

The Single Plan for Student Achievement

Chapman Elementary School

School Name

04-61424-6002968

CDS Code

Date of this revision: December 11, 2012

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

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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, instructional practices 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 meet 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 I staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. Some of the instructional strategies used by Title I 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. 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. In particular, Chapman staff are focusing on the area of reading comprehension this school year. 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 bi-monthly 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, in the area of reading comprehension was our area of greatest concern. To improve this area Chapman now has an ELD coach on staff who meets bi-monthly 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. The ELD coach also provides weekly Professional Development to benefit student instruction and data analysis. There was significant growth amongst our EL students on the STAR testing results.

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

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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, but dropped by one point in language arts and hit all of the AYP target area for math this past year.

Chapman has adopted a Professional Learning Community model to better help critique how well we are providing a program for our EL students. In our third 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 coach 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, through our weekly Professional Development meetings. 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 and professional development 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)	
Student groups and grade levels to participate in this goal: In particular the Chapman k-6 EL students are the target group connected to this goal.	Anticipated annual performance growth for each group: Chapman expects to see an average growth of one proficiency level on the CELDT for each student per year.
Means of evaluating progress toward this goal: Chapman will monitor CELDT scores, STAR scores and examine the pre/post CUSD benchmark and ELD assessments. We will compare the previous school year to the current school year. The local assessments will occur 3-4 times during the school year.	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(ELD Benchmarks), 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/PLC and ILT team meetings, SMART goals, common formative assessments, intervention data analysis, 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 bi-monthly collaboration time put in place.	Complete by September 1st of 2012.	Hire additional staff to release grade level teams to collaborate. Purchase materials necessary for grade level team collaboration.	22,000	SCE
Chapman will also utilize our ELD coach as the facilitator for the PLC groups and weekly professional development opportunities. This will ensure that discussion focused on meeting the needs of our EL student population remains a constant focus.	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 year long 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 2012-2013 school year.	Conference fees, subs for teachers, consultant fees	15,000	SCE, Title 1
Chapman will utilize student academic progress information gathered via our PLC time to create/adjust patterns of support for students. These patterns of support include a before/after school tutorial program, interventions, and a variety of supports that will occur during the school day such as leveled groups, and differentiated instruction.		August 20th of 2012	Hire additional staff to supply instructional support. Also purchase needed materials for additional support.	135078	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	
Implement the ILT by October 2012.		Purchase necessary supplies and materials for the ILT to work effectively.		5,000	
The Chapman ELD coach 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 via weekly professional development opportunities, as they plan instruction.		Cost of the ELD coach.		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)

The goal for Chapman is for 75% of our EL students to score at a level (80% or higher on the Foundational assessment)) that enables them to receive Language Star instruction at the Academic level 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 eight weeks. Language Star test scores will be monitored and information will be utilized for student group placement at least four times 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)

Chapman will implement/refine our delivery of ELD services to our students. Chapman will implement the model of ELD instruction supported by Kevin Clark and our ELD coaches. All students will receive a minimum of 150 minutes of ELD instruction per week. Students will be appropriately placed within a grade level, leveled group 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 follow the Scope and Sequence to guide instruction and assessments.

Students who are scoring at a fluent level or above will be offered alternative/enrichment opportunities during these times.

Chapman will utilize the Language Star assessments as a primary tool to monitor student progress in acquiring English language skills. Chapman will also utilize CELDT/STAR language arts scores to evaluate the effectiveness of our program.

Chapman will ensure that our ELD coach meets weekly with staff to keep the focus on this subgroup of our students. The ELD coach 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 coach will also assist with the coordination of student placement within ELD levels.

**Start Date(38)
Completion Date**

This will begin August of 2012.

**Proposed
Expenditures (39)**

Additional staff will be hired to work with students.

**Estimated
Cost**

210,235

**Funding
Source**

QEIA

The initial student assessing will begin August of 2012.

Additional staff will be hired as needed to help administer assessments.

2500

Title 1

This will begin August of 2012.

Cost to hire the ELD coach.

25,000

Title 1

(37) See the "Chart of Required Contents for the SPSS" 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 area of reading skills. Chapman would like to see more of our students score well on our CBM assessing, our BPST scores as well as the CUSD SPA ELA benchmark assessments.					
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 assessment tools such as PSI, high frequency words 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 continue to utilize the new CUSD 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 20th 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 2012 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 2013.	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 20th 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)					
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 2012.	Cost of purchasing the program	2500	Title 1

(37) See the "Chart of Required Contents for the SP/SA" 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, BPST, writing rubrics, language star 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, BPST, writing rubrics, language star 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 20th 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 50% 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 17th 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 SPSSA" 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 an 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 CUSD star 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)					
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.	Start Date ⁽³⁸⁾ This will begin August 20th and continue throughout the school year.	Proposed Expenditures ⁽³⁹⁾ Hire additional staff to release grade level teams time to collaborate and work as a PLC.	Estimated Cost 15,000	Funding Source 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. All Chapman classroom teachers will attend an Every Day Math staff development training offered by CUSD.	Begin September 10th and end May 30th.	Hire additional staff to provide extended learning opportunities.	10,000	SBCP	
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	CUSD trainings offered two times during the Fall semester August 20th, 2012.	No cost	No cost	No cost	
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 2012-2013 school year	Purchase the program	5,000	Title 1	
		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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	229	225	197	58	54	51	8	9	6	59	63	45
Growth API	712	741	742	774	794	810				690	712	682
Base API	701	712	743		774	797				639	690	712
Target	5	5	5		5	3				8	6	
Growth	11	29	-1		20	13				51	22	
Met Target	Yes	Yes	No		Yes	Yes				Yes	Yes	

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	92	91	85	116	113	94	200	201	179	46	46	36
Growth API	684	716	722	659	681	666	701	730	730		722	693
Base API	671	684	716	642	659	681	693	701	731		734	722
Target	6	6	5	8	7	6	5	5	5			
Growth	13	32	6	17	22	-15	8	29	-1			
Met Target	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	99	100	100	100	90	100	100	100	100
Number At or Above Proficient	77	87	83	30	30	33	--	--	--	11	16	10
Percent At or Above Proficient	33.6	38.7	42.1	51.7	55.6	64.7	--	--	--	18.6	25.4	22.2
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	98	99	100
Number At or Above Proficient	27	34	33	20	27	25	60	68	70	22	25	17
Percent At or Above Proficient	29.3	37.4	38.8	17.2	23.9	26.6	30.0	33.8	39.1	47.8	54.3	47.2
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	100	99	99	100	100	80	100	100	100	100
Number At or Above Proficient	94	118	114	30	32	35	--	--	--	25	34	23
Percent At or Above Proficient	41.0	52.7	57.9	51.7	59.3	68.6	--	--	--	42.4	54.0	51.1
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	Yes	Yes	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	99	100	98	95	100
Number At or Above Proficient	32	40	45	38	53	43	78	105	102	25	17	19
Percent At or Above Proficient	34.8	44.0	52.9	32.8	46.9	45.7	39.0	52.5	57.0	54.3	37.8	52.8
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	No	Yes	No	No	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			1	8	7	54	4	31	1	8	13
2	1	6	1	6	6	35	7	41	2	12	17
3	1	6	2	11	6	33	5	28	4	22	18
4			1	8	8	67	1	8	2	17	12
5	2	12	3	18	10	59	1	6	1	6	17
6	1	5	6	32	12	63					19
Total	5	5	14	14	50	52	18	19	10	10	97

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.

