELD Parent meetings
PTA and sponsored activities and events
School Site Council
Leadership Team, etc.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The School Site Council ELAC

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Services such as classroom aides, supplemental materials/equipment, staff development, and collaboration time all help enable underperforming students to meet state standards.

22. Fiscal support (EPC)

The school receives categorical funding through EIA, Title II, and Safe Schools.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$85,680
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$28,424 ARRA SFSF (Safe Schools) \$3,000	\$28,424
Total amount of state categorical funds allocated to this school	\$117,104

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<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	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$0

Total amount of state and federal categorical funds allocated to this school	\$117,104
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Emma Wilson Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: November 3, 2010

Attested:

<u>Kimberly Rodgers</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Angela Gore</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Come to school ready to learn and work hard. ~ Bring necessary materials, completed assignments, and homework. ~ Know and follow school and class rules. ~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. ~ Limit my TV watching and, instead, study or read every day after school. ~ Respect the school, classmates, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Provide a quiet time and place for homework, and monitor TV viewing. ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition. ~ Regularly monitor my child's progress in school. ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences. ~ Communicate the importance of education and learning to my child. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Emma Wilson Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kristen Wiegert	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Silverman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Susan Schrader	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sharon Purser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jan Ryan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erica Sheridan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angela Gore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kimberly Rodgers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

(43) 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.

The Single Plan for Student Achievement

Citrus Elementary School

School Name

04-61424-6002976

CDS Code

Date of this revision: 10/07/2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Shirley Williams
Position: Principal
Telephone Number: (530) 891-3107
Address: 1350 Citrus Avenue
Chico, CA 95926
E-mail Address: swilliams@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The mission of Citrus Avenue School is to provide a safe, positive learning environment and to assure that students meet their full potential.

III. School Profile

School Type:	Public elementary school; grades K-6	
Enrollment:	398 (2010-11)	
Year school opened:	1936	
Title I status:	School-wide program	
Program Improvement Status:	Year 5+	
AYP:	Did not make AYP; met 11 of 21 AYP criteria	
API:	720 (2010 Growth)	724 (2009 Base)
Median API Scores for Similar Schools:	772 (2010 Growth)	762 (2009 Base)
Statewide API Rank	2/10 (2009)	
Similar Schools Rank	2/10 (2009)	

Citrus Avenue Elementary School, located in Chico, California, follows a traditional K – 6 elementary schedule. Serving a neighborhood population, Citrus has a current enrollment of approximately 400 students.

The student population of Citrus is comprised of an ethnically and socio-economically diverse group of students from the Chico neighborhood surrounding Enloe Hospital. Our close proximity to CSU, Chico also makes our neighborhood one filled with college-aged students and student housing. Approximately 80% of our students are eligible to participate in the free/reduced lunch program, and more than 50% of our students are Asian, Latino or African-American. Additionally, more than 25% of our students are classified as English Language Learners.

Citrus is in close proximity to California State University, Chico and receives many benefits of this location. Citrus classrooms are able to easily visit the University for a variety of activities, including, but not limited to the following: performances, the hands-on science lab as well as other teaching and learning opportunities. We are also able to take advantage of many student volunteers from the Community Action Volunteers in Education (CAVE) and America Reads Programs.

In addition to an excellent teaching staff, we also have a strong support staff dedicated to ensuring a successful and safe school experience for all of our students.

We are also very fortunate to have a very dedicated group of parents who are active in our Parent-Teacher Association, as well as on our School Site Council. We also have an incredible support system through the over 200 volunteers of Bidwell Presbyterian Church. The members of this church adopted our school almost four years ago and put in countless hours volunteering and providing additional support and resources to our students, staff, instructional programs and facility enhancements. The on-going efforts and commitment of these individuals, in addition to the LOVE Chico Organization, make our school a special place for children.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

STAR data was used as an initial point for analysis of our instructional program. Citrus had a decrease in its Academic Performance Index (API) and did not meet 11 of the 21 criteria for Adequate Yearly Progress (AYP). We continue to be a Year 5 + Program Improvement School under the guidelines established by NCLB and are in year 9 of implementing the sanctions as outlined in the Program Improvement structure. STAR data indicate gaps in achievement for our Hispanic, English Learner (EL) and Economically Disadvantaged (ED) subgroups.

Additional data about the achievement of our English Language Learners growth is available through the analysis of CELDT data. We are not currently meeting any of our 2010-11 Annual Measurable Achievement Objectives (AMAOs) for Title III. 36.6% of EL students met Annual Growth Targets (AMAO 1) on the CELDT, falling below the target of 53.1%, and 8.4% of those students who have been here less than five years met Language Proficiency Targets (AMAO 2), falling below the target of 17.4%. Only 16.7% of our EL students met AYP targets for ELA, well below the AYP target of 56.8%. Our English Learner subgroup's scores on the CSTs in both indicate that this subgroup is struggling the most academically in both ELA as well as mathematics. Supporting the achievement of English Learners will continue to be an area of critical academic need, and therefore a major focus for improvement for our school.

	Number of 2009 Annual CELDT Takers	AMAO 1 - Annual Growth				AMAO 2 - Attaining English Proficiency		
		Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2
District Data:	1,187	100%	1,183	587	50%	<5yrs 799 >5 yrs 592	97 251	12.1% 42.4%
Citrus		%			36.6%	<5 yrs >5 yrs		8.4% ----%

Analysis of the Essential Program Components (EPCs) found in the Academic Program Survey (APS) during the 2009-10 academic year indicated we have needs in several areas. Areas of particular concern are intervention in both mathematics and English Language Arts, consistent instruction and use with fidelity of the adopted ELD program, providing adequate time for EL instruction and the consistent use of the adopted materials for Language Arts in all grade levels. Thorough discussion of each of these components and analysis of the student achievement needs (both school-wide and subgroup data as measured on the STAR) indicate the need to focus on both math and reading intervention, as well as ELD instruction at all grade levels. Review of these components indicate the need to continue our focus in these areas. Additionally, we have a need to build stronger knowledge and skill in the analysis and use of common assessment data in our collaborative teams.

B. Surveys

The school continues to collect and review data to analyze our programs, processes and procedures. Data is being collected and analyzed in the following areas: Student Achievement, Demographics, Process and Perceptions.

A variety of tools are being utilized by a variety of stakeholders to develop a clear and accurate picture of our strengths and areas for growth. The tools and data we are gathering include, but are not limited to the following: STAR (CST, CMA, STS, CAPA), State and Federal Accountability Measures (API, AYP, Title III, PI data), CELDT, state Physical Fitness Test (PFT) data, Academic Program Survey (APS), English Learner Subgroup Self-Assessment (ELSSA), Inventory of Services and Supports (ISS), Professional Learning Community (PLC) Continuums and the California Healthy Kids Survey.

C. Classroom Observations

Formal and informal classroom observations occur per CUSD/CUTA contract. The school principal visits classrooms on a regular basis. Support teachers for both math and ELD were put in place during 2009-2010 academic year, and continue to provide support and coaching this year. They provide observations and in-class assistance to teachers to support our new math implementation and effective instructional strategies and techniques for our English Language Learners. Citrus teachers also have the opportunity to do peer observations of colleagues when requested, with a focus on the use of formative assessment techniques as a common set of instructional practices for growth.

D. Student Work and School Documents

Staff review of STAR data show the need to continue to focus in the areas of Reading Comprehension, Writing Strategies and Number Sense/Math Operations. Additionally, analysis of the current scheduling and support structures available, we have noted that a particular focus on meeting the needs of our major subgroups (EL, Hispanic and SED) is necessary to ensure the academic success of these students.

District assessment data are also collected on a trimester basis for both math and English Language Arts. In addition, CBMs are administered every eight weeks to monitor student growth in reading and students are placed in reading intervention groups according to need. Assessment data is also collected from the Avenues program to monitor the progress of our EL population, as well as the data collected from the new district assessments for English Language Development.

E. Analysis of Current Instructional Program (See Appendix B)

Grade level teams and the Title 1 teacher review assessment data to set goals for a yearlong program where instruction focuses on students' strengths as well as areas for growth. In coordination with the Title 1 teachers in math and ELA, grade level teams design intervention schedules for struggling learners as well as grade-level instruction for those students already reaching the proficient and advanced proficiency levels. These intervention groups are leveled by grade and skill level to best meet the needs of each student.

V. Description of Barriers and Related School Goals

Current Reality #1: The proficiency target to meet AYP in English Language Arts for the 2010-11 test administration was 67.6%. None of our significant subgroups met the AYP target for 2009-10. Three of our five significant groups had decreased percentages of students advanced or proficient than the previous year, increasing the gap between our proficiency levels and the AYP targets. The percentage of students who scored proficient or advanced on the ELA portion of the CST in each of the following subgroups is as follows:

08-09 (47.5%)	09-10 (58%)	change	10-11 (67.6%)	change		
School-wide	40.4% (-5.6%)	37.9% (-18.9%)	-2.5%	27.8% (-39.8%)	-10.1%	
Hispanic	23% (-23%)	33% (-23.8%)	+10%*	32.7 (-34.9%)	- .3%	
White	58.2% (+12.2%)	50% (-6.8%)	-8.2%	34% (-33.6%)	-16.4%	
Socio-economically Disadvantaged	32.6% (-13.4%)	33.8% (-23%)	+1.2%	24.9 (-42.7%)	-8.9%	
English Learners	18.4% (-27.6%)	16.7% (-40.1%)	-1.7%	14.8 (-52.8%)	-1.9%	

AYP Target for 2011 - 12 = 78.4%

Annual School Goal #1 (2010-11): By April 2012, on the STAR Test in ELA, 78% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.

Current Reality #2: The proficiency target to meet AYP in math for the 2010-11 test administration was 68.5%. None of our significant subgroups met the AYP target for 2010-11. Four of our five significant groups had decreased percentages of students advanced or proficient than the previous year, increasing the gap between our proficiency levels and the AYP targets. The percentage of students who scored proficient or advanced on the math portion of the CST in each of the following subgroups is as follows:

08-09 (47.5%)	09-10 (58%)	change	10-11 (68.5%)	change		
School-wide	43% (-4.5%)	41.4% (-16.6%)	-1.6%	29.5% (-39%)	-11.9%	
Hispanic	27.9% (-19.6%)	30.2% (-27.8%)	+2.3%*	21.8% (-46.7%)	-8.4%	
White	57.5% (+10%)	50% (-8%)	-7.5%	38% (-30.5%)	-12%	
Socio-economically Disadvantaged	38.9% (-8.6%)	37.1% (-20.9%)	-1.7%	28.6% (-39.9%)	-8.5%	
English Learners	27.6% (-19.9%)	29.5% (-28.5%)	1.9%*	19.7% (-48.8%)	-9.8%	

AYP Target for 2010 - 11 = 79%

- Annual School Goal #2 (2010-11):** By April 2012, on the STAR Test in Mathematics, 68% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.

Current Reality #3: 36.6% of EL students met Annual Growth Targets (AMAO 1) on the CELDT, falling below the target of 53.1%, and 8.4% of those students who have been here less than five years met Language Proficiency Targets (AMAO 2), falling below the target of 17.4%. Only 16.7% of EL students met AYP targets for ELA, well below the AYP target of 56.8%. This was a decrease in our percentages from 2008-09, where 18.4% met targets. This data shows that our English Learners lowest performing subgroup. 29.5% of EL students met AYP targets for Math, well below the AYP target of 58%, again making them our lowest performing subgroup.

- **Annual School Goal #3 (2010-11):** We will increase the percentage of English Language Learners reaching language proficiency to meet AMAO targets for 2010-11 as measured by the CELDT and increase the percentage of EL students meeting AYP targets in ELA on the CST.

Current Reality #4 – We have had only a small number of parents involved in our PTA, volunteering for school activities and a decrease in the number of parents attending school functions. In addition, parents report difficulty helping their child with academic homework due to a lack of knowledge and skills with some academic areas.

- **Annual School Goal #4 (2010-11):** Family, Parent and Community Involvement
We will increase the number of opportunities for parents, families and community members to participate in school-wide functions by creating a more positive, informal and inviting environment.
In addition, we will increase the number of parent training opportunities to support positive parenting skills and engagement with their students in academics.

Annual School Goal #5 (2010-11): Teachers and staff will participate in professional development opportunities to increase their skills and knowledge to improve student achievement and engagement.

- 100% of staff – Formative Assessment Follow-up
- 100% of staff – Work with EL Support Teacher (Kevin Clark strategies)
- 100% of staff – Collaboration with Math Support Teacher
- 100% of staff – BEST
- ILT participation in 5-day PLC Workshops
- SBIT Team attending 5-day Rtl Training
- Bi-monthly PLC meetings by grade-level

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) By April 2012, on the STAR Test in ELA, 78% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.	
Student groups and grade levels to participate in this goal: All students in grades K-6	Anticipated annual performance growth for each group: An increase of 10% for all students scoring proficient or advanced on the CST.
Means of evaluating progress toward this goal: Evidence of Effectiveness: Annual STAR reporting, district assessments, school-based assessments (including HM theme tests, CBM, BPST, leveled reading passages, spelling inventories, grade level common assessments), progress made on Essentials Skills Programs, AR, and student work.	Group data to be collected to measure academic gains: K-6 will measure academic gains by using data from district benchmarks in ELA. Grades 2-6 will also have results of STAR as a measure of performance. EL students will have results from the CELDT and district ELD assessments.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1)	Start Date(38)	Proposed Expenditures (39)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Completion Date			
Purchase Accelerated Reader (AR) program.	August 2010 - May 2011	reading program with assessment	\$3,000	Title 1
Hire .6 Title 1 Teacher to work with reading groups.	August 2011-May 2012	Teacher	\$30,000	Title 1
Ensure that all students are provided with the opportunity to learn the curriculum. Monitor the daily implementation of basic core instructional programs and materials in English Language Arts (ELA)/English language development (ELD), including ancillary materials for universal access in every classroom with materials for every student. Ensure the school's schedule allocates for all ELA/ELD classrooms the appropriate daily instructional time in the SBE-adopted RLA/ELD basic core materials. Kindergarten: 60 minutes Grades 1-3 : 2.5 hours Grades 4-6: 2.0 hours	August 2011 - May 2012	Instructional materials, classroom resources, supplementary resources for instruction	\$4,000	
Hire Title 1 teacher to coordinate reading intervention program.	August 2011 - May 2012	Teacher	\$90,000	Title 1
Hire aides to conduct reading intervention groups and purchase additional resources for reading groups	August 2011 - May 2012	Instructional aides, copies, instructional materials	\$50,000	Title 1
Hire parent aides to support reading instruction in primary classrooms	August 2011 - May 2012	Parent aides	\$12,000	Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Provide services to students needing additional time and support. Identify subgroups that are not performing below grade level and develop intervention strategies so that all students will perform to acceptable levels of success. Monitor daily implementation of additional instructional time within the school day for students identified for strategic support in ELA, using the current SBE-adopted, standards-based, basic core program and ancillary materials. Kindergarten through grade six: 30 minutes Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level basic core course.</p> <p>Research, develop and implement a plan to create a schedule to provide the adequate amount of instructional time for the current SBE-adopted intensive intervention programs in ELA. Grades four through six: 2.5-3.0 hours Implement a schoolwide process to identify students needing intensive intervention in grade four through six, including ELs and SWDs, who are two or more years below grade level and ensure they are provided the SBE-adopted intensive intervention materials.</p>	August 2011 - May 2012	Release time for SBIT team	\$1,000	Title 1
SBIT team will support the needs of students in need of intervention by providing intervention recommendations to the classroom teacher, documenting and monitoring progress of the plan and documenting strategies for future special services, if needed.	August 2011 - May 2012	Release time for SBIT team	\$1,000	Title 1 Title 2 EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) By April 2012, on the STAR Test in Mathematics, 68% of students school-wide will be proficient or advanced AND the percentage of students at proficient or advanced will increase by at least 10% for all significant subgroups.	
Student groups and grade levels to participate in this goal: All students in grades K-6	Anticipated annual performance growth for each group: An increase of 10% for all students scoring proficient or advanced on the CST.
Means of evaluating progress toward this goal: Evidence of Effectiveness: formative assessment data, progress made on Essentials Skills Programs, results on district assessments, results from grade-level common assessments, HELP Math results and student work	Group data to be collected to measure academic gains: K-6 will measure academic gains by using data from district assessments in mathematics. Grades 2-6 will also have results of STAR as a measure of performance. EL students will have results from the CELDT.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire .5 math support teacher to support the staff in the implementation of the new math curriculum	August 2011 - May 2012	Teacher	\$25,000	Title 1
Purchase HELP Math online program to support the math skill needs of EL students. Hire a teacher to help with administration of program. Hire Tech Support to help with technological issues.	August 2011 - May 2012	program costs; extra assignment pay; tech support	\$5,000 \$1,000 \$12,000	Title 1
Purchase additional math manipulatives, calculators, literature and other resource materials for classroom use to support the implementation of the Everyday Math	August 2011 - May 2012	instructional materials, EM literature, calculators	\$4,000	Title 1
Purchase technology to support math instruction	August 2011 - May 2012	computers, document cameras, LCD projectors	\$12,000	Title 1
Staff development and teacher collaboration to analyze data and enhance teacher skills in working with the new math curriculum	August 2011 - May 2012	release time	\$3,000	Title 1
Provide Opportunities for Teachers to Collaborate Create schedule to provide teacher collaboration time Develop data analysis, meeting template and note-taking template for use by teacher teams to facilitate collaboration that provides the best opportunity for achieving the critical areas of academic need and meeting grade-level SMART goals. Train teachers in collaboration meeting protocols. Monitor implementation of administration of common curriculum embedded/formative assessments	August 2011 - May 2012	release time	\$3,000	Title 1
Ensure that all students are provided with access to the core math curriculum Monitor the daily implementation of basic core instructional programs and materials in math, including ancillary materials for universal access in every classroom with materials for every student. Monitor daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for mathematics. Kindergarten: 30 minutes Grades 1-6: 60 minutes	August 2011 - May 2012			

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Provide services to students needing additional time and support. Identify subgroups that are not performing below grade level and develop intervention strategies so that all students will perform to acceptable levels of success. Monitor daily implementation of additional instructional time within the school day for students identified for strategic support in math, using the current SBE-adopted, standards-based, basic core program and ancillary materials. Kindergarten through grade six: 30 minutes</p> <p>Research, develop and implement a plan to provide adequate instructional time for the current SBE-adopted intensive intervention programs in math. Grades 4-6: 2.5-3.0 hours Implement a schoolwide process to identify students needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level and ensure they are provided the SBE-adopted intensive intervention materials. SBIT team will support the needs of students in need of intervention by providing intervention recommendations to the classroom teacher, documenting and monitoring progress of the plan and documenting strategies for future special services, if needed.</p>	August 2011 - May 2012	SBIT team release time	\$2,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) We will increase the percentage of English Language Learners reaching language proficiency to meet AMAO targets for 2011-2 as measured by the CELDT and increase the percentage of EL students meeting AYP targets in ELA on the CST.	
Student groups and grade levels to participate in this goal: All English Learners in grades K-6	Anticipated annual performance growth for each group: Students grades 3-6 who scored basic or lower last year on STAR will increase performance by one or more proficiency levels. A minimum of 75% of EL students will show one year's growth in language proficiency as measured on the CELDT. K-2 students will show growth over time on the District ELD Assessments given each trimester, demonstrating proficiency by end of year.
Means of evaluating progress toward this goal: Evidence of improvement will be measured with: BPST, CBM, CELDT, CST and other district measures.	Group data to be collected to measure academic gains: K-6 will measure academic and language proficiency gains using data from district ELA and ELD assessments. Grades 2-6 will also have the results of the CST/CMA/CAPA to measure performance. EL students will have CELDT results as an additional measure.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide on-going staff development in the use of ELD/SDAIE strategies	August 2011 - May 2012	Teacher	\$10,000	Title 1
Purchase Accelerated Reader (AR) program, including English in a Flash	August 2011 - May 2012	program costs	\$3,000	Title 1
Purchase additional books and instructional materials for AR and ELD instruction.	August 2011 - May 2012	books, instructional resources, materials to support program,	\$5,000	Title 1
Purchase technology to support the use of Accelerated Reader and English in a Flash	August 2011 - May 2012	computers	\$9,000	Title 1
Support implementation of Rosetta Stone	August 2011 - May 2012	training, extra assignment/sub pay	\$1,000	Title 1
Assess students 3 times per year using district ELD assessments	August 2011 - May 2012	aides	\$1,000	EIA
Monitor that students are appropriately placed into ELD groups using California English Language Development Test (CELDT) and all available English proficiency measures.	August 2011 - May 2012	no cost		
Monitor the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using SBE-approved materials and taught by certificated personnel. <ul style="list-style-type: none"> Kindergarten - Grade 6: 30-60 minutes per day, 5 days per week 	August 2011 - May 2012	no cost		
Investigate and visit comparable schools that are making growth with the EL subgroup (investigate schedules, curriculum, resources, etc)	August 2011 - May 2012	release time, travel expenses	\$2,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) We will increase the number of opportunities for parents, families and community member to participate in school-wide functions by creating a more positive, informal and inviting environment. In addition, we will increase the number of parent training opportunities to support positive parenting skills and engagement with their students in academics.	
Student groups and grade levels to participate in this goal: All students in grades K-6 and their parents	Anticipated annual performance growth for each group: Improved student attendance, fewer discipline referrals and suspensions, higher homework completion rates, improved student achievement
Means of evaluating progress toward this goal: Sign in sheets at activities and events Student attendance records Student progress reports and report cards Discipline records, referrals and suspensions	Group data to be collected to measure academic gains: STAR test results, discipline data, district assessments, attendance records

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Hire Parent Coordinator	August 2011 -May 2012	Parent Coordinator	\$6,000	Title 1 Parent Education
Hire Language Liaison	August 2011 -May 2012	Language liaison	\$5,600	EIA
Send home school calendar, weekly newsletter and other parent notices and communication, and use these tools in our parent education offerings.	August 2011 -May 2012	copies	\$6,000	Title 1 Parent Education
Organize and schedule school activities and parent trainings (Family Math Night, Books and Blankets, Fall Jamboree, Parenting Partners, Nutrition, Budgeting, etc.)	August 2011 -May 2012	workshop materials, books, refreshments, child care	\$3,000	Title 1 Parent Education
Hire Second Step and PIP staff to work with both staff and students in violence/bullying prevention, Healthy Play, anger management, conflict resolution, etc; professional development for staff in working with students in our major subgroups (economically disadvantaged, EL, etc.)	August 2011 -May 2012	personnel; books and training materials	\$9,000	EIA-SCE
Organize and schedule assemblies (anti-bullying, positive attendance and behavior, etc.); support to Student Council and Student Leadership Conference	August 2011 -May 2012	speakers, materials	\$1,000	Title 1
Purchase BEST materials and resources for training and to support implementation of BEST program components	August 2011 -May 2012	books, posters, award certificates	\$1,500	Title 2
Have ILT and school staff analyze student achievement to monitor the achievement gap, and discipline referrals to monitor school climate.	August 2011 -May 2012	no cost		
Hire .5 School Counselor	August 2011 -May 2012	Counselor	\$30,000	Title 1
Conduct student and staff surveys on school climate/culture and analyze the data to identify needs; Investigate alternate character education programs to address the needs from data analysis	August 2011 -May 2012	materials, release time to visit other schools	\$1,000	EIA-SCE

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Teachers and staff will participate in professional development opportunities to increase their skills and knowledge to improve student achievement and engagement.	
Student groups and grade levels to participate in this goal: All students in grades K-6	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal: sign-in sheets at events implementation of new instructional strategies in class use of data analysis, meeting template and note-taking template in meetings	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide Opportunities for Teacher Professional Development in Formative Assessment <ul style="list-style-type: none"> Formative Assessment Follow-up sessions once per month 	August 2011 - May 2012	Release time/ teacher time	\$4,000	Title 1
Provide Opportunities for Teacher Professional Development in working with EL students Work with EL Support Teacher Language STAR	August 2011 - May 2012	Release time; Institute costs; training materials	\$4,000	EIA
Provide Opportunities for Professional Development in working with positive behavior support systems <ul style="list-style-type: none"> Train staff on BEST program and practices 	August 2011 - May 2012	Teacher stipend or extra hourly pay	\$6,000	Title 2
Provide Opportunities for Teacher Professional Development in working with Intervention and Rtl <ul style="list-style-type: none"> SBIT Team attending 5-day Rtl Training 	August 2010 - May 2011	Release time; Institute costs	\$3,000	
Provide Opportunities for Teacher Professional Development in working with core curriculum <ul style="list-style-type: none"> Collaboration with Math Support Teacher 	August 2010 - May 2011	Release time		Title 1, Title 2
Provide Opportunities for Teacher Professional Development in Collaboration and PLC Concepts <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Provide opportunities for staff training on using and accessing data from the electronic data system (EduSoft). Provide professional development for administrators and teachers on data analysis and instruction. ILT participation in 5-day PLC Workshops 	August 2010 - May 2011	Release time		Title 1. Title 2 EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	272	290		122	134		24	30		41	40	
Growth API	730	720		796	760							
Base API	734	724		787	790							
Target	5	5		5	5							
Growth	-4	-4		9	-30							
Met Target	No	No		Yes	No							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	61	63		76	78		218	237		20	37	
Growth API	654	676		633	631		705	695				
Base API	705	651		666	629		715	698				
Target	5	7		7	9		5	5				
Growth	-51	25		-33	2		-10	-3				
Met Target	No	Yes		No	No		No	No				

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	100	100	97	99	99	100	100	100	98	100	100
Number At or Above Proficient	113	110	62	72	67	34	5	9	3	10	8	2
Percent At or Above Proficient	40.1	37.9	27.3	57.6	50.0	34.0	20.8	30.0	12.5	23.3	20.0	7.7
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	99	100	100	87	98	100
Number At or Above Proficient	15	21	17	15	13	9	73	80	46	10	11	5
Percent At or Above Proficient	23.4	33.3	30.9	19.0	16.7	14.8	32.2	33.8	24.3	33.3	29.7	11.9
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7**
Met AYP Criteria	No	Yes	No	No	No	No	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	100	100	96	99	99	100	100	100	98	100	100
Number At or Above Proficient	118	120	67	70	67	38	8	11	5	14	13	5
Percent At or Above Proficient	42.1	41.4	29.5	56.9	50.0	38.0	33.3	36.7	20.8	32.6	32.5	19.2
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	98	100	100	87	98	100
Number At or Above Proficient	17	19	12	21	23	12	86	88	54	8	14	9
Percent At or Above Proficient	26.6	30.2	21.8	26.6	29.5	19.7	38.2	37.1	28.6	26.7	37.8	21.4
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**
Met AYP Criteria	No	Yes	No	No	Yes	No	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1			2	13	5	31	4	25	5	31		16
2			2	29	2	29	1	14	2	29		7
3			4	31	8	62			1	8		13
4			4	19	14	67	3	14				21
5	1	6	6	38	8	50			1	6		16
6			2	18	5	45	2	18	2	18		11
Total	1	1	20	24	42	50	10	12	11	13		84

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Citrus uses a variety of instruments to measure students' academic growth and adjust instruction. These assessments include STAR, CELDT, CUSD benchmark assessments and site level assessments such as CBM's, RESULTS assessments, writing rubrics, Avenues unit and placement assessments, and data from Essential Skills Programs and Accelerated Reader. Additionally, each grade level team has identified and/or created common assessments in ELA and math to monitor student progress in meeting SMART goals established by the team.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Citrus teachers meet each week, either as an entire staff or as grade level teams. These opportunities for collaboration are provided for staff to discuss and analyze data in order to monitor student progress on the various regularly administered assessments. Information garnered from these team meetings is used to place students who need additional support into our extended learning opportunities as appropriate.