The Single Plan for Student Achievement

Chico High School

School Name

04-61424-0431676

CDS Code

Date of this revision: 12/11/12

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

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

Contact Person: 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.

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 five 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 and English 9. It is the finding of the Research and Review committee that students struggling in these subject areas be provided academic intervention.

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 your 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 6th 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 Pre-Algebra and Algebra students have dropped from 26% to just over 11%. Subsequent years have shown similar results as has results in English.

Secondly, Algebra and English 9 academic support classes have been implemented for students struggling to pass these classes. Initial results have been extremely positive with all English students enrolled moving from a D or F grade to a B or C grade. Math intervention results are pending.

D. Student Work and School Documents

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

An 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 contact 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. Additionally the transition to the Common Core will be an ongoing challenge over the next two years as teachers participate in training and develop curriculum.

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 will include Freshmen/Sophomore Learning Center as specific academic support classes for struggling freshmen built into the Master Schedule.	
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. Focus will be on grades 9 and 10 initially in the areas of English and Math.	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 minimum 10% reduction in the number of failing and near-failing grades over the course of the school 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
English 9 and Algebra intervention classes will be available to failing or near failing freshmen and sophomores (math only) for academic support.		English and Math Lab classes will start in August 2012 and end June 2013.	Two periods of intervention classes at \$15,000 per section for a total of \$30,000.	\$30,000
				01-7090-0-1110-1000-1177-010-2010 (EIA 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) 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.			
	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			
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				
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) Provide additional staffing and material support to support struggling learners.	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
	Start Date: September 2012 End Date: June 2013	\$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. Examples of supplemental materials would be READ 180 (Next Generation Edition), MATH 180 and other high interest-low reading level materials.	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. All demographic groups will pass the California Exit Exam at a rate of 90-95%.
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 CaHSEE 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)				
School Site Council will invite CHS staff to submit needs for consideration that will supplement the academic instruction in their classrooms while addressing the needs of the ELD, special education and Low SES populations. Examples might include special equipment, additional resource books, specialized software, etc.	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
	January 2013 - May 2013	\$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 and District SPA Implement a district-wide common Benchmark test for the core content areas of Math and English. 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 STAR API score by 15-20 points for minority students, low SES and students with disabilities due to increased performance and improved instruction to close the achievement gap between student groups. Chico High School will reach the statewide benchmark API of 800 or higher.
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) 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.	Start Date(38) Completion Date <ul style="list-style-type: none"> Start date - August 2012 End date - June 2013 	Proposed Expenditures (39) \$10,000	Estimated Cost \$10,000	Funding Source 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, 5. transition to the Common Core.	
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: <ul style="list-style-type: none"> • Meeting or exceeding required schoolwide API scores. • Closing the performance gap between demographic groups. • Meeting the state mandated Academic Performance Index (API) of 800.
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 • Pass Rates in all academic courses • 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)	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.	Start date: August 2012 End date: June 2013	\$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.	None.	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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1313	1,159	1,234	845	738	772	35	42	40	117	119	105
Growth API	802	806	778	830	839	813		708	771	780	748	716
Base API	754	802	802	787	829	835		694	691	731	780	744
Target	5	A	A	5	A	A				5	5	5
Growth	48	4	-24	43	10	-22				49	-32	-28
Met Target	Yes	Yes	No	Yes	Yes	Yes				Yes	No	No

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	221	219	273	176	197	213	426	462	556	149	144	143
Growth API	734	741	707	670	672	642	725	722	703	556	539	514
Base API	686	735	740	637	671	672	664	726	718	474	549	543
Target	6	5	5	8	6	6	7	5	5	16	13	13
Growth	48	6	-33	33	1	-30	61	-4	-15	82	-10	-29
Met Target	Yes	Yes	No	Yes	No	No	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		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	94	93	98	94	94	99	100	100	100	94	98	100
Number At or Above Proficient	257	275	233	196	215	177	5	--	12	21	11	9
Percent At or Above Proficient	65.9	67.2	60.8	76.9	78.2	75.0	31.2	--	52.2	50.0	28.9	27.3
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	95	90	94	94	93	96	93	86	96	80	67	79
Number At or Above Proficient	23	33	32	9	6	5	56	68	75	9	14	9
Percent At or Above Proficient	39.7	47.8	38.1	16.4	10.7	7.2	41.8	44.2	43.4	23.1	34.1	27.3
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	No	No	--	--	No	No	No	No	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	95	98	99	94	98	99	100	100	100	96	100	100
Number At or Above Proficient	248	287	231	182	211	165	3	--	9	28	21	19
Percent At or Above Proficient	63.4	67.2	59.4	71.4	73.5	69.6	18.8	--	39.1	65.1	53.8	57.6
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	96	97	99	99	97	100	96	95	99	89	94	98
Number At or Above Proficient	24	37	36	17	17	20	60	78	76	7	9	8
Percent At or Above Proficient	42.1	50.0	40.4	29.8	29.3	27.8	42.6	46.2	42.5	15.9	15.8	20.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	Yes	No	--	--	No	No	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	6	10	29	18	53	3	9	1	3	34
10	2	6	14	45	8	26	6	19	1	3	31
11	2	6	13	42	8	26	5	16	3	10	31
12	2	13	6	38	5	31	1	6	2	13	16
Total	8	7	43	38	39	35	15	13	7	6	112

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 all demographic groups.

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)

N/A

8. Teacher collaboration by grade level (EPC)

Exceeding Performance Goals. The Chico High School staff adopted a contract waiver (93% approval) for the 6th 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)

N/A

11. Lesson pacing schedule (EPC)

N/A

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.

Starting in the 2012-13 school year CHS implemented an English Review and Math Lab class for struggling freshmen that were in danger of failing. The intent of these classes is to provide academic support so that the failure rate will be significantly reduced for participating students.

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)

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)

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)

The Single Plan for Student Achievement

Chico Junior High School

School Name

04-61424-6057137

CDS Code

Date of this revision: Dec. 13, 2012

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

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

Contact Person: 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

Chico Junior High Vision:

To be a highly effective school that graduates students who are ready for success at high school.

Chico Junior High Mission:

To graduate all our students with high levels of academic success and who are ready for high school via a system of collaboration, effective teaching strategies, assessment, and support.

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 academics in Intensive Reading Intervention and Intensive Math Intervention. 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 an industrial technology program recommended for middle schools and students may participate in 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. The majority of 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 areas 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? Based upon the 2012 STAR test data, mathematics continues to be a focus this year. Junior High Pre-Algebra teachers in the district have been meeting, creating common formative assessments based on learning targets. Junior High Algebra teachers are also collaborating and using common formative assessment to analyze data to improve student learning and instruction. Our Algebra Readiness teachers to include special Ed. have adopted ALEKS math intervention program and are collaborating weekly, analyzing data which demonstrates student learning and planning interventions based upon the data.

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. Moreover, our Title 1 teacher pulls in students to address writing standards during intervention. Second language learners receive English Language Development support. In addition, many classrooms to include Center For Success program and interventions 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 fall 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 and during our Tuesday/Thursday intervention.

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 2008-2012 but will continue to be a focus. Our students with disabilities saw a decline which has prompted our RSP teachers to specialize and collaborate with our math and English departments.

Goal: Increase achievement scores for all subgroups by one tier, (ie. 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 • 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 • Homework completion • Reduction of failing grades 	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 • Intervention Team agendas • Instructional Leadership Team agendas • Failing grade data per teachers 	

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)				
1. Use Data to drive Instruction	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
	August-June	Copy Costs	\$1,000	Title I
2. Use data from District Progress Assessment	August-June	Copy Costs	\$1,800	Title I
3. Continue ILT	August-June	Stipends	\$9,000	Title I
4. Improve ILT	August-June	Training/Conference	\$5,000	Title I/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)	Proposed Expenditures (39)	Estimated Cost	Funding Source	
5. Notify parents of student grades	August-June	Mailings	\$2,000	Title I	
6. Continue/Improve BLAST	August-June	Salaries, Materials, equipment	\$130,000	21st Century Grant	
7. Provide extra learning hours, including credit recovery	January-July	Salary, Materials	\$20,000	21st Century Grant	
8. Support Read Right	August-June	Salary (teacher and Aide)	\$47,794.73	Title I	
9. Provide Title I support	August-June	Aide Salary	\$36,291.59	Title II	
10. Provide appropriate staff development	August-June	Trainings/materials	\$29,706.68	Title I/EIA	
11. Provide parent-school support	August-June	Parent Liaison	\$22,329.54	Title I/EIA	
12. Provide second language learner support	August-June	Bilingual aide	\$27,948.90	Title I/EIA	
13. Continue to update library	August-June	Purchase books			
14. Provide recognition for student success	August-June	As identified			
15. Provide supplementary materials and equipment	August-June	Counselor .6			
16. Provide Counseling services for students in need	August-June	Coordinator .4			
17. Provide Title 1 Coordinator of Interventions	August-June				
18. Provide SBIT meetings for identified students	August-June	Materials/copy costs		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)					
Provide opportunities for student involvement		Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
On-going			Binder Reminders, morning intercom announcements, marquees, bulletin boards, flyers: copies, paper, software, Binder Reminders	\$4,000	Student Govt.
On-going			Before school, lunch break, and after school activities and events: clubs, intramurals, BLAST, Afterschool Intervention, Student Government activities: materials, equipment, rentals, awards	\$18,000	Student Govt.
On-going			Cougar News, Principal's Notes, morning intercom announcements, emails: copies	\$500	
On-going			Wednesday collaboration meetings, department meetings, staff meetings, Intervention Team Meetings, Office Calendar	\$0	

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)					
Provide opportunities for parent information		Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
		On-going	Cougar News, Marquees, CJHS Website, Parent Connect, parent conferences, ELAC, IEP meetings, AB1802 meetings, progress reports, report cards: copies	\$0	Multi-funded
Provide opportunities for parent involvement		On-going	PTSA meetings, SSC meetings, Back to School Night, field trip chaperones, Student Government chaperones, Tri Tip Dinner: 8th Grade Awards Ceremony, Promotion Ceremony	\$1,500	Student Govt.

(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 (ie. 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. Maintain a clean, attractive, inviting, learning environment 6. Collaborate to develop ways to improve school discipline, school spirit, and students' sense of belonging 7. Encourage student integration among our various cultures 8. Provide a variety of activities for students on late arrival Wednesdays 9. Utilize technology for communication between classrooms and office	1. August-June 2. August-June 3. Sept. '12 4. Oct. '12 5. August-June 6. August-June 7. August-June 8. August-June 9. August-June	1. Copies 2. Copies, materials, equipment 3. Copies 4. Copies 5. N/A 6. N/A 7. N/A 8. N/A 9. N/A	1. \$100 2. \$5,000 3. \$25 4. \$15 5. N/A 6. N/A 7. N/A 8. N/A 9. N/A	1. Student Govt. 2. Student Govt. 3. School Safety 4. School Safety 5. N/A 6. N/A 7. N/A 8. N/A 9. N/A

(37) See the "Chart of Required Contents for the SPISA" 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	522	511	523	288	282	283	22	27	31	43	45	41
Growth API	811	827	826	870	881	869		688	730		773	758
Base API	791	811	821	839	870	879		728	688		747	773
Target	5	A	A	A	A	A						
Growth	20	16	5	31	11	-10						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	142	131	150	131	100	118	260	264	268	59	53	59
Growth API	730	766	784	692	712	719	731	754	749		557	504
Base API	729	730	753	651	692	703	718	731	748		612	561
Target	5	5	5	7	5	5	5	5	5			
Growth	1	36	31	41	20	16	13	23	1			
Met Target	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99	99	98	99	99	100	100	100	100	98	100
Number At or Above Proficient	305	314	346	210	212	215	10	8	16	13	13	15
Percent At or Above Proficient	59.1	61.4	66.2	73.9	75.2	76.0	45.5	29.6	51.6	30.2	28.9	36.6
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	99	100	100	100	99	100	99	97	97	99
Number At or Above Proficient	58	68	89	34	29	48	103	114	134	16	16	20
Percent At or Above Proficient	41.1	51.9	59.3	26.0	29.0	40.7	40.2	43.2	50.0	27.6	30.2	33.9
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	Yes	No	No	Yes	No	No	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99	99	98	99	98	100	97	97	100	98	100
Number At or Above Proficient	266	297	302	183	190	184	6	8	15	17	23	18
Percent At or Above Proficient	51.7	58.3	58.1	64.4	67.6	65.5	27.3	30.8	50.0	39.5	51.1	43.9
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	99	100	100	100	99	99	99	97	97	99
Number At or Above Proficient	48	64	77	40	39	47	94	122	114	20	8	9
Percent At or Above Proficient	34.3	48.9	51.3	30.8	39.0	39.8	36.7	46.6	42.9	34.5	15.1	15.5
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	Yes	Yes	No	No	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	1	2	15	37	16	39	8	20	1	2	41
8			13	52	10	40	1	4	1	4	25
Total	1	2	28	42	26	39	9	14	2	3	66

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)

All 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)

The Single Plan for Student Achievement

Citrus Elementary School

School Name

04-61424-6002976

CDS Code

Date of this revision: 12/10/2012

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

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

Contact Person: 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 340 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 90% 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. We have an established a partnership this school year with the Reading Partners Organization providing reading tutoring for approximately 75 students. The on-going efforts and commitment of these individuals 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 an increase in its Academic Performance Index (API) of 35 points and met 17 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.

API targets were met school-wide in the following subgroups: Latino, Economically Disadvantaged (ED) and English Learner (EL). The only subgroup that did not meet API targets: White.