The staff continues to increase their skill and knowledge about effective collaboration and the use of the Professional Learning Community model as a structure for this meeting time. The Instructional Leadership Team is in the process of implementing and modifying a data-analysis template, as well as agenda and meeting note templates to help guide conversations and to keep discussions focused on results and student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are highly qualified as per NCLB guidelines.

Additional professional development is offered each year in order for teachers to increase their knowledge and skill with regards to instructional strategies, formative assessment, data analysis, strategies for teaching English Language Learners, positive behavior support structures, and other topics as determined by the needs found through the analysis of data and our school program.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has successfully completed the original AB 75 modules.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Classroom teachers and support staff have completed some professional development in appropriate and necessary areas of instruction and student support as provided by the district and BCOE. Training has supported areas of need as determined through analysis of school programs and data. Primary areas of focus this year continue to be growth in working with our English Language Learner population, support in year two of our new math curriculum, working with families from poverty, and positive behavior support systems.

Teachers have had access to AB466 training for the English Language Arts adoption and to SB472 training for our newly adopted mathematics program. At this time, only four teachers have completed the minimum of forty hours of training for ELA. Most teachers have completed either the 40 hour training for mathematics, or have completed a two-day district-sponsored training provided by one of our math support teacher who is approved trainer for the curriculum. Citrus teachers participate in district-wide grade level meetings and trainings in both math and language arts several times each year.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

A goal for staff development is to align our school practices around the PLC pattern of business. The Instructional Leadership Team is participating in a district-sponsored series of workshops to deepen their understanding of PLC concepts to better embed them in our procedures. Under the PLC umbrella, staff reviews state standards, assesses student growth regularly and works in collaborative groups. These collaborative groups match up key state standards with CUSD essential standards and develop pacing guides, common formative assessments, review student scores on assessments and adjust instructional practices accordingly. All collaborative grade level meetings will be provided with templates to help them focus their discussions on the four key questions that provide the foundation of Professional Learning Communities.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have a part-time Math and 2.6 full-time Title 1 support teachers available to assist teachers in a variety of ways, including but not limited to professional development in instructional strategies, unit and lesson planning, use of Universal Access materials, model lessons, as well as pacing and sequencing.

Additionally, Citrus teachers are supported by the RSP and SDC teachers for assistance in working with students who are struggling to meet our academic standards and goals.

8. Teacher collaboration by grade level (EPC)

Citrus has created specific time for each grade level team to meet. We are currently working to develop skills and knowledge to make these teams more effective by providing additional staff development in PLC concepts and structures.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

CUSD has created pacing guides and district assessments to help with alignment of curriculum, instruction and materials to state standards. Citrus makes every effort to adhere to the CUSD developed pacing guides and district assessments.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Citrus teachers are currently teaching the recommended instructional minutes for core instruction in both reading/language arts and mathematics. Areas of struggle in this area continue to be in the areas of intervention and ELD instruction. We have strategic intervention four days per week, 30 minutes per group in reading, in class strategic support for math between one and two times per week, and no intensive intervention in either math or ELA. ELD instruction is happening at all grade levels for 45 minutes a day, four days per week. These are critical areas of academic need.

11. Lesson pacing schedule (EPC)

Citrus staff utilizes the CUSD developed pacing guides for mathematics.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All classes have appropriate instructional materials as per Williams Act guidelines and expectations.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All classes utilize State Board approved, standards-aligned instructional materials for the core academic areas. We currently use the following adopted programs:

- o English Language Arts: Houghton Mifflin
- o Mathematics: Everyday Math
- o Science: McMillan/McGraw Hill California Science (K-5); Prentice Hall Focus on Earth Science (6)
- o Social Science: Harcourt Reflections

Avenues (K-5) and High Point (6) have been adopted and staff has also been trained on Language Star methods for use for English Language Development at all grade levels. A variety of materials are being used for reading and math strategic intervention. We currently do not have an adopted set of materials for intensive intervention.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Grade Level Teams work together, and in collaboration with our Title 1 teacher, to address the needs of all students with the support of the Title I Program. We are currently focusing on building stronger PLC teams focused around the four key questions in the PLC model.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Citrus provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

There are opportunities for increased learning time at Citrus through our intervention and Afterschool Program. There are currently reading intervention groups for all grade levels each day. The After School Program provides additional homework help and re-teaching opportunities, as well as specific tutoring groups after school and at lunch. Community Action Volunteers in Education (CAVE) aides, as well as volunteers from the Bidwell Presbyterian Church provide students with opportunities for one-on-one reading and math tutoring.

17. Transition from preschool to kindergarten (Title I SWP)

Citrus participates in the Kindergarten Faire open to the public and held at CSU, Chico in November. Kindergarten registration opens in December. All neighborhood children are encouraged to register at this time. Area preschools are notified of the dates, which are also advertised in the school newsletter. Kindergarten teachers contact all families during the summer and hold orientations and class meetings before school starts to ease the transition into Kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Citrus is a school-wide Title 1 school, and has a grant to support our Afterschool Program. We are also a participating school in the Early Mental Health Initiative grant. The funding from these categorical programs and grants provide resources to help our struggling students with both academic and social/emotional support. In addition, we strive to develop strong partnerships with community resources and private enterprise to support our school, in particular our struggling students. Enloe Hospital, Bidwell Presbyterian Church, Butte County Office of Education, Community Action Volunteers in Education and California State University, Chico are key partners. Volunteers and members from each of these groups provide resources, volunteer time in classrooms, and help to support a variety of needs on the Citrus campus.

19. Strategies to increase parental involvement (Title I SWP)

Parental involvement continues to be an area of struggle for Citrus, and is a strong area of focus as a school this year. We strive to encourage and develop strong partnerships with our parents and community members, and this year are increasing our efforts to create more informal, and inviting activities to encourage family involvement. We currently employ a language liaison, parent coordinator and targeted case manager to assist with our parent involvement. We have both a PTA and School Site Council who provide input into the school, as well as provide information to parents. Parenting with Partners workshops are being held this year as well, giving families an opportunity to better connect with the staff and other parents in the Citrus community. Additionally, our math support teacher organized a Family Math Night in the fall. Our PTA sponsors several activities throughout the year, including Books and Blanket Night, the Fall Jamboree, and Trunk or Treat. The members contribute time and energy to fundraising, assisting teachers in the classroom, and coordinating and providing assemblies.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Citrus strives to involve all stakeholders in the planning, implementation and evaluation of its programs and practices, especially those governed by the guidelines found in the consolidated application. The Instructional Leadership Team meets once month to plan and guide the work of the school. The School-Based Intervention Team meets weekly to discuss support to struggling students, and the School Site Council meets on a regular basis and takes information back to staff meetings, PTA and other parent meetings. Additionally, the principal meets with representatives of the volunteer organizers of the Bidwell Presbyterian Church to organize support to students and staff.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

As a school-wide Title I school, Citrus receives funding to support underperforming students in meeting the academic content standards. In addition, Citrus receives funding from grants for both ASES and 21st Century grants to support our After School Program. Economic Impact Aid supports the instruction and support of our English Language Learners. Our special education population is provided support in our Resource and Special Day classes to give students in need increased opportunities for success.

22. Fiscal support (EPC)

Services and resources are provided through categorical funding designed to assist underperforming and struggling learners to meet standards. Citrus is designated a school-wide Title 1 school and receives funding to support the learning opportunities for our student subgroups. Additionally, we receive Economic Impact Aid money to support the needs of our English Learners. Programs are supported by the site and district through the use of these funds. Funding of these categorical programs fluctuate with the state and federal government's solvency.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$32,184
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$26,505
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$3,000
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$61,689

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$227,080
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<input checked="" 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	\$11,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$238,080

Total amount of state and federal categorical funds allocated to this school	\$299,769
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Citrus Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10/10/11

Attested:

Shirley Williams

Typed name of school principal

Signature of school principal

Date

Karen Natress

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

~ Come to school ready to learn and work hard.~ Bring necessary materials, completed assignments, and homework.~ Know and follow school and class rules.~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.~ Limit my TV watching and, instead, study or read every day after school.~ Respect the school, classmates, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Provide a quiet time and place for homework, and monitor TV viewing. ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition. ~ Regularly monitor my child's progress in school. ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences. ~ Communicate the importance of education and learning to my child. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Citrus Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shirley Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pauly Rabut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suzy Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jim Palmer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Nattress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheila Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pris Montgomery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rachel Tadeo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	2	1	4	0

(43) 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.

The Single Plan for Student Achievement

Chico Junior High School

School Name

04-61424-6057137

CDS Code

Date of this revision: Sept.22, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Pedro A. Caldera
Position: Principal
Telephone Number: (530) 891-3066 Ext. 208
Address: 280 Memorial Way
Chico, CA 95926
E-mail Address: pcaldera@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

The **vision** of Chico Junior High School is that every student develops his/her maximum potential. Opportunities will be provided to help all students develop good attitudes and standards for themselves. The unique needs of the middle school student will be met through a positive working relationship between staff, students, and parents. Independence, responsibility, decision-making, and a love for learning will be developed and encouraged.

The **mission** of Chico Junior High School, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to their community and confidently compete in a changing global society by engaging students in quality educational programs that address diverse student needs . In order to comply with the No Child Left Behind federal legislation, Chico Junior will strive to help all students become proficient or advanced on the California Standards Test.

III. School Profile

Chico Junior High School is located in the center of Chico. It serves students who reside in the southwest Chico area.

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Special opportunities are available for students who struggle with reading through Read Right instruction. Second language learners benefit from enrollment in English Language Development classes. Students who are learning Spanish continue their language acquisition in Dual Immersion Classes which are provided in both science and history.

In addition to the many academic opportunities, Chico Junior High School has award winning vocal and instrumental groups that consistently receive superior ratings at music festivals. Our Student Government class provides involvement in numerous engaging and age appropriate activities and events. We also have industrial technology program recommended for middle schools and students may participate in beginning or advanced art.

Students have before and after school homework support. A 21st Century Program offers academic support, enrichment and recreational opportunities. Our library is available to students before, during the school day, and after school.

We have access to a movie theater, three computer labs, and technology in every classroom. All classrooms have LCD projectors and Smartboards. The English department has ELMOs. Our school has a swimming pool available for use by the physical education classes.

Chico Junior has an active Parent Teacher Student Association, School Site Council, English Language Advisory Committee, and Safety Committee, regular Dual Immersion Parent Meetings, and many opportunities for parent volunteers.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Chico Junior High has much data available to help drive our instruction and monitor student progress. An hour of collaboration time is made possible by having students arrive an hour later on Wednesdays each week. During these late arrival collaboration meetings, our staff meetings, the department meetings, and informal meetings, teachers are able to examine data.

B. Surveys

District surveys were given to all staff members, parents and students. In addition, our school has administered informal surveys. The results from these surveys help us examine the educational program at Chico Junior High. This data shows that all stake holders are generally happy and approve of the current practices. Areas which score more to the middle range of satisfaction are ones that will be examined.

C. Classroom Observations

New teachers are provided support through on-site BTSA mentors. Temporary and Probationary Teachers are observed and evaluated every year. Unless a teacher is working on an Assistance Plan, tenured teachers with ten or more years of teaching experience are evaluated every five years. Alternate evaluations may be done if both the administrator and the teacher agree.