AYP targets were met schoolwide in the area of English Language Arts through the safe harbor criteria. The Hispanic/Latino subgroup and English Learners subgroup met AYP targets in both ELA and Math through safe harbor, the Socioeconomically Disadvantaged subgroup met criteria in ELA but not in math. The White subgroup did not meet AYP criteria in either area.

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 math, ELA and reading intervention 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 the district ELD coach provides 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 Language Star program assessments to monitor the progress of our EL population.

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 2011-12 test administration was 78.4. The following significant subgroups met the AYP target for ELA 2011-12, School-wide, Hispanic or Latino, Socioeconomic Disadvantaged, and English Learners. Only one of our significant subgroups failed to meet criteria: White.

	08-09 (47.5%)	09-10 (58.0%)	Change	10-11 (67.6%)	Change (11-12)
Schoolwide	40.4% (-5.6%)	37.9% (-18.9%)	-2.5%	27.8% (39.8%)	-10.1%
Hispanic	23.0% (-23%)	33.0% (-23.8%)	+10%*	32.7 (-34.9%)	-3%
White	58.2% (+12.2%)	50.0% (-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:

	09-10 (58.0%)	Change	10-11 (68.5%)	Change	11-12 (78.4)	Change
Schoolwide	41.4% (-16.6%)	-1.6%	29.5% (-39%)	-11.9%	38.9% (39.5%)	(9.4%)
Hispanic	30.2% (-27.8%)	+2.3%*	21.8% (-46.7%)	-8.4%	50% (28.4%)	(3.3%)
White	50.0% (-8.0%)	-7.5%	38.0% (-30.5%)	-12%	34.6(43.8%)	(-3.4%)
Socio-economically Disadvantaged	37.1% (-20.9%)	-1.7%	28.6% (-39.9%)	-8.5%	36.1 (42.3)	(7.5%)
English Learners	29.5% (-28.5%)	1.9%*	19.7% (-48.8%)	-9.8%	33.3 (45.1)	(13.6)

AYP Target for 2011 - 2012 = 78.4%

Annual School Goal #2 (2011-2012): By April 2013, on the STAR Test in Mathematics, 79% 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: 33.3% of English Learners met their targets in ELA and Math in 2011/2012. This is an increase of 13.6% in ELA from the previous 2010/2011 school year. English Learners are receiving Direct Instruction in ELD through the Language STAR model. English language learners have developed language skills that carry over to improve the development in the content areas. We will continue to develop ELD through the Language STAR model.

Annual School Goal #3 (2011-12): We will increase the percentage of English Language Learners reaching language proficiency to meet AMAO targets for 2011-12 as measured by the CELDT and continue to increase the percentage of EL students meeting AYP targets in ELA on the CST or at minimum through Safe Harbor criteria.

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 (Language Star strategies)
- **100% of staff** – Collaboration with Math Support Teacher
- 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 2013, on the STAR/CST Test in ELA, students school-wide and all significant subgroups will meet AYP criteria through safe harbor.					
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) 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 .7 Title 1 Teacher to work with reading groups.		August 2012 - June 2013	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.		August 2012 - June 2013	Instructional materials, classroom resources, supplementary resources for instruction	\$20,000	Title 1 EIA EIA-LEP
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					

<ul style="list-style-type: none"> • Hire Title 1 teacher to coordinate reading intervention program • 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. • 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. 	August 2012 - May 2013	Teacher	\$97,000	Title 1
Hire aide to support teachers and students with classroom instruction and behavior management techniques	August 2012-June 2013	Aide	\$24,000	Title 1
Hire parent aides to support reading instruction in primary classrooms	August 2012 - May 2013	Parent aides	\$14,000	Title 1 EIA EIA-LEP
Release time for staff to meet as PLC's to analyze data and plan best instructional practices	August 2012-June 2013	Cost for substitute teachers	\$12,000	Title 1 Title 11

(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 2013, on the STAR/CST Test in Mathematics, students schoolwide and all significant subgroups will meet AYP criteria through safe harbor.					
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.			
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 tech support aide		August 2012 - June 2013	salary for aide	\$12,000	Title 1 EIA EIA-LEP
Purchase additional math manipulatives, calculators, literature and other resource materials for classroom use to support the implementation of the Everyday Math		August 2012- June 2013	instructional materials, EM literature, calculators	\$4,000	Title 1 EIA EIA-LEP
Purchase technology to support math instruction		August 2012 - June 2013	computers, document cameras, LCD projectors	\$12,000	Title 1 EIA EIA-LEP
Staff development and teacher collaboration to analyze data and enhance teacher skills in working with the math curriculum		August 2012- June 2013	release time	\$3,000	Title 1 Title II
<ul style="list-style-type: none">Provide Opportunities for Teachers to CollaborateCreate schedule to provide teacher collaboration timeDevelop 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 2012 - June 2013	release time	\$3,000	Title 1

<ul style="list-style-type: none"> • 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 • 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. 	August 2012 - June 2013	SBIT team release time	\$2,000	Title 1 Title II
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(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 2012-13 as measured by the CELDT and increase the percentage of EL students meeting AYP targets in ELA on the CST.

<p>Student groups and grade levels to participate in this goal: All English Learners in grades K-6</p>	<p>Anticipated annual performance growth for each group: EL 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.</p>
<p>Means of evaluating progress toward this goal: Evidence of improvement will be measured with: BPST, CBM, CELDT, CST and other district measures.</p>	<p>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.</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
Provide on-going staff development in the use of ELD/SDAIE strategies	August 2012 - June 2013	substitute teachers and release time, extra pay, training	\$10,000	Title 1 Title II EIA EIA-LEP
Hire language liaison	August 2012 - June 2013	salary	\$5000	EIA EIA-LEP
Purchase additional books and instructional materials for AR and ELD instruction	August 2012 - June 2013	books, instructional resources, materials to support program,	\$5,000	Title 1 EIA EIA-LEP
Purchase technology and provide support to English Learners	August 2012 - June 2013	computers, projectors and technology supplies	\$9,000	Title 1 Title II EIA EIA-LEP
Assess students 3 times per year using district assessments	August 2012- June 2013	extra pay	\$1,000	EIA
Investigate and visit comparable schools that are making growth with the EL subgroup (investigate schedules, curriculum, resources, etc)	August 2012 - June 2013	release time, travel expense	\$4,000	Title 1 EIA EIA-LEP Title 2

(37) See the "Chart of Required Contents for the SP-5A" 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	290	250	247	134	110	107	30	24	25	40	31	32
Growth API	720	669	703	760	708	694		627	749		611	679
Base API	724	720	668	790	760	705		722	640		654	611
Target	5	5	7	5	5	5						
Growth	-4	-51	35	-30	-52	-11						
Met Target	No	No	Yes	No	No	No						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	63	61	62	78	72	72	237	204	216	37	43	34
Growth API	676	643	712	631	605	684	695	653	693		535	579
Base API	651	676	643	629	631	605	698	695	651		626	539
Target	7	6	8	9	8	10	5	5	7			
Growth	25	-33	69	2	-26	79	-3	-42	42			
Met Target	Yes	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		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	99	99	100	100	100	100	100	100	100
Number At or Above Proficient	110	72	96	67	39	37	9	3	13	8	3	8
Percent At or Above Proficient	37.9	28.8	38.9	50.0	35.5	34.6	30.0	12.5	52.0	20.0	9.7	25.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	No	Yes	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	98	100	100
Number At or Above Proficient	21	20	31	13	12	24	80	51	78	11	6	9
Percent At or Above Proficient	33.3	32.8	50.0	16.7	16.7	33.3	33.8	25.0	36.1	29.7	14.0	26.5
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	Yes	No	No	Yes	No	No	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	99	99	100	100	100	100	100	100	100
Number At or Above Proficient	120	73	80	67	41	35	11	5	8	13	7	12
Percent At or Above Proficient	41.4	29.2	32.4	50.0	37.3	32.7	36.7	20.8	32.0	32.5	22.6	37.5
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	No	No	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	98	100	100
Number At or Above Proficient	19	12	21	23	15	24	88	58	68	14	9	9
Percent At or Above Proficient	30.2	19.7	33.9	29.5	20.8	33.3	37.1	28.4	31.5	37.8	20.9	26.5
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	No	No	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			2	17	8	67	1	8	1	8	12
2			3	25	3	25	5	42	1	8	12
3			3	43	2	29	2	29			7
4			6	46	5	38	2	15			13
5	1	6	6	33	10	56	1	6			18
6			7	44	9	56					16
Total	1	1	27	35	37	47	11	14	2	3	78

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, Language Star 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. Two additional PLC meetings are scheduled each month, giving teachers release time to meet with their grade level partners. Information garnered from these team meetings is used to place students who need additional support into extended learning opportunities or interventions 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, understanding and transition to Common Core State Standards, support in year three of our math curriculum, support in implementing the new Language Arts 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 the adopted mathematics program. Citrus teachers participate in district-wide grade level meetings and trainings in both math and language arts 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 model and address Common Core State Standards. The Instructional Leadership Team is participating in a district-sponsored series of workshops in Common Core State Standards. 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 one full-time and one .7 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 teachers meet four times a month for grade level PLC meetings. We are currently working to develop skills and knowledge to make these teams more effective by providing additional staff development in PLC concepts and deepen our understanding of Common Core State Standards.

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 staff are expected to adhere to the CUSD developed pacing guides and administer all 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 and language arts.

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

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

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:

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

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. The adopted set of materials for intensive intervention is Triumphs.

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 and deeper our understanding and begin to implement the Common Core State Standards.

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. 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 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 and Reading Partners 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. 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. Our PTA sponsors several activities throughout the year, including the Fall Jamboree, Book Fairs 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.

The Single Plan for Student Achievement

Emma Wilson Elementary School

School Name

04-61424-6111116

CDS Code

Date of this revision: January 13, 2013

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:

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Chico Unified School District

School District

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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 assure high levels of learning for all students.
Everyone Working for Excellence

- 1) Our Vision at Emma Wilson is guided by the following essential questions:
- 2) What do we expect students to learn?
- 3) How do we know when they have learned it?
- 4) How will we respond when students don't learn?
- 5) How will we provide students the opportunity to connect to our community?

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.

Eight 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 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 takes 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. Additionally, our staff has fully implemented an RTI program this year and is in the process of preparing for the implementation of the Common Core State Standards. 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)

In creating this plan, we conducted a thorough data analysis using instruments including Illuminate, 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 administrators 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 Treasures Triumphs) 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, technology needs, professional development, release time for collaboration, etc...

Barrier # 2 -Insufficient 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 (89.2%) and Mathematics (89.5%) or minimally make progress towards AYP benchmarks as measured by Safe Harbor.	
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 (5%) on the California Standards Test.
Means of evaluating progress toward this goal: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. SPA 6. Treasures Theme Tests Staff will evaluate all assessment data to monitor progress and determine interventions. Illuminate is used to collect and disaggregate information.	All English Learners will progress by at least one CELDT level each year. Group data to be collected to measure academic gains: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. SPA 6. Treasures Theme tests 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 2012 data from state and local assessments to determine academic needs of all students, specifically focusing on Hispanic/Latino and SED students.		Start Date: 8/2012 End Date: 6/2013	Staff Development Teacher Release Time Substitute Wages	\$3,000 Title II EIA EIA-LEP

PLC Grade Level Collaboration Teams will continue to meet and analyze data, develop SMART goals, planning and monitoring RTI program and establish learning targets.	Start Date: 8/2012 End Date: 6/2013	Professional Development Teacher Release Time	\$4,000	Title II EIA EIA-LEP
Provide teachers staff development opportunities to expand their understanding of Professional Learning Communities, RTI, best practices and California Common Core Standards.	Start Date: 8/2012 End Date: 6/2013	Substitute Wages Staff Development Teacher Release Time Substitute Wages	\$4,000	Title II EIA EIA-LEP
Purchase additional supplementary intervention materials/technology/software for English Language Arts and Mathematics to improve student learning.	Start Date: 8/2012 End Date: 6/2013	Instructional Materials Technology/Software	\$15,960.83	EIA EIA-LEP
Leadership team will meet monthly to monitor and analyze RTI program effectiveness. Leadership Team will participate in staff development activities; attend CCSS training. Leadership Team will receive a stipend of \$250.00	Start Date: 8/2012 End Date: 6/2013	Staff Development Teacher Release Time Substitute Wages Teacher stipend	\$10,000	Title II
SBIT team will meet monthly to discuss students performing significantly below grade level standards or who have significant behavior concerns. This team will develop intervention plans for targeted students. Revise SBIT forms and develop a new system for keeping track of student interventions and progress made. SBIT team will receive a stipend of \$250.00 Provide library media support.	Start Date: 8/2012 End Date: 6/2013	Teacher Release Time Wages and Benefits Teacher Stipend		Title II
Provide school aides to support intervention program (RTI).	Start Date: 8/2012 End Date: 6/2013	Wages and Benefits Instructional Materials Software Wages and Benefits	\$5,066.40 \$29,015.82	EIA EIA
Fully implement the Tier 3 model of intervention developed in 2011/2012 while maintaining Tier 1 and Tier 2. Provide additional collaboration opportunities to discuss student progress.	Start Date: 8/2012 End Date: 6/2013	Teacher Release Time Substitute Wages		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) 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. Scheduled emergency drills.		Group data to be collected to measure academic gains: 1. CUSD risk management data. 2. Number of vandalism reported. 3. Number of ed codes 48900's filed. 4. Aeries Reports 5. Discipline Reports/Records			
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 groundsman 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, emergency preparedness, etc... 8. Identifiable clothing for supervisors.		Start Date: 8/2012 End Date: 6/2013	Assemblies Staff Development Materials & Supplies		Safe Schools
Provide noon-time reflection/detention Hall to reinforce positive behavior expectations.		Start Date: 8/2012 End Date: 6/2013	N/A		N/A
Continue to implement the BEST program to improve student behavior.		Start Date: 8/2012 End Date: 6/2013	Materials/Supplies		Safe Schools
School Aide for campus supervision.		Start Date: 8/2012 End Date: 6/2013	Wages and Benefits	\$2000	Safe Schools