D. Student Work and School Documents

Student work is examined and evaluated by classroom teachers. Most is returned to students. Some assignments are displayed as examples of model work. Some are discussed in meetings with parents or other staff members. Rubrics are often used to explain expectations. Most school documents are created by individuals and/or committees, and they are taken to the larger group for feedback and either approval or correction.

E. Analysis of Current Instructional Program (See Appendix B)

Chico Junior Teachers have examined the state standards for their curriculum area and collaboratively identified a set of essential standards, based on a criterion that examines the endurance, relevance, leverage, and necessity of the standards. District Progress Assessments are being used to provide both site and district data for students' level of mastery. Each department also continuously evaluates formative assessments to help find better strategies to improve student learning and prepare students for the California Standards Test.

The teachers at Chico Junior meet the requirements for highly qualified staff as established by the No Child Left Behind legislation. Staff development opportunities which focus on improving student achievement have been provided as needed. A major emphasis has been placed on staff members receiving training from the DuFour model which guides professional communities to focus on student learning. Teachers from all of the curriculum are sharing effective teaching strategies based on common formative assessments. Staff development is now being focused on using revisiting SIM strategies and introducing new teaching strategies to answer question No. 3, what do we do when students don't learn? Staff development in mathematics continues to be a focus this year with math instructors and administrators learning from effective teachers in our district. This will be accomplished at our district KLT workshops.

All instructional materials have been adopted by the State Board of Education. In line with the Williams Act, all students have access to the necessary, mandated materials. Teachers work collaboratively to prepare lessons to meet the standards at their grade level and in their discipline.

Curriculum and instruction are provided for students at their level of success. Students who are struggling academically are given the opportunity for participation in smaller, more individualized classes. Read Right is available for students who have reading problems; computer programs and math intervention courses are used to supplement math instruction. Moreover, our Title 1 teacher pulls in students to address writing standards. Second language learners receive English Language Development support. In addition, many classrooms use CAVE volunteers.

Homework assistance is provided by supervisors, before, after school and at lunch. An hour of academic After-school assistance is available for identified students. We have the 21st Century Program open to all Chico Junior students both before and after school and during both winter and spring break. The library is open and supervised before school, at lunch, and for an hour after school. We also have a Center For Success for struggling students at lunch time. Students are assigned to the Center For Success at lunch time in order to get help from teachers and instructional aides. Many staff persons also provide extra support for students during the lunch break.

Parents support Chico Junior in a variety of much appreciated ways; participation in PTSA, membership in School Site Council, and donations of time and/or money or items to school programs and activities. The parents of students in the Dual Immersion Program meet at the school monthly.

Funding is provided by the district in the form of categorical and site budgets. The School Site Council recommends approval of the categorical expenditures. The school's Student Government is the umbrella group which allows clubs to raise funds to provide student activities.

V. Description of Barriers and Related School Goals

Barrier 1

Chico Junior's "Students with Disabilities," "Hispanic/Latino", and English Language Learners subgroups scored lower than the other subgroups on the CST. The "Hispanic/Latino" group did see strong gains in 2008-2009 and 2010-2011 but will continue to be a focus.

Goal: Increase achievement scores for all subgroups by one tier. (i.e. from Below Basic to Basic or Basic to Proficient) on CST scores.

Barrier 2

Chico Junior High School's diversity is both a strength and a challenge. Although the student body at the school is healthy in terms of representing a "real world" population, we have a high number of students with special needs.

Goal: Provide both academic and affective support for our students.

Barrier 3

Chico Junior High School has a number of families in the Socio-Economically Disadvantaged group, and we have many students in foster or group homes, single parent homes, and homes where both parents work long hours.

Goal: Provide activities and experiences for these students without financial support from parents.

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) 25 percent of students in all subgroups will move up one level on the NCLB proficiency continuum in Mathematics, English, Social Studies and Science. Proficient and Advanced students remain proficient or advanced, in order to meet the AYP minimums of 78.4% proficient in ELA and 79% in Mathematics.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All students - all grade levels Students in all statistically significant subgroups - White, Latino and Hispanic and Socio-Economically Disadvantaged. Second language learners Students who struggle with reading Students with behavior issues 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Improve at least one level in the proficiency continuum on the CST scores. Improve at least one level on the CELDT assessment Passing grades Read/Right data Participation in before, during and after school activities and interventions. Standards attained based on DPA
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Formative Assessments Teacher observation Test scores and progress in the classrooms Report card grades Participation logs Weekly teacher collaboration meetings Analysis of CST results Intervention Team agendas Instructional Leadership Team agendas 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> Formative Assessment scores CST scores District Progress Assessments (DPA) CELDT scores Report card data BLAST Attendance Logs Read/Right data Intervention Team agendas Instructional Leadership Team agendas

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Use Data to drive Instruction	On-going	Copy Costs	\$1,000	Title I
2. Use data from District Progress Assessment	On-going	Copy Costs	\$1,800	Title I
3. Continue ILT	On-going	Stipends	\$9,000	Title I
4. Improve ILT	On-going	Training/Conference	\$5,000	Title I/Title II
5. Notify parents of student grades	On-going	Mailings	\$2,000	Title I
6. Continue/Improve BLAST	On-going	Salaries, Materials, equipment	\$130,000	Grant
7. Provide extra learning hours, including credit recovery	On-going	Salary, Materials	\$20,000	Title I
8. Support Read Right	On-going	Salary (teacher and Aide)	\$62,000	Title I

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
9. Provide Title I support	On-going	Aide Salary	\$32,000	Title I
10. Provide appropriate staff development	On-going	Trainings/materials	\$10,000	Title II
11. Provide parent-school support	On-going	Parent Liaison	\$31,000	Title I/EIA
12. Provide second language learner support	On-going	Bilingual aide	\$12,000	Title I/EIA
13. Continue to update library	On-going	Purchase books	\$2,000	EIA
14. Provide recognition for student success	On-going	Awards	\$500	EIA
15. Provide supplementary materials and equipment	On-going	As identified	\$20,000	Title I/EIA
16. Provide Counseling services for students in need	On-going	Counselor .6	\$52,000	Title I
17. Provide Title 1 Coordinator of Interventions	On-going	Coordinator .4	\$28,000	Title I
18. Provide SBIT meetings for identified students	on-going	Materials/copy costs	\$1,000	Title I/EIA
19. Provide smaller ELD class sizes	on-going	Supplement teacher salary	\$24,000	Title I/EIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Chico Junior High School will provide internal and external communications at least once a week for internal and once a month for external.	
Student groups and grade levels to participate in this goal: All students and grade levels, the staff who works with these students, and the students' parents	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> All groups will have processes in place so they know about upcoming events and activities. All groups will have an opportunity to provide input. All groups will have an opportunity to evaluate progress in this area.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Participation numbers Response to inquiries and requests Survey results 	Group data to be collected to measure academic gains: Student, staff, and parent surveys

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Provide opportunities for student information. 2. Provide opportunities for student involvement 3. Provide opportunities for staff information 4. Provide opportunities for staff involvement 5. Provide opportunities for parent information 6. Provide opportunities for parent involvement	On-going	1. Binder Reminders, morning intercom announcements, marquees, bulletin boards, flyers: copies, paper, software, Binder Reminders 2. Before school, lunch break, and after school activities and events: clubs, intramurals, BLAST, Afterschool Intervention, Student Government activities: materials, equipment, rentals, awards 3. Cougar News, What's New...What's Due, morning intercom announcements, emails: copies 4. Wednesday collaboration meetings, department meetings, staff meetings, Intervention Team Meetings, Office Calendar 5. <u>Cougar News</u> , Marguees, CJHS Website, Parent	1. \$4,000 2. \$18,000 3. \$500 4. 0 5. \$500 6. \$1,500	1. Student Govt. 2. Student Govt. 3. General 4. N/A 5. Multi-funded 6. Student Govt.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
		Connect, parent conferences, SST meetings, IEP meetings, AB1802 meetings, progress reports, report cards: copies 6. PTSA meetings, SSC meetings, Dual Immersion meetings, Back to School Night, Latino Family Night, Asian Family Night, Read/Right Parent Night, field trip chaperones, Student Government chaperones, Tri Tip Dinner: 8th Grade Awards Ceremony, Promotion Ceremony		

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Chico Junior High School will improve school safety and the learning environment.	
Student groups and grade levels to participate in this goal: School safety and the learning environment will be improved for all student groups and all grade levels.	Anticipated annual performance growth for each group: All student groups will maintain or move from one tier to another (i.e. Basic to Proficient).
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Classroom success • CST Scores • Survey Results • Attendance • Discipline 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • Grade summaries • CST Results • Survey Results • Attendance Records • Discipline Records

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
1. Provide recognition for student success in citizenship and academics 2. Encourage student involvement: clubs, activities, intramurals, events 3. Update the School Safety Plan 4. Improve the code red procedure 5. Update and improve camera surveillance 6. Maintain a clean, attractive, inviting, learning environment 7. Collaborate to develop ways to improve school discipline, school spirit, and students' sense of belonging 8. Encourage student integration among our various cultures 9. Provide a variety of activities for students on late arrival Wednesdays 10. Utilize technology for communication between classrooms and office	1. Aug. '09 to May '10 (on-going) 2. On-going 3. Sept. '09 4. Oct. '09 5. Feb. '11 6. On-going 7. On-going 8. On-going 9. On-going 10. O-going	1. Copies 2. Copies, materials, equipment 3. Copies 4. Copies 5. Surveillance Cameras 6. N/A 7. N/A 8. N/A 9. N/A 10. N/A	1. \$100 2. \$5,000 3. \$25 4. \$15 5. \$3,000 6. N/A 7. N/A 8. N/A 9. N/A 10. N/A	1. Student Govt. 2. Student Govt. 3. School Safety 4. School Safety 5. School Safety 6. N/A 7. N/A 8. N/A 9. N/A 10. N/A

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	554	522	514	320	288	284	27	22	27	49	43	46
Growth API	802	811	826	844	870	879			688			779
Base API	770	791	811	819	839	870			728			747
Target	5	5	A	A	A	A						
Growth	32	20	15	25	31	9						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	136	142	131	126	131	100	286	260	267	65	59	54
Growth API	749	730	766		692	712	732	731	754			550
Base API	674	729	730	633	651	692	695	718	731			612
Target	6	5	5		7	5	5	5	5			
Growth	75	1	36		41	20	37	13	23			
Met Target	Yes	No	Yes		Yes	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	98	99	98	98	99	100	100	100	100	100	98
Number At or Above Proficient	332	305	316	230	210	213	13	10	8	11	13	14
Percent At or Above Proficient	59.0	59.1	61.5	71.4	73.9	75.0	44.8	45.5	29.6	22.0	30.2	30.4
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	100	100	100	99	99	100	100	97	97
Number At or Above Proficient	65	58	68	30	34	29	130	103	115	27	16	16
Percent At or Above Proficient	46.4	41.1	51.9	22.9	26.0	29.0	44.1	40.2	43.1	36.5	27.6	29.6
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	No	Yes	Yes	No	No	Yes	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	98	99	97	98	99	97	100	97	100	100	98
Number At or Above Proficient	264	266	299	187	183	191	7	6	8	16	17	24
Percent At or Above Proficient	47.3	51.7	58.4	58.8	64.4	67.5	25.0	27.3	30.8	32.0	39.5	52.2
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	No	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	99	100	100	100	100	98	99	99	99	97	97
Number At or Above Proficient	46	48	64	27	40	39	97	94	123	15	20	8
Percent At or Above Proficient	32.9	34.3	48.9	20.6	30.8	39.0	33.1	36.7	46.4	20.5	34.5	14.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	Yes	No	Yes	No	Yes	Yes	No	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	3	9	17	49	13	37	2	6			35
8	4	11	19	51	12	32	2	5			37
Total	7	10	36	50	25	35	4	6			72

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

We currently use data from the STAR testing in conjunction with district progress assessment and site level formative assessments to modify instruction in efforts to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Using Edusoft to organize data on formative assessments

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are currently high qualified under NCLB

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Both Principal has been trained in AB 75 and the Assistant Principal will be trained in the near future.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed. Access for more teachers to AB 466 would be beneficial.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Engaged in SIM training to help students access current standards.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

No full-time coaches available, but SIM trainer will make site visits to help with implementation of new strategies.

8. Teacher collaboration by grade level (EPC)

Teachers collaborating using PLC strategies every Wednesday.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All core areas have aligned instruction to standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Students receive more than 1 hour of reading and Language Arts instructions per day, but a little less than an hour in math.

11. Lesson pacing schedule (EPC)

Some pacing guides are in place, all core areas will have these in place by the end of the year.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All students have access to state-adopted materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All materials are State-Adopted in core areas.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

We have some English Language Development classes funded by the regular program. We also have some remedial English classes funded by the regular program.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Currently implementing PLC and SIM researched strategies to improve student performance in all core content areas.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Increased learning time available before school through BLAST, at lunch in the Center For Success and after school through BLAST and Credit Recovery.

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Working together with CSU-Chico to develop more connections to serve our students.

19. Strategies to increase parental involvement (Title I SWP)

We have worked hard to be more available to parents and have tried to encourage participation through events on campus.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

SII stakeholder groups represented through SSC, ELAC and PTSA. New student group - Cougar Council - created to obtain more input from students. Students also have voice through Student Leadership.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Funds being utilized to provide aides to increase student performance through the Center For Success and classroom help.

22. Fiscal support (EPC)

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$23,820
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education \$131 ARRA SFSF (SIP) \$26,106 ARRA SFSF (Safe Schools) \$7,000	\$33,237
Total amount of state categorical funds allocated to this school	\$57,057

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$175,000
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[] 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	
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[] 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	
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[X] Other Federal Funds (list and describe)(42) Title I Stimulus \$137,000	\$137,000
Total amount of federal categorical funds allocated to this school	\$312,000

Total amount of state and federal categorical funds allocated to this school	\$369,369
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Chico Junior High School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (list)

PTSA

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 Local Improvement 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 on: Oct. 5, 2011

Attested:

<u>Pedro A. Caldera</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Rochelle Simmons</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- ~ Believe that I can learn and will learn.
- ~ Read for at least 30 minutes, five days a week.
- ~ Come to class on time, ready to learn, and with assignments completed
- ~ Set aside time every day to complete my homework.
- ~ Know and follow the school and class rules.
- ~ Follow the school's uniform dress code.
- ~ Regularly talk to my parents and my teachers about my progress in school.
- ~ Respect my school, classmates, staff, and family.

Parents Pledge:

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

- ~ Talk to my child regularly about the value of education.
- ~ Monitor TV viewing and make sure that my child reads every day.
- ~ Make sure that my child attends school every day, on time, and with homework completed.
- ~ Support the school's discipline and uniform dress codes.
- ~ Monitor my child's progress in school
- ~ Make every effort to attend school events such as parent-teacher conferences, Open House, and Back-to-School Night.
- ~ Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- ~ Participate in shared decision making with school staff and other families for the benefit of students.
- ~ Respect the school, staff, students, and families.

Staff Pledge:

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

- ~ Communicate high expectations for every student.
- ~ Endeavor to motivate my students to learn.
- ~ Teach and involve students in classes that are interesting and challenging.
- ~ Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community.
- ~ Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- ~ Communicate regularly with families about their child's progress in school.
- ~ Provide assistance to families on what they can do to support their child's learning.
- ~ Participate in shared decision making with other school staff and families for the benefit of students.
- ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Chico Junior High School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pedro Caldera	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margie Taresh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lori Welsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rochelle Simmons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Duchala	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andy Wahl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Slater	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Moxon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Josie Cornwell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Denise Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	3	2

(43) 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.

The Single Plan for Student Achievement

Chico High School

School Name

04-61424-0431676

CDS Code

Date of this revision: 10/1/11

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jim Hanlon
Position: Principal
Telephone Number: (530) 891-3027
Address: 901 Esplanade
Chico, CA 95926
E-mail Address: jhanlon@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

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

II. School Vision and Mission

Chico High School Vision

We commit to engaging in the process of asking and answering the following four critical questions:

1. What do we want students to learn?
2. How are we going to know when they have learned it?
3. What are we going to do when they don't learn it?
4. What are we going to do when they do learn it?

We will continue to modify our practices in an effort to support high levels of learning for all students.

Mission Statement

CHS Mission:

We will provide a safe and enriched student-centered learning environment where each student can:

- Realize his/her academic and creative potential.
- Nurture his/her individual talents and abilities.
- Develop respect for self and others.
- Become an involved, responsible citizen.
- Be connected to Chico High School.

Beliefs

- ~ We believe that all students can learn.
- ~ We believe in the worth and the dignity of the individual student.
- ~ We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect.
- ~ We believe in the importance of pursuing truth and knowledge, in commitment to excellence, and in the nurturing of responsible citizenship.
- ~ We believe that students should meet high academic standards in order to graduate from high school.
- ~ We believe in providing a safe school environment, which encourages the freedom to teach, and the freedom to learn.
- ~ We believe in and support diverse teaching styles within the context of common learning standards and graduation requirements.
- ~ We believe in teacher camaraderie where there is time to talk, explore, and plan together.
- ~ We believe in the democratic process in that we involve students, staff, and parents in the decision making process, constantly striving to achieve the mission statement and learning expectations established for our students, school, and district.

Chico High Expected Schoolwide Learning Results

1. Educated Individuals Who:
 - ~ Possess and apply a broad body of knowledge, and attain subject area learning standards including, but not limited to, Applied Arts, English/Language Arts, Foreign Language, Health, History/Social Science, Mathematics, Physical Education, Science, and Visual & Performing Arts.
2. Critical, Reflective Thinkers and Problem Solvers Who:
 - ~ Effectively access, analyze, evaluate and use information from a variety of sources.
 - ~ Organize relevant information, make connections, and draw conclusions.
 - ~ Work independently and cooperatively toward effective solutions.
 - ~ Participate effectively in a team setting.
 - ~ Set, prioritize, and revise personal goals.
3. Effective Communicators Who:
 - ~ Understand and convey written, oral, and visual ideas and information, using a variety of media.
 - ~ Listen and ask relevant questions.
 - ~ Communicate and work well with people from diverse backgrounds in a variety of situations.
 - ~ Effectively resolve differences.
4. Effective Users of Technology Who:
 - ~ Choose appropriate procedures, tools, software, or equipment including computers and other technologies.
 - ~ Demonstrate proficiency in: keyboarding, word processing, information retrieval, database, spreadsheet, and general computer knowledge.
 - ~ Use technologies appropriately to gather, select, and present information.
 - ~ Understand the overall intent and apply proper procedures for set-up and operation of equipment and software.

III. School Profile

Chico High School is a grade nine through twelve comprehensive high school located in Chico, California, a university town located 175 miles northeast of San Francisco in the Sacramento Valley. Agriculture has historically been Chico's major industry; more recently, retail trade and tourism have played larger roles in the area economy. Health care and education remain major employers: Chico is home to Enloe Medical Center, as well as to California State University, Chico (CSUC) and to Butte Community College. A lively arts scene, including theater, music, drama, and dance, led to Chico's designation in 2002 as one of the 100 Best Art Towns in America.

Chico is typical of many California communities in its rapid growth over the past fifteen years. As housing prices and the cost of living in California's metropolitan areas soars, Chico's population exploded from 40,079 in 1990 to 67,509 in 2000 to 86,107 in 2010. (<http://www.citypopulation.de>). Within the unincorporated areas immediately adjacent to the city limits, another 28,562 live, bringing the population currently served by the Chico Unified School District (CUSD) to 114,669. Average income per household is \$36,205 per year; our unemployment rate was 12.1% in June 2010.

Chico High has a tradition of academic excellence and a reputation for being responsive to the student needs. The last four years faculty has adopted the Professional Learning Community (PLC) model based upon work presented by Rick and Becky DuFour. This model entails asking and answering four essential questions about teaching and learning. Weekly collaboration time has been created for teachers to work in course-alike teams to identify essential standards, develop learning targets and common assessments. All Chico High students take courses within the traditional program, and may participate in any of Chico High's extracurricular activities, AP and honors courses, two smaller learning communities (Ag and CAD+), or Butte College Connection and California Scholars Program in conjunction with CSU, Chico. Programs, clubs, and activities help individual students feel a sense of belonging at the school. These include athletics, cheerleading, dance, music (both instrumental and choral), theater, and other programs through the various ASB clubs.

All Chico High students take courses within the traditional program, and may participate in any of Chico High's extracurricular activities, AP courses, or college partnerships. In addition, two Smaller Learning Communities (SLCs) offer students a chance to explore specific interests or address specific needs in more depth with a smaller group of students and teachers. Modeled on the same philosophy as cluster colleges, SLCs combine the advantages of a large high school with the personalized attention of a small one.

Current SLCs include:

- ~ CAD+ integrates architectural design/engineering with mathematics with the intent of preparing students for post-secondary training in their selected field. Coordinated with on-the-job opportunities through the ROP program, many students are placed in industry internships/apprenticeships prior to graduation.
- ~ Chico High's Agriculture program, with a long-standing tradition of excellence, offers both college prep and career pathway programs in animal science, plant science, horticulture, and welding. Ag/FFA students develop leadership skills and confidence while acquiring academic skills for graduation and post-secondary work.

Parents actively participate in the decision-making process through committees including School Site Council, Parent Teacher Student Association (PTSA), Administrative Council, Ag Advisory Council, Latino Parent Advisory, the Library Advisory Committee and the Agricultural Advisory Committee. Parents also support the school by participating in athletic and music booster groups. Last year, we were fortunate enough to have over 2,000 hours of volunteer time provided by the Parent Teacher Student Association (PTSA) alone.

Local businesses provide sponsorship for a variety of campus activities, from music and the performing arts to sports and clubs. Architects and builders take architectural design students under their wings. CSU, Chico and Butte College also provide a wealth of support and partnerships. The Ag Program has a business advisory committee, as well as partners in local business including CSU Chico and Butte College.

Chico High has benefited from a good working relationship with the North Valley Community Foundation. Most recently, in the wake of continued state funding cutbacks, the NVCF has helped Chico High to create a Chico High Foundation. The Chico High Foundation began operation in October of 2003, with a mission to support educational, curricular, and co-curricular programs at Chico High School. The advisory board of this foundation includes many respected community members. The Chico High Foundation currently operates under the auspices of the NVCF.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

A recent review of data revealed that the subject areas where most students receive a failing grade was in Algebra A, English 9 and World History. It is the finding of the Research and Review committee that students struggling in these subject areas be provided academic intervention. The Research and Review committee will also be investigating how best to meet the needs of 11th and 12th graders struggling in the areas of math and English and how best to implement interventions next year.

B. Surveys

A survey of staff indicates that the most common reason for student failure is the lack of homework completion. Below are the responses of the CHS staff when asked "What are the reason(s) for each student in you class that received an "F" grade?"

- Homework - 359
- Attendance - 289
- Participation - 194
- Skills - 109
- Content - 113
- Behavior - 47
- English Lang. - 19.

Student surveys of Senior level students that failed classes as Freshmen yielded interesting and useful feedback. Students revealed that the main reasons for failure included the following:

- Not doing the work.
- Teacher moved too fast before all students understood the material.
- Not going to class.
- Not enough help from the teacher...too many students in the class.
- Teacher not available for extra help.

A secondary survey was taken of the staff regarding school environment and opinions regarding implementation of the new schoolwide Tardy System. Results indicated near unified support for the system among staff and has seen remarkable results with over 99% of students in class on time.

C. Classroom Observations

The teachers at Chico High School work very hard to ensure that all students at CHS learn. Nevertheless, there are always some students who fail to learn in any given class. The teacher is then put in the situation of choosing between the needs of the many and the needs of the few. Inevitably, the needs of the many win over and any additional support provided to the failing student is dependent on the teacher's time, skill level, motivation and instructional strategies.

Therefore, the CHS Learning Center was created and is now in its 5th year. The mission of the Learning Center is to support 9th and 10th graders that are failing their Math or English class. Students are required to attend a lunch tutorial for three-week sessions. Results have been extremely positive and have shown remarkable student progress in both Math and English. Over 90% of all participating students show a significant increase in the course grade from entry to exit of the Learning Center. First year results with regards to failure rates for Algebra A students have dropped from 26% to just over 11%. Subsequent years have shown similar results as has results in English.

D. Student Work and School Documents

CHS has implemented an English 10A course for struggling sophomore students. This is a non-college prep English class. Similar classes are available for 11th and 12th graders.

Students struggling in Algebra will be required to enroll in the "Bridge to Algebra" class for remediation.

And after school tutorial is also available for students and two credentialed teachers are available for help.

E. Analysis of Current Instructional Program (See Appendix B)

Teacher teams (collaborative groups) have identified critical state standards that are emphasized within the daily instructional program. Common assessments have been developed to determine if all students have learned the identified instructional program. Teachers collaborate weekly to discuss pacing, critical content and develop and implementation of common assessments. Teachers and teacher collaboration teams have been provided time (full day release time) to discuss assessment results via release time.

V. Description of Barriers and Related School Goals

Past school culture has been that teachers have been essentially "independent contractors" experiencing substantial autonomy with regards to the curriculum they are teaching. This is no longer the case as teacher teams (collaboration groups) have determined what is necessary for all students to learn. The teaching staff has made great strides as they shift from working as individuals into collaborative teams. Teachers have identified critical standards for each content area. There is a continual need for more frequent common assessments to measure student learning and additional time for teachers to discuss the results so that they can adjust and improve instruction. Due to budget cuts we have had limited funding for teacher release time so that teachers can work on pacing guides, best instructional practices and common assessments. Supplies, materials and copy costs continue to burden our limited site budgets.