Instructional Aide Elementary Guidance staff to work with students in developing social skills and healthy play.	Start Date: 8/2012 End Date: 6/2013	Wages and Benefits	\$9,891.74	EIA-LEP
Maintain playground equipment/structures.	Start Date: 8/2012 End Date: 6/2013	Materials and Supplies		Safe Schools

(37) See the "Chart of Required Contents for the SPSSA" 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 at least one level of proficiency			
Means of evaluating progress toward this goal: 1. STAR 2. CMA 3. CELDT 4. District Benchmark Assessments 5. SPA 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. SPA 6. Grade Level Common Assessments 7. Report Cards			
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
Teachers will continue to "reach out" to parents not typically involved in the children's schooling through newsletters, personal notes and phone calls.		Start Date: 8/2012 End Date: 6/2013	Copy Costs		EIA
Parent liaison will publish bi-weekly school newsletter, "Wooley 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: 8/2012 End Date: 6/2013	Wages and Benefits	\$6,743.61	EIA
Purchase additional supplementary intervention materials/software for English Language Arts and Mathematics to improve student learning.		Start Date: 8/2012 End Date: 6/2013	Instructional Materials		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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	454	458	452	310	310	292	17	28	27	12	14	17
Growth API	792	796	805	817	826	851		691	743		733	794
Base API	800	792	796	818	817	826		764	691		745	733
Target	A	5	4	A	A	A						
Growth	-8	4	9	-1	9	25						
Met Target	No	No	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	90	80	89	68	65	56	183	201	210	29	41	43
Growth API	733	730	700		723	697	736	733	726		640	647
Base API	756	733	730		708	723	745	736	733		662	640
Target	5	5	5				5	5	5			
Growth	-23	-3	-30				-9	-3	-7			
Met Target	No	No	No				No	No	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99	99	98	99	98	96	100	100	100	100	100
Number At or Above Proficient	229	240	258	171	182	199	9	12	11	4	5	9
Percent At or Above Proficient	50.6	52.4	57.1	55.2	58.7	68.2	52.9	42.9	40.7	33.3	35.7	52.9
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	No	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	99	100	100	100	99	100	99	100	98	96
Number At or Above Proficient	33	29	26	20	23	16	60	79	78	7	12	14
Percent At or Above Proficient	37.1	36.2	29.2	29.4	35.4	28.6	32.8	39.3	37.1	24.1	29.3	32.6
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	No	No	No	--	--	No	Yes	No	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	98	98	98	98	98	96	100	100	100	100	100
Number At or Above Proficient	252	290	270	186	211	205	6	15	10	8	8	11
Percent At or Above Proficient	55.5	64.0	60.0	60.0	69.2	70.4	35.3	53.6	37.0	66.7	57.1	64.7
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	99	100	100	100	99	100	99	100	91	96
Number At or Above Proficient	37	36	30	26	35	21	79	101	90	12	21	16
Percent At or Above Proficient	41.1	45.0	33.7	38.2	53.8	37.5	43.2	50.2	42.9	41.4	55.3	37.2
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	--	--	--	No	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									*****	***	*****
1			2	40	2	40	1	20			5
2	1	17			3	50	2	33			6
3			*****	***	*****	***					*****
4			5	38	6	46			2	15	13
5	1	8	6	46	4	31	2	15			13
6			3	50	2	33	1	17			6
Total	2	4	17	37	18	39	6	13	3	7	46

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.
- SPA (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, Illuminate 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)

Opportunities are provided for teacher collaboration in grade level teams (PLC) twice monthly. Grade level teams meet frequently to collaborate outside of the designated times.

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 support students in meeting grade level standards. The resource teacher works 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 by teacher and/or parent recommendation.

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

Emma Wilson currently offers a transitional Kg program.

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 thriving 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)

School Site Council, 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)

Services such as classroom aides, supplemental materials/equipment, staff development, and collaboration time all help enable all students to meet state standards, especially those most in need of assistance.

22. Fiscal support (EPC)

The school receives categorical funding through EIA-LEP, Title II, and Safe Schools.

The Single Plan for Student Achievement

Fair View High School

School Name

04-61424-0431502

CDS Code

Date of this revision: December 12, 2012

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

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

Contact Person: David S. McKay
Position: Principal
Telephone Number: (530) 891-3092
Address: 290 East Ave.
Chico, CA 95926
E-mail Address: dmckay@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 Statement

Our mission is to nurture the individual talents and abilities of our students, promote academic competency, and develop productive citizens.

Vision Statement

Fair View is a united, committed school community driven to...

CONNECT *all* students to our positive school culture;

ACCELERATE *all* students' interpersonal and academic skills;

LAUNCH *all* students into their post-secondary goals.

III. School Profile

The majority of students who enroll in Fair View High School are referred from within the Chico Unified School District. Chico High School and Pleasant Valley High School, the district's two comprehensive high schools, refer the largest number of students to Fair View. Fewer students are referred from the Academy for Change and Oakdale Independent Study School, which are also district programs housed on the Fair View campus. Fair View also enrolls many students new to the District on a regular basis. "New to the District" students are usually behind in their progress towards graduation.

Fair View had a student capacity of 220 students prior to the 2005-06 school year. For the 2011-12 school year, the current enrollment capacity is 250 students.

The majority of the Fair View student population is enrolled for the long term with graduation or the GED in mind. A smaller percentage of students return to the comprehensive high schools. While Fair View has averaged about 100 students a year who were enrolled for at least 90 consecutive school days over the past three years, we have also averaged about a 70% mobility rate over that same time frame.

Most of the students enrolled at Fair View are of White ethnicity, between 62% and 65%. Hispanic/Latino ethnicity has increased and has had an 18% to 27% range. Black/African American ethnicity has had a slight decline, and has had a range between 5% and 9%.

English has been the primary language spoken in the home of the Fair View students, 84% to 88%. Spanish is the predominate language, other than English, with a range between 10% and 16%. This number has increased over the years.

Fair View provides for the needs of the special education students with a Resource Specialist Program. Over the past three years, Fair View's special need population has been between 11% and 14%. Fair View has also seen a large increase in the amount of RSP student referrals to our program and has added an additional .4 RSP teaching position during the 2006-07 school year to address this need. RSP students at Fair View are served through a combination of full-inclusion/push-in support and pull-out direct services. Instructional Aides provide the vast majority of academic support within the context of the general education classroom in conjunction with the general education teacher. While the Resource Teacher provides pull-put intensive intervention for those students who need support reaching grade level.

Fair View is committed to the continual refinement of ALL programs serving ALL students. We are committed to providing the best possible education for ALL our students--no matter what their life circumstances may be.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

During the creation of this Single Plan for Student Achievement, Fair View stakeholders analyzed data from many sources. These sources included data provided by CRUNCHER, CELDT tests score, CAHSEE, CST/STAR, district benchmarks, and site-level diagnostic assessments. For the past two years, Fair View teachers have passed a contract waiver allocating collaboration time every Wednesday morning from 8:00 - 9:15. Fair View is committed to developing as a Professional Learning Community (PLC).

The following sources of data were analyzed by Fair View stakeholders:

DISTRICT PROVIDED ASSESSMENTS

- District Benchmark Assessments
- School Climate Surveys

STATE AND FEDERAL ASSESSMENTS

- CELDT
- CST/STAR
- CAHSEE
- Reclassification rates
- Alternative Schools Accountability Model (ASAM) reports

SITE AND CLASSROOM-LEVEL ASSESSMENTS

- Renaissance ELA/Math diagnostics
- School-wide common assessments
- Teacher-generated formative assessments

B. Surveys

Surveys that were analyzed to better understand student and staff needs were included :Healthy Kids SurveyStudent, staff, administration, and parent climate surveys

C. Classroom Observations

The two administrators on campus are in every classroom on a daily basis. On the days that the administrative intern is on campus he also observes classes in an informal format. Teachers going through the Beginning Teacher Support and Assessment (BTSA) program also observe other teachers conducting lessons. The master teachers of the BTSA participants spend time observing the beginning teacher as part of the program. The formal observation process is as follows: permanent teachers are formally observed every other year; temporary or probationary teachers are formally observed every year.

D. Student Work and School Documents

The Student work and school documents that will be collected are as follows: 1. District Benchmark Assessments 2. Teacher classroom assessments (from ILT teachers as well as others) 3. STAR, CAHSEE, and CELDT data from the Cruncher database

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

A complete analysis of our current program was conducted during the 2009-10 school year. It was conducted while going through our WASC 3-year Progress Report accreditation process.

V. Description of Barriers and Related School Goals

Barrier #1:

CAHSEE ELA and Math scores have been an ongoing concern at Fair View over the past six years. There has not been a consistent approach to teaching ELA and Algebra Essential Standards across grade levels in terms of focusing on specific ELA and Algebra scoring areas. Additionally, Fair View has struggled to meet its 95% participation rate.

Goal #1:

Fair View will increase the percent of graduating seniors who pass the CAHSEE to 98%. We will also increase our participation rate to 95% in 2011-12.

Barrier #2:

Credit completion rate is one of Fair View's ASAM Performance Indicators. Students failing classes due to poor attendance, inappropriate behavior (effectively removing them from the learning environment), or skill deficiency has been an ongoing challenge at Fair View over the past six years, based on ASAM reporting data.

Goal #2:

We will increase the credit completion rate of our long-term students (enrolled for at least 90 consecutive days) to 85% in 2011-2012.

Barrier #3:

Student attendance has been an ongoing concern at Fair View over the past six years. While Fair View has attempted a variety of strategies for improving attendance over the years, we have not yet been able to develop a comprehensive attendance improvement plan that produces consistent results year-in and year-out.

Goal #3:

We will develop a comprehensive attendance improvement plan and increase attendance by to 85% in 2011-12.

Barrier #4:

Approximately 20% of Fair View students a year served over 100 days of out-of-school suspension from 2003-2007, negatively impacting students' ability to earn credits and reducing our ADA revenues. Additionally, many students do not perceive an out-of-school suspension as "punishment" but rather a "vacation". From 2007-2009, a new in-school suspension program resulted in zero 90-day students serving out-of-school suspensions, with only ten days of out-of-school suspension served overall during those two school years. Zero students were expelled from 2007-2009, down from 13-20 a year from 2003-2007.

Goal #4:

We will maintain an out-of-school suspension rate of less than 5% for 90-day students.

Barrier #5:

Activities and programs promoting school-to-work and parental involvement opportunities have not been thoroughly developed at Fair View over the past six years. Significant improvements have been made in each of the past two years, however.

Goal #5:

We will continue to increase the number of school to work and parental involvement activities at Fair View by coordinating with at least 30 new community partners through our Career Planning and Youth Employment Program in 2011-12.

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) Fair View will increase the percent of graduating seniors who pass both sections of the CAHSEE from 90% in 2011-12 to 93% in 2012-13 as a result of our fully-implemented three-tiered intervention system. We will also increase our participation rate to 95% in 2012-13.				
Student groups and grade levels to participate in this goal: We will target students that scored below proficient on last year's CST test and students who have not passed either their Math or ELA CAHSEE.	Anticipated annual performance growth for each group: Fair View will increase the percent of students who score proficient or better on the CAHSEE by 5%.			
Means of evaluating progress toward this goal: Classroom assessments and common assessments designed in collaborative teams will be used to evaluate progress towards this goal.	Group data to be collected to measure academic gains: Data from the CAHSEE, annual CST scores, common assessments, and classroom assessments will be needed to measure academic gains.			
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
Expand school's capacity to meet the academic needs of it's low-performing students, including students that have not yet passed their CAHSEE and/or have not scored proficient or better on their CST's, by recruiting and hiring specialized personnel.	2011-2013	1. Instructional Aid, Bilingual; 2. Guidance Counselors (1.4 FTE)	1a. \$12,359 1b. \$13,113 2a. \$63,424 2b. \$25,270	1a. Title I 1b. SCE 2a. Title I 2b. Title I C/O
We will create intervention classes for students that have not yet passed their CAHSEE and/or have not scored proficient or better on their CST's.	2011-2013	1. Intervention Curriculum & Materials 2. Staffing for sections during and after regular school day	1. \$10,000 2. \$60,000	1. Title I C/O 2. Title I C/O
We will continue to assign a bilingual instructional aid to assist English Language Learners in accessing the core curriculum in their mainstream classes.	2011-2013	1. Instructional Aid, Bilingual	1. \$12,767	1. SCE

We will create CAHSEE Intervention classes that specifically incorporate SDAIE strategies to improve overall English proficiency for English Language Learners.	2011-2013	1. Bilingual ELA Intervention Teacher (.6 FTE) 2. Curriculum and Materials 3. Relevant Professional Development	1. \$55,662 2a. \$5,950 2b. \$395 2c. \$10,000 3. \$1,500	1. Title I 2a. EIA LEP 2b. EIA LEP C/O 2c. Title I C/O 3. Title II
We will fully implement the STAR Renaissance ELA and Mathematics diagnostic assessment program to gather relevant baseline and progress-monitoring data on every Fair View student.	2011-2013	Licensing Fee	CUSD-absorbed	CUSD-absorbed

(37) See the "Chart of Required Contents for the SPSS" 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) We will increase the credit completion rate of our long-term students (enrolled for at least 90 consecutive days) from 89.5% in 2011-12 to 93% in 2012-13.					
Student groups and grade levels to participate in this goal: All student groups, with a focus on students failing one or more classes.		Anticipated annual performance growth for each group: Credit completion rates will increase to 93% for our 90-day students.			
Means of evaluating progress toward this goal: ASAM data will all be examined to determine progress toward the goal.		Group data to be collected to measure academic gains: Analysis of the number of classes in which students failed to earn credit each session. Attendance, Behavior, and Credit-completion data will be used alongside classroom and school-wide assessment data to target reasons for students failing classes. Timely interventions will be designed and adjusted accordingly.			
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
Staff will collaborate to design an Intervention Pyramid to provide timely assistance both during the regular school day and during the 21st CCLC after school program.		2010-2013	1. Relevant Professional Development	1. \$5,000	1. Title II
Staff will identify and recruit our most successful students to serve as peer tutors. These peer tutors will work with student in danger of failing classes.		2011-2013	1. Curriculum and Supplies to assist Peer Tutors	1a. \$10,000 1b. \$868	1a. SCE C/O 1b. SCE
Coordinate ELA and Social Studies curriculum to include more overarching skills and concepts, promote literacy and writing across disciplines.		2012-2014	Curriculum	5,000	Title I
A "Core Skills" common assessment measuring a higher-order thinking skill will be administered at the end of each 3-week unit. Results of these assessments will reflect an ongoing increase in student engagement and ability to access higher-order thinking skills.					