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) Continue to discuss, design and implement the various elements of a complete pyramid of interventions with staff input. Interventions will provide support for all students (including grades 11 and 12) not succeeding in the classroom. Support may include Freshmen/Sophomore Learning Center as well as school wide and classroom interventions.	
Student groups and grade levels to participate in this goal: An increasing number of students failing or in danger of failing a class will receive additional support in order to be successful. Grades 9-12 across all content areas will be impacted.	Anticipated annual performance growth for each group: A significant reduction in the number of total "D" and "F" grades given out by teachers without a reduction in academic rigor. Our goal will be to see a 10% reduction in the number of failing and near-failing grades each year.
Means of evaluating progress toward this goal: We will pull grade, attendance and disciplinary data from the Aeries record system after each grade report period (every six weeks).	Group data to be collected to measure academic gains: Data utilized will be broken down by ethnic group and by individual courses.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Research Group (a working teacher group) has been organized and meets throughout the year to collect information and data, and present a plan to the entire staff for consideration for implementation.	Research Group organized in August, 2007. Group will collect data, analyze and present to staff annually.	No cost.		
Research Group will investigate year #6 intervention plan and look at options for implementation for Fall 2012.	Group will meet starting in October 2011 and looks at options to start implementation in Fall 2012.	No cost.		

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Support will be provided for high-priority students, including English Learners, students with disabilities and students performing below grade level.	
Student groups and grade levels to participate in this goal: Students being served under this goal: <ul style="list-style-type: none"> • Grades 9-12 • English Language Learners • Special Education Students • Low SES groups • Minority students struggling academically • Students in danger of failing core subjects • Students that are failing core subjects 	Anticipated annual performance growth for each group: Our goal is to see a 10% increase in API for these subgroups as well as a 10% decrease in the number of courses failed.
Means of evaluating progress toward this goal: Data will be collected from the following sources: <ul style="list-style-type: none"> • STAR Scores • Classroom grades • CELDT Scores • District Benchmark Assessments 	Group data to be collected to measure academic gains: Data to be collected: <ul style="list-style-type: none"> • STAR data • Grade data • Attendance data • Discipline data • CELDT data • CaHSEE data

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide additional staffing and material support to support struggling learners.	Start Date: September 2011 End Date: June 2012	\$50,000	\$50,000	EIA Funding

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Support teachers materially to maximize student learning and classroom instruction.	
Student groups and grade levels to participate in this goal: All students in grades 9-12 will benefit by having any supplemental materials and equipment that will improve the learning environment in Chico High School classrooms.	Anticipated annual performance growth for each group: We will expect to meet or exceed our annual expected increase in our API score as well as a 5-10% increase in the number of proficient students in each academic area.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Benchmark Data • Common Assessment Data 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • STAR Data

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
School Site Council will invite CHS staff to submit needs for consideration that will supplement the academic instruction in their classrooms. Examples might include special equipment, additional resource books, specialized software, etc.	January 2012 - May 2012	\$100,000	\$100,000	EAI Funding

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Assessment strategies that improve student performance: <ul style="list-style-type: none"> Continue progress toward common assessments within departmental collaborative groups. These standards based common assessments will support academic progress as demonstrated by STAR test results. Work to create a district-wide common Benchmark Final for all core content areas (Math, English, Science and Social Science) Provide time for teachers to collaborate in order to discuss data. 	
Student groups and grade levels to participate in this goal: All students in grades 9-12.	Anticipated annual performance growth for each group: Increase of STAR API score of 20-25 points due to increased students' performance and improved instruction due to quality student performance data.
Means of evaluating progress toward this goal: CST and API scores.	Group data to be collected to measure academic gains: API scores.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Provide ongoing staff time to develop high quality common assessments and Benchmark Finals.	<ul style="list-style-type: none"> Ongoing. 	\$10,000	\$10,000	Title II Funds

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Continue to strengthen the Professional Learning Community process in campus in the following areas: 1. Staff Development 2. Writing across the curriculum 3. Continued collaboration for all teaching/counseling staff 4. Maintaining school-wide momentum in PLC process regardless of financial distress.	
Student groups and grade levels to participate in this goal: All grades levels (9-12) will be impacted.	Anticipated annual performance growth for each group: Meeting or exceeding required API scores for Chico High School.
Means of evaluating progress toward this goal: API and STAR test scores as well as overall improved student performance in the classroom (continued decrease in failure rates).	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • STAR API scores • Failure Rates in all academic areas • Graduation Rates

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Staff development resources will be focused on PLC process including the development of teacher skills that directly and measurably impact student performance, collaboration, common assessment, and intervention for struggling learners.	Ongoing	\$60,000 per year.	\$60,000 per year.	Title II Funding
Continue to approve the teacher collaboration waiver (requires annual teacher association approval) for our site.	Each year.	Ongoing.	None.	None.

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	1246	1313	1152	795	845	735	45	35	40	127	117	119
Growth API	753	802	806	786	830	838			714	732	780	748
Base API	734	754	802	771	787	829			694	701	731	780
Target	5	5	A	5	5	A				5	5	5
Growth	19	48	4	15	43	9				31	49	-32
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	No

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	221	221	217	209	176	197	445	426	460	131	149	143
Growth API	683	734	742		670	672	662	725	721	476	556	535
Base API	633	686	735	600	637	671	628	664	726	465	474	549
Target	8	6	5		8	6	9	7	5	17	16	13
Growth	50	48	7		33	1	34	61	-5	11	82	-14
Met Target	Yes	Yes	Yes		Yes	No	Yes	Yes	No	No	Yes	No

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2008-09	2009-10		2010-11		
		All Students	Years of EL instruction		Years of EL instruction	
			Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576	
Number Met	257	97	251	110	245	
Percent Met	40.6	12.1	42.4	15	43	
NCLB Target	30.6	17.4	41.3	18.7	43.2	
Met Target	Yes	No	Yes	No	No	

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	94	93	95	94	94	92	100	100	95	94	98
Number At or Above Proficient	301	257	275	223	196	215	10	5	--	13	21	11
Percent At or Above Proficient	66.0	65.9	67.2	75.1	76.9	78.2	50.0	31.2	--	37.1	50.0	28.9
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	95	90	91	94	93	89	93	86	66	80	67
Number At or Above Proficient	42	23	33	13	9	6	59	56	68	7	9	14
Percent At or Above Proficient	49.4	39.7	47.8	20.0	16.4	10.7	44.4	41.8	44.2	17.9	23.1	34.1
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	--	No	--	--	--	No	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	97	95	98	98	94	98	96	100	100	98	96	100
Number At or Above Proficient	314	248	287	231	182	211	6	3	--	25	28	21
Percent At or Above Proficient	66.7	63.4	67.2	76.0	71.4	73.5	28.6	18.8	--	69.4	65.1	53.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	99	96	97	99	99	97	96	96	95	86	89	94
Number At or Above Proficient	40	24	37	24	17	17	69	60	78	11	7	9
Percent At or Above Proficient	44.4	42.1	50.0	33.8	29.8	29.3	48.3	42.6	46.2	21.6	15.9	15.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**
Met AYP Criteria	Yes	--	Yes	No	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	5	15	37	16	39	5	12	3	7	41
10	1	3	9	26	16	47	6	18	2	6	34
11	1	5	9	45	6	30	3	15	1	5	20
12			9	60	3	20	1	7	2	13	15
Total	4	4	42	38	41	37	15	14	8	7	110

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Meeting Performance Goals. STAR test results are discussed during Staff Meetings, Instructional Council (Department Chairs) and Department Meetings as appropriate. It is our goal to narrow and then eliminate the achievement gap between our minority population and our white population.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meeting Performance Goals. We are currently developing common assessments within our course alike collaborative groups. All course alike groups are continuing to develop common assessments at this time. Starting with the 2011-12 school year CUSD has initiated a district-wide Benchmark Common Assessment.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Exceeding Performance Goals-All of our staff is highly qualified as per NCLB with the exception of three special education teachers. All three are in the process of becoming highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Exceeding Performance Goals. All three Assistant Principals and the Principal have completed the AB 75 or AB 430 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Meeting Performance Goals. All CHS teachers are appropriately credentialed and eligible teachers have been provided the opportunity to attend AB 466 training.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Meeting Performance Goals. Since the 2006-07 school year, all staff development has been approved (by the Principal) only if it directly meets the requirements of the California State Standards, collaboration and student intervention issues. Staff development funding from SBCP also must meet this requirement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

Exceeding Performance Goals. The Chico High School staff adopted a contract waiver (93% approval) for the 5th consecutive year to meet weekly for 45 minutes for teacher collaboration. Collaboration groups are made up of course-alike members (not grade level which is more typical of elementary teachers).

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Meeting Performance Goals. Core teachers have been provided release time via SBCP funding to align curriculum, instruction and materials to meet NCLB performance standards and the California State Standards. Teachers have continued this process during the weekly collaboration time.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Meeting Performance Goals. All SBE adopted instructional materials meet NCLB requirements.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Meeting Performance Goals. All SBE adopted instructional materials have been SBE adopted and are aligned with California State Standards.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Meeting Performance Goals. CHS requires an intervention math and English classes for any senior student that has failed to pass the respective parts of the CAHSEE by the beginning of the senior year. At the start of the 2008-09 school year we implemented a Freshmen Learning Center where attendance is required for any freshmen or sophomore failing Algebra or English.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Exceeding Performance Goals. Chico High School is closely linked to the research of Rick DeFour (as well as other educational researcher/practitioners Stiggins, Marzano, Fullen, Schmoker, Reeves and Eaker) to raise student achievement. We continue to move in the direction of the collaboration-intervention model for improved school-wide achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

N/A - Chico High School is not a Title I school.

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Exceeding Performance Goals. CHS has various programs and resources to assist student academic development including the Smaller Learning Communities (CAD+ and Ag Program), READ 180 Intervention Program, Learning Center, Peer Tutoring and Peer Mediation.

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Meeting Performance Goals - Parents, classroom teachers, office staff and students participated in the planning and implementation of the Consolidated Application Program plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Meeting Performance Goals. Categorical funds fund a 5-hour teacher aide, as well as additional resources for supplementary materials.

22. Fiscal support (EPC)

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$190,000
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$33,300
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): (Specialized Programs) \$50,000 (Safe Schools) \$7,000	\$57,000
Total amount of state categorical funds allocated to this school	\$280,300

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	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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	
<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	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<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	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/> Other Federal Funds (list and describe)(42) Perkins \$40,000	\$40,000
Total amount of federal categorical funds allocated to this school	\$40,000

Total amount of state and federal categorical funds allocated to this school	\$320,300
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	190,000	0	33,300	0
Carryover	71,000	0	0	0
Indirect Costs	0	0	0	0
Direct Costs	0	0	0	0
Transfer to General Fund	0	0	0	0
NCLB	0	0	0	0
Intervention Programs	0	0	0	0
Less Testing Team	0	0	0	0
Plus Parent Involvement	0	0	0	0
Schools Allocation	0	0	0	0

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Chico High School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

- Instructional Council
 - PTSA (Parent-Teacher-Student Association)
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 Local Improvement 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 on:

Attested:

Jim Hanlon

Typed name of school principal

Signature of school principal

Date

Nancy Skadal-Teacher

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Produce quality work that meets the high standards of each class. ~ Attend school regularly, on time, and with completed homework. Follow agreed-upon schedule and home/school rules. ~ Participate in school activities with my parents and teachers that help to improve teaching and learning, both at home and at school. ~ Tell parents honestly what is happening at school, and help to maintain two-way communication. ~ Respect the school, students, staff, and families.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Communicate the value of education, and provide home support and monitoring of student academic work and progress in school. ~ Establish a schedule with my student for study time, TV viewing, peer activities, and out-of-school time. ~ Participate in training opportunities with staff that help to improve teaching and learning, both at home and at school. ~ Communicate regularly with the school. ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Endeavor to motivate my students to learn. Provide appropriate and varied classroom instruction that actively involves students, and maintain high standards within each subject. ~ Provide a safe, orderly, and caring classroom environment conducive to learning. ~ Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community. ~ Establish two-way communication with families about student progress in school. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Chico High School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Hanlon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich Kemp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Skadal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Klein	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Triffo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich Kemp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paula McLay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margie Rackley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evanne O'Donnell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cathy Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Peterson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tori Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TBD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	4	1	3	3

(43) 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.

The Single Plan for Student Achievement

Chapman Elementary School

School Name

04-61424-6002968

CDS Code

Date of this revision: October 1st, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ted Sullivan
Position: Principal
Telephone Number: (530) 891-3100
Address: 1071 E. 16th St.
Chico, CA 95928
E-mail Address: tsulliva@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
Address: 1163 East Seventh St.
Chico, CA 95928
E-mail Address: kstaley@chicousd.org

The District Governing Board approved this revision of the School Plan on 10-19-11.

II. School Vision and Mission

Chapman's mission is to create academically skilled students. Chapman strives to create a safe, educational community with constant collaboration focused on student learning. Chapman utilizes data to improve student learning and as a foundation for collaboration time. The many cultures and life experiences are welcomed, respected, involved, and valued on our campus. Chapman's goal is to create students who are self-directed, life-long learners working to achieve their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies.

III. School Profile

Chapman School is located on the southwest side of Chico in an older section of town. The school itself is in the city limits, but all homes surrounding it are located outside the city limits. The attendance area includes families from as far west as Park Avenue, and to the east it extends to Highway 99. There are currently twenty-four teachers on staff and a full time Principal. Included in the total of seventeen teachers are many certificated bilingual teachers serving Spanish speaking students, one math support teacher who works with staff implementing the new Every Day Math adoption and one EL support teacher who works with staff on instructional practices designed to best need the needs of our many EL students. There is one full time and three part time Title I Resource teachers. Including instructional aides, secretaries, custodians, cooks and teachers, the staff at Chapman School totals 60 adults. Chapman School has three Special Day Classes and a Resource Specialist Class. Included in the faculty is a Music instructor that is here for 1 ½ days per week and three Fine Arts teachers who share and make sure all classes are served on a rotational basis (grades 1-6). In addition, Chapman students receive special instruction from a Physical Education/Health Specialist who services each 1st through 6th grade class. The school has a wide ethnic variety in its student population and many students with special needs.

All classes contain students who have a dominant language other than English. Nearly two thirds of the students are second language learners. Therefore, you will find many special programs in place to meet our students' needs. Title I Program- Chapman School has an extensive Title I program that is implemented to provide a wide variety of supports for our students. Title 1 staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. Some of the instructional strategies used by Title 1 staff include: Read Naturally-provides a method to improve reading fluency for students in grades 3-6. Most struggling readers have fluency problems and spend little time reading. This program combines three powerful strategies for improving fluency: teacher modeling repeated readings and progress monitoring. Direct Instruction- staff uses programs such as SIPPS to provide a very directed, daily, sequenced reading lesson to students at their instructional level. SIPPS carefully builds each lesson on what was learned in the previous days lesson so students are able fill in missing reading skills in a coherent manner.

Language star is the program Chapman utilizes to teach ELD in which the primary purpose is to teach the English language to students with primary languages other than English.

Other Student Support Services- Chapman School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. The library is open before and after school on a daily basis. A school nurse and a health aide provide school nurse services. Either the nurse or the aide is here for coverage daily. A speech and language therapist who spends five days each week on campus provides speech and language services. Chapman School offers a Homework Club Monday through Thursday for an hour each day after school. In addition, the school employs a Language Liaison who works with Asian students five days a week.

Chapman is fortunate to operate both a 21st Century Learning grant and an ASES grant simultaneously on our campus. These grants allow our campus to provide a before school program (Power Hour) from 7:00-8:30. Students who attend Power Hour may do homework or play academic games with adult supervision. Chapman also runs a before school tutoring program from 7:40-8:20 in which approximately 120 students participate. The before school tutoring program offers approximately five levels of reading support from alphabet skills to comprehension. Students are placed via teacher input. Attendance and progress are monitored. The before school tutoring program also offers five levels of ELD instruction for students who are scoring low or not making adequate progress on the yearly CELDT test. Student participation is strongly encouraged if so recommended by their teacher. A second part of the 21st Century grant and ASES program is an extensive after school program. The after school program runs for three hours per day. There are approximately 160 students who participate in the after school program daily. The initial hour of the program is academic. All students either go to homework club or a math tutoring session determined by teacher input. The remaining two hours of the program are split between recreation and enrichment activities.

Chapman has also started to invest much effort the past two to implement a Professional Learning Communities model within our campus. Grade level teams have been established and teachers are released weekly to collaborate with a focus on student academic achievement. Refining our PLC pattern of business on our campus will be a significant area of focus in the coming year. Chapman will also implement a different pattern of ELD instruction this coming year. Chapman will work with consultant Kevin Clark to alter our delivery of ELD.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

STAR data was used as an initial point for analysis. Chapman made significant growth in all areas with all sub groups on our state testing. We made such significant growth last year that we are "On Hold" in relation to our PI status and Chapman is officially at safe harbor. If Chapman scores as well next year, we will be exited from PI status. Based on STAR data it was evident that Math scores have improved significantly, to the point that subgroups hit the established AYP. A growth area that was apparent based on STAR scores was targeting our second language learners in the area of English Language Arts. Chapman noticed that some EL students seemed to stay static and not have the desired yearly growth. Chapman is currently working with an ELD consultant, Kevin Clark, to alter our patterns of ELD deliver with the expectation we will see improved student growth in this area.

In addition to our STAR scores, the Chapman staff have paid particular attention to our CELDT scores. We have noticed a trend where our students make the expected one level of growth per year for about three years, then seem to get stuck at the 3rd or 4th CELDT level. Our EL support teacher has brought and continues to bring awareness of this growth area to staff's attention with her participation in the weekly PLC grade level meeting time.

B. Surveys

The Chapman parents, students and staff are provided input opportunities via a yearly survey. The information is reviewed and shared and each year our program is modified with the input taken into account.

C. Classroom Observations

Classroom observations happen as per CUSD/CUTA contract. The school principal visits each classroom on a weekly basis. Staff also has regular visits and observations from our math and ELD support providers. The support providers also regularly offer demonstration lessons for classroom teachers to observe. The lessons are structured to provide a time for the classroom teachers and support staff to de-brief the lesson for 30 minutes as well. This provides an essential time to dialogue the pattern and success of the lesson.

D. Student Work and School Documents

After staff reflected on the academic program at Chapman, the area of our EL students making adequate yearly growth was our area of greatest concern. To improve this area Chapman now has an ELD support provider on staff who meets weekly with each grade level team during our PLC time to review students' academic growth, instructional practices, struggling student support and provide assistance as requested by staff. There was significant growth amongst our EL students on the STAR testing results.

E. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

The main barrier that Chapman faces as far as raising API and AYP scores is having a significant number of students (60%) whose primary language is either Hmong or Spanish. Chapman continues to refine our pattern of ELD instruction and Language Arts instruction to best meet the needs of this student group. Chapman has consistently raised its API score the past seven years and also hit all of the AYP target areas for math and language arts this past year.

Chapman has adopted a Professional Learning Community pattern of business to better help critique how well we are providing a program for our EL students. In our initial year of PLC implementation there have certainly been a few barriers experienced as we move into the process. Our expectation is that we will hone our ability to act as a PLC as we move deeper into the process which will in turn allow us to hone our ability to best meet the needs of our EL student population.

As mentioned earlier, Chapman has also added an ELD support teacher to our staff to help us better reflect on how well we are meeting the needs of our EL students with our curriculum, instructional practices and our student academic growth monitoring. Chapman will also work extensively this year with ELD consultant Kevin Clark to improve our delivery of ELD instruction. Mr. Clark will help Chapman provide a summer ELD program for our students as well as provide intense staff development. Mr. Clark will also provide regular coaching to the Chapman staff throughout the school year.

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) Improve our student's CELDT scores by one level on the average per year.	
Student groups and grade levels to participate in this goal: In particular the Chapman EL students are the target group of students connected to this goal.	Anticipated annual performance growth for each group: Chapman expects to see an average growth of one level on the CELDT test for each student.
Means of evaluating progress toward this goal: Chapman will monitor CELDT scores, STAR scores, examine the pre/post CUSD benchmark ELD assessment scores, Avenues scores and High Point scores. All of these scores will compare the previous school year to the current school year. Many of the above mentioned scores will also happen 3-4 times during the school year as well.	Group data to be collected to measure academic gains: Chapman will collect school site level data to monitor student growth such as CBM scores, language star assessment scores, SMART goal information and site level common formative assessment scores. Chapman will also collect work products from staff as evidence of our PLC implementation. These work products will include minutes of grade level team meetings, SMART goals, common formative assessments, etc.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will work with ELD consultant Kevin Clark to improve our pattern of ELD delivery. Chapman will hold a summer staff development session provided by Mr. Clark and will adjust our ELD delivery accordingly during the school year. Chapman staff will also participate in staff development provided by Mr. Clark throughout the school year. Chapman will implement a PLC pattern of business on our campus. Chapman will develop grade level teams with a weekly collaboration time put in place. Chapman will also utilize our ELD support provider as the facilitator for the PLC groups. This will ensure that discussion focused on meeting the needs of our EL student population remains a constant focus.	Complete by September 1st of 2011.	Hire additional staff to release grade level teams to collaborate. Purchase materials necessary for grade level team collaboration.	22,000	SCE
Grade level teams will develop SMART goals, pacing guides, common formative assessments, etc. Implement a comprehensive staff development program to aide our PLC implementation. Chapman will develop a yearlong calendar of staff development focus areas. Staff will be trained and act as the leaders/facilitators by attending PLC trainings. Chapman will also contract with external coaches to assist our PLC implementation.	Resume our PLC grade level meetings by September 1st of the 2011-2012 school year.	Conference fees, subs for teachers, consultant fees	15,000	SCE, Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will utilize student academic progress information gathered via our PLC pattern of business to create/ adjust patterns of support for students. These patterns of support include a before/after school tutorial program and a variety of supports that will occur during the school day such as leveled groups, and differentiated instruction.	August 15th of 2011	Hire additional staff to supply instructional support. Also purchase needed materials for additional support.	135078	Title 1.
Chapman will utilize the CUSD Instructional Leadership Team (ILT) to help ease the implementation of a PLC at our school site. The ILT is a group of teachers elected by their peers given responsibility to make recommendations to the principal and support school programs.	Implement the ILT by November. This is an on-going expectation.	Purchase necessary supplies and materials for the ILT to work effectively.	5,000	SCE
The Chapman ELD support provider will work with grade level teams to expand their knowledge as to what areas to target for instruction. The ELD support provider will share STAR Blueprints, ELD standards, CELDT Blueprints, CUSD ELD assessment information, etc. with the grade level teams as they plan instruction.	The ELD support provider will begin sharing this information as soon as PLC groups begin meeting, September of 2011.	Cost of the ELD support provider.	20,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Chapman students will score at the 75% level or above on the language star assessments by the end of the school year.	
Student groups and grade levels to participate in this goal: Chapman EL students are the target group for this goal.	Anticipated annual performance growth for each group: Chapman expects to see all EL students show at least one year's growth on the placement tests from the programs for each year spent working in the program.
Means of evaluating progress toward this goal: The program placement test scores will be evaluated yearly to measure school-wide progress.	Group data to be collected to measure academic gains: Students will take the language star assessments approximately every eighth weeks. Language star test scores will be monitored and information will be utilized for student group placement at least twice per year.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will implement/refine our delivery of ELD services to our students. Chapman will implement the model of ELD instruction supported by Kevin Clark. All students will receive a minimum of 150 minutes of ELD instruction per week and some students will receive 250 minutes per week of ELD instruction as needed. Students will be appropriately placed within a grade level leveled situation for instruction. Group sizes will vary based on the learning needs of the students. Student growth will be monitored and students may change groups based on regularly scheduled placement assessments. Each grade level will create and follow a pacing guide for instruction and assessments. Students who are scoring at a fluent level or above will be offered alternative/enrichment opportunities during these times.	This will begin August of 2011. This will continue throughout the school year.	Additional staff will be hired to work with students.	210,235	QEIA
Chapman will utilize the language star assessments as a primary tool to monitor student progress in acquiring English language skills. Chapman will also utilize STAR language arts scores to evaluate the effectiveness of our program.	The initial student assessing will begin August of 2011.	Additional staff will be hired as needed to help administer assessments.	2500	Title 1
Chapman will ensure that our ELD support provider meets weekly staff to keep the focus on this subgroup of our students. The ELD support provider will share and discuss student performance on all of the above mentioned assessments to make sure that our EL student population academic improvement remains a focal point for all staff. Our ELD support provider will also assist with the coordination of the before school tutoring groups focusing on our EL students.	This will begin August of 2011.	Cost to hire the ELD support provider.	25,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Improvement in the area of English Language Arts is a goal for Chapman. We want to pay particular attention to the two areas of reading skills and writing skills. Chapman would like to see more of our students score well on our CBM assessing, our BPST scores as well as score well on the writing rubric.	
Student groups and grade levels to participate in this goal: All Chapman students will be a part of this target area.	Anticipated annual performance growth for each group: Chapman expects to see that reading fluency scores will increase for all students and that student writing rubric scores will increase for all students.
Means of evaluating progress toward this goal: Chapman will evaluate student growth in reading with our CBM and BPST scores which are administered four times per year. Chapman will evaluate student growth in writing with our writing rubric samples which are administered three times per year. Students who are not showing expected growth will be referred to before and after school tutorial groups as well as referred to the afternoon "extra support" opportunities. Students referred for these extended services will have their progress monitored a bit closer with additional tools such as DIBELS and various grade level SMART goals common formative assessments.	Group data to be collected to measure academic gains: Chapman will collect CBM and BPST scores four times per year to monitor student reading skill growth and Chapman will collect student writing rubric scores three times per year to monitor student growth in the area of writing.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will pilot a new Language Arts program this school year, California Treasures. This program is one of the newest California approved Language Arts programs and the Chapman staff, after a very thorough review process, feels that it best meets the needs of our students. Chapman staff will participate in staff development opportunities with the new adoption before and during the school year.	California Treasures will be utilized August 10th with all students.	Chapman will purchase all necessary components of the program.	\$5,000	Title 1
Chapman will provide a wide array of focused staff development opportunities to all staff members on site during staff meeting time. These trainings will include writing common formative assessments, pyramid of interventions, Keeping Learning on Track, etc.	These staff development activities will begin happening in August 2011 and continue throughout the school year.	Chapman will spend funds on conference costs and subs.	15,000	Title 1, SCE, QEIA
Chapman will provide an extensive before and after school tutorial program for student needing additional assistance in reading or writing. Chapman will create five morning tutoring groups focused specifically on the area of improving student reading skills. Students will be placed in these tutoring groups as per teacher recommendation. The groups will be based on skill level to be taught, not on student grade level. The morning reading tutoring groups will have the Chapman RSP teacher monitor and meet twice per month with the tutors to review student academic growth.	Tutorial groups will begin September 10th and continue through May of 2012.	Chapman will hire staff for additional hours to provide the tutorial assistance.	10,000	Title 1 QEIA
Provide necessary curriculum, materials and supplies for various reading groups and the before/after school tutorial program.	Begin August 10th and on-going throughout the school year.	Purchase curriculum, materials and supplies for groups.	20,000	SCE, Title 1