(37) See the "Chart of Required Contents for the SPSSA" 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. School's 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 P2 ADA from 86.5% in 2011-12 to 87% in 2012-2013 as a result of our fully-implemented Student Support Team/Center.	
Student groups and grade levels to participate in this goal: Students that have chronic attendance issues.	Anticipated annual performance growth for each group: ASAM reports will show a 5% improvement in 90-day students' attendance rate.
Means of evaluating progress toward this goal: The progress towards the goal can be monitored by examining attendance numbers on AERIES and A2A as well as requesting attendance data from the district office.	Group data to be collected to measure academic gains: Cruncher and AERIES-generated attendance reports.

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
Identify students that are regular non-attenders in order to target them for special resources that can help them improve their attendance.	2007-2013	1. Bilingual Targeted Case Manager	1a. \$21,651 1b. \$20,825	1a. Title I C/O 1b. Title I
We will create more flexible options for our students to pursue their academic goals while also providing maximum opportunities for employment or extra-curricular activities that promote achievement, including the reinstatement of the Oakdale independent study school on campus.	2009-2013	Guidance Counselor	\$60,000	Aspire Grant
Developmental Assets Inventories will show an increase in Asset acquisition by 90-day students.	2011-2013	Guidance Counselor	(see above)	(see above)

(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 maintain an out-of-school suspension rate of less than 5% for 90-day students.					
Student groups and grade levels to participate in this goal: Students that would normally spend their suspensions out of school, at home.		Anticipated annual performance growth for each group: Out-of-school suspension rate under 5%.			
Means of evaluating progress toward this goal: Suspension/expulsion reports from AERIES and annual ASAM reports.		Group data to be collected to measure academic gains: Annual ASAM reports for out-of-school suspension rates.			
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
We will continue to refer students to our CAL ISS program in lieu of out of school suspensions whenever feasible. Students previously serving their suspensions at home will instead serve them at CAL ISS.		2007-2013	1. Appropriate shirts and ties to issue students as part of dress code	1. \$1,000	1. Safe Schools
Purchase Tier II Strategic Intervention Instructional Materials to assist ISS students with their academic progress.		2007-2013	1. Instructional Materials	1a. \$3,000 1b. \$5,000	1a. Title I C/O 1b. SCE C/O
Update and maintain effective communication and school safety-related supplies like radios and batteries, as well as materials for conducting scenarios and simulations designed to promote overall school safety and emergency readiness.		2007-2013	1. Radios and related supplies	1. \$6,000	1. Safe Schools

(37) See the "Chart of Required Contents for the SP-5A" 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) We will increase the number of school to work and parental involvement activities at Fair View by coordinating with at least five new community partners through our Career Planning and Youth Employment Program in 2012-13.	
Student groups and grade levels to participate in this goal: All students, with an emphasis on juniors and seniors in good academic standing.	Anticipated annual performance growth for each group: Student surveys and Asset Development inventories will indicate an increase in the knowledge, skills, and dispositions necessary to gain meaningful employment.
Means of evaluating progress toward this goal: Student surveys and Assets inventories.	Group data to be collected to measure academic gains: Student surveys and Assets inventories.

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
We will establish a Career Center, staffed by our existing IA Voc Ed and a new Career Development Coordinator to assist in organizing and facilitating more student recognition nights and facilitate more career development workshops (funded by 21st CCLC funds not delineated in this SPSA).		2009-2013	1. Parent Involvement/Education Activities 2. Curriculum and Materials 3. Career Development Coordinator	1. \$1,523 2. \$10,000 3a. \$18,148 3b. \$12,672	1. Title I Parent Ed 2. Title I C/O 3a. Title I 3b. 21st CCLC
We will continue to expand our Construction Academy program, which provides relevant workforce readiness opportunities for our students.		2010-2013	1. Relevant professional development	1. \$2,000	1. Title II C/O
We will continue to partner with the Boys and Girls Club of the North Valley to provide youth development, academic enrichment, and workforce readiness opportunities for our students as an extension of the regular school day.		2009-2013	1. Contract with BGC	1a. \$9,308 1b. \$9,308	1a. Title I 1b. 21st CCLC

⁽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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	94	58	72	56	34	33	3	2	7	0	0	1
Growth API	559	560	478	573	557	477						
Base API	600	559	516	620	573	528						
Target	D	12	14									
Growth	-41	1	-38									
Met Target		No	No									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	29	15	27	19	8	13	75	47	61	8	8	10
Growth API		548	483			516	543	537	480			
Base API		515	501		428		588	542	501			
Met Target												

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	91	82	95	92	81	95	84	84	100	--	--	--
Number At or Above Proficient	14	9	1	9	6	--	--	--	--	--	--	--
Percent At or Above Proficient	32.6	37.5	5.6	34.6	40.0	--	--	--	--	--	--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	93	72	91	88	100	100	91	85	100	86	80	100
Number At or Above Proficient	--	--	--	--	--	--	9	5	1	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	25.7	26.3	5.9	--	--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	92	79	93	92	80	91	84	67	100	--	--	--
Number At or Above Proficient	9	4	2	7	2	--	--	--	--	--	--	--
Percent At or Above Proficient	20.9	16.7	11.8	26.9	14.3	--	--	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	93	86	100	88	100	100	91	85	91	86	60	78
Number At or Above Proficient	--	--	--	--	--	--	6	3	2	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	17.1	15.8	12.5	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	*****	***									*****
10			*****	***							*****
11	1	13	4	50	3	38					8
12	1	14	5	71	1	14					7
Total	3	18	10	59	4	24					17

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)

Fair View High School uses both state and local assessments to modify classroom instruction. Teachers consistently assess students using standards based curriculum to monitor the progress of their students. Teacher-generated assessments, created in PLC Teams, along with the state STAR testing results are used to guide teaching and learning.

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

Teachers and administration use data to monitor student progress on curriculum-embedded assessments and to adjust instruction to increase student achievement. PLC groups look at the available data as a formative assessment tool to improve instruction.

Staffing and Professional Development

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

100% of the credentialed teachers teaching at Fair View meet the requirements for highly qualified staff as set forth by the NCLB legislation.

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

The principal has completed the requirements of Assembly Bill (AB)75. The assistant principal will complete AB 430 training by June 1, 2010.

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

When the district or the site adopts new instructional materials all of the teachers that will be using those materials have access to training through AB 466.

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

District-wide staff development plan includes access to workshops and inservices designed to build capacity for Professional Learning Communities.

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

The Beginning Teacher Support and Assessment (BTSA