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will purchase the on-line version of Accelerated Reader. This program is an on-line program that monitors student pleasure book reading with a series of quizzes about books they have read. The program tracks the student scores on the quizzes and lets the teacher know how well the student is doing. The program also monitors the reading level of the quizzes the students are taking and can make recommendations for student reading level.	Renew our subscription to the service by September 1st of 2011.	Cost of purchasing the program	2500	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Chapman will implement all of the necessary elements of our QEIA grant in a quality manner.	
Student groups and grade levels to participate in this goal: All students will be participants in the implementation of our QEIA grant.	Anticipated annual performance growth for each group: Chapman expects to see significant gains in reading, writing and CELDT scores with the implementation of the QEIA grant. Chapman will collect school site level data to monitor student growth such as CBM scores, language star assessment scores, SMART goal information, site level common formative assessment scores and writing rubric scores. Chapman will also expect to see a 20 point gain in our API score.
Means of evaluating progress toward this goal: Chapman will monitor our on-going site level assessments to evaluate progress. These assessments include CBM scores, writing rubrics, Avenues unit assessments and grade level team common formative assessments.	Group data to be collected to measure academic gains: The data will match up succinctly with the means of evaluating student progress. We will be collecting those types of data which will allow us to evaluate our overall progress and individual student progress. We will collect CBM scores, writing rubrics, Avenues unit assessments and grade level team common formative assessments.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Chapman will reduce intermediate (grades 4-6) class size to a ratio of 24:1.	The intermediate class size reduction will begin August 10th and continue the entire school year. The intermediate class size reduction will continue each year of the grant.	Hire two additional teachers.	120,000	QEIA
Chapman will provide multiple extended targeted learning opportunities for students not showing adequate progress. Students will be expected to attend before/after school learning opportunities or be placed in various during the school day leveled learning opportunities.	These extended learning opportunities will begin September 10th and continue through May 30th each year we receive the QEIA grant.	Hire additional staff to provide extended learning opportunities and purchase necessary learning materials and curricula to run program.	20,000	ASES, Title 1
Chapman will ensure that all staff participate in 40 hours of staff development each year we receive the QEIA grant. This staff development will be aligned with our move towards acting as a PLC. Staff will participate in a range of PLC focused staff development activities on a yearly basis and be expected to bring the expertise back to our site and act as facilitators. Currently about 65% of our staff has attended a PLC institute. It is a goal to get 100% of staff to attend a PLC institute within two years.	This staff development focus will begin August 10th and continue in an on-going manner on a yearly basis.	Pay staff development costs such as conference fees, travel costs, subs, etc.	17,000	QEIA

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Chapman expects to continue our academic growth in the area of mathematics. Chapman will hit AYP targets in Math this school year.	
Student groups and grade levels to participate in this goal: All student groups will participate in the math focus.	Anticipated annual performance growth for each group: Chapman expects to see and API growth of 20 points in math as well as continuing to meet all of our AYP growth targets.
Means of evaluating progress toward this goal: Chapman will utilize STAR scores to determine final progress in this area. Chapman will utilize grade level developed SMART goals and common formative assessments to monitor student academic growth towards the STAR test. Chapman will also administer the CUSD STAR mirror assessments each trimester.	Group data to be collected to measure academic gains: Chapman will collect and evaluate student scores on the regularly administered common formative assessments within each grade level. Chapman will also examine student scores gathered from the CUSDstar mirror assessments.

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Each grade level team will act as a PLC and evaluate past STAR scores, create SMART goals, develop pacing guides and administer common formative assessments. Chapman will create a productive system of support for students not making adequate progress on the regularly administered common formative assessments.	This will begin August 11th and continue throughout the school year.	Hire additional staff to release grade level teams time to collaborate and work as a PLC.	15,000	QEIA
Chapman will provide extended learning opportunities for students in math as a part of the after school tutoring program. Chapman will hire five math tutors as a part of the after school program. Each tutor will work with a specific grade level to re-teach information covered by that grade level during the week. Chapman will work with CSU Chico to hire Math-links tutors (pre-student teaching candidates) to work as part of the after school tutorial program for our 1st and 2nd graders. These Math-links tutors will also provide one on one tutoring during the school day to needy primary age students.	Begin September 10th and end May 30th.	Hire additional staff to provide extended learning opportunities.	10,000	SBCP
All Chapman classroom teachers will attend an Every Day Math staff development training offered by CUSD.	CUSD trainings offered two times during the Fall semester	No cost	No cost	No cost
Chapman will continue to implement the Help Math on-line math tutorial program for 4th-6th grade students. Students in our tutoring program will have access and utilize this tutorial program	August 10th 2011.	Purchase the program	5,000	Title 1
Invest in the technology needed to successfully implement the new math curriculum. These costs include document readers, projectors and laptop computers.	Purchase technology items as needed during the 2010-2011 school year	Purchasing technology items	10,000	Title 1

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

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

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	215	229	227	48	58	56	5	8	9	59	59	63
Growth API	701	712	738		774	781				639	690	712
Base API	686	701	712			774				640	639	690
Target	6	5	5			5				8	8	6
Growth	15	11	26			7				-1	51	22
Met Target	Yes	Yes	Yes			Yes				No	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	87	92	91	120	116	113	204	200	204	34	46	47
Growth API	669	684	716	640	659	681	693	701	727			714
Base API	681	671	684	638	642	659	681	693	701			734
Target	6	6	6	8	8	7	6	5	5			
Growth	-12	13	32	2	17	22	12	8	26			
Met Target	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	1,264	1,187	1,128
Percent with Prior Year Data	97	100	99
Number in Cohort	1,226	1,183	1,121
Number Met	724	587	595
Percent Met	59.1	50	53
NCLB Target	51.6	53.1	54.6
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency				
	All Students	2009-10		2010-11	
		Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	633	799	592	746	576
Number Met	257	97	251	110	245
Percent Met	40.6	12.1	42.4	15	43
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	99	100	100	100	90	100	100	100
Number At or Above Proficient	59	77	84	24	30	28	--	--	--	7	11	16
Percent At or Above Proficient	27.2	33.6	37.0	50.0	51.7	50.0	--	--	--	11.9	18.6	25.4
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	Yes	Yes	No	--	Yes	No	--	--	--	No	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	98	99
Number At or Above Proficient	20	27	33	16	20	27	51	60	67	17	22	22
Percent At or Above Proficient	22.7	29.3	36.3	13.2	17.2	23.9	24.8	30.0	32.8	47.2	47.8	46.8
AYP Target	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
Met AYP Criteria	No	Yes	Yes	No	No	Yes	No	Yes	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46%), (2010=56.8%), (2011=67.6%)
 = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	99	100	99	99	100	100	80	100	100	100
Number At or Above Proficient	99	94	118	31	30	32	--	--	--	24	25	34
Percent At or Above Proficient	45.6	41.0	52.4	64.6	51.7	58.2	--	--	--	40.7	42.4	54.0
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	Yes	No	Yes	--	No	Yes	--	--	--	No	Yes	Yes
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	99	100	98	95
Number At or Above Proficient	31	32	40	44	38	53	90	78	106	19	25	17
Percent At or Above Proficient	35.2	34.8	44.0	36.4	32.8	46.9	43.7	39.0	52.5	52.8	54.3	37.8
AYP Target	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
Met AYP Criteria	No	No	Yes	Yes	No	Yes	No	No	Yes	--	--	--
	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58%), (2011=68.5%)
 = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	7	6	43	5	36	2	14	14
2			1	5	7	35	7	35	5	25	20
3			1	8	4	31	6	46	2	15	13
4			7	29	12	50	5	21			24
5			7	27	15	58	4	15			26
6			6	38	6	38	3	19	1	6	16
Total			23	20	50	44	30	27	10	9	113

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Chapman utilizes a variety of instruments to measure students' academic growth and adjust instruction. These assessments include STAR, CUSD benchmark assessments and site level assessments such as CBM's, RESULTS assessments, writing rubrics, language star assessments, grade level team common assessments, etc.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Chapman has implemented a weekly grade level team collaboration time for staff to monitor student progress on the various regularly administered assessments. Information garnered from these team meetings is used to place students who need additional support into our extended learning opportunities as appropriate.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Chapman staff is 100% highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Chapman principal successfully completed AB 75 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers are all appropriately credentialed.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development is aligned to PLC pattern of business for the school. Under the PLC umbrella, staff reviews state standards, assesses student growth regularly and works in collaborative groups. These collaborative groups match up key state standards with CUSD essential standards and develop pacing guides, common formative assessments, review student scores on assessments and adjust instructional practices accordingly.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Chapman has made a significant push that last two years to get staff to participate in AB 466 trainings as well as attending PLC institutes. Currently about 75% of staff have attended both trainings.

8. Teacher collaboration by grade level (EPC)

Chapman has created specific PLC time for each grade level team on a weekly basis. In addition, every other staff meeting is earmarked as a grade level meeting.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

CUSD has created pacing guides and benchmark assessments to help with alignment of curriculum, instruction and materials to state standards. Chapman makes every effort to adhere to the CUSD developed pacing guides and benchmark assessments.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Chapman makes considerable effort to adhere to the recommended instructional minutes for reading/language arts and mathematics.

11. Lesson pacing schedule (EPC)

Chapman staff utilize the CUSD developed pacing guides. Chapman also refines the CUSD pacing guides by creating shorter term pacing guides with specific intervention foci linked to this schedule.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All classes have appropriate instructional materials as per Williams Act expectations.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All classes utilize standards aligned instructional materials.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Many additional staff are hired to expand and extend learning opportunities for students. These learning opportunities are matched to state standards.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Chapman provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

There are significant opportunities for increased learning time at Chapman. There are currently 14 reading, math and ELD groups happening before or after school.

17. Transition from preschool to kindergarten (Title I SWP)

Chapman works with BCOE to ensure a smooth, quality transition from preschool to kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

School district offers support with the coordination of our program.

19. Strategies to increase parental involvement (Title I SWP)

Chapman currently employs numerous language liaisons and PAT staff to assist with our parental involvement.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Chapman is an elementary school.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Chapman provides extended learning time for students, utilizes curriculum with a research base of support, conducts business as a PLC, developed pacing guides, holds high expectations for student achievement and utilizes regular assessing of student progress to adjust instruction.

22. Fiscal support (EPC)

CUSD provides categorical fund support to Chapman.

Appendix 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$73100
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> 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.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): ARRA SFSF (SIP) \$14,280 ARRA SFSF (Safe Schools) \$3,000	\$17,280
Total amount of state categorical funds allocated to this school	\$90,380

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$148,000
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[] 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	
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[] 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	
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[X] Other Federal Funds (list and describe)(42) Title I Stimulus \$117,000	\$117,000
Total amount of federal categorical funds allocated to this school	\$265,000

Total amount of state and federal categorical funds allocated to this school	\$355,380
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2011-12 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
TOTALS					

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Chapman Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement 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 on: 10-10-11

Attested:

Ted Sullivan

Typed name of school principal

Signature of school principal

Date

Lauren Wilson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

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

- ~ Come to school ready to learn and work hard.
- ~ Bring necessary materials, completed assignments, and homework.
- ~ Know and follow school and class rules.
- ~ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- ~ Limit my TV watching and, instead, study or read every day after school.
- ~ Respect the school, classmates, staff, and families.

Parents Pledge:

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

- ~ Provide a quiet time and place for homework, and monitor TV viewing.
- ~ Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- ~ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- ~ Regularly monitor my child's progress in school.
- ~ Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- ~ Communicate the importance of education and learning to my child.
- ~ Respect the school, staff, students, and families.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: ~ Teach classes through interesting and challenging lessons that promote student achievement. ~ Endeavor to motivate my students to learn. ~ Have high expectations, and help every child to develop a love of learning. ~ Communicate regularly with families about student progress. ~ Provide a warm, safe, and caring learning environment. ~ Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6). ~ Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. ~ Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school's high academic standards. ~ Respect the school, students, staff, and families.

Appendix G - School Site Council Membership: Chapman Elementary School

Education Code Section 64001 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 council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Betty Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Trudy Bacon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glenn Pulliam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terri Crawford	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maggie Ricketts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Mayfield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lauten Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angelica Escobar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheng Vang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ted Sullivan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Feingold	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	2	6	

(43) 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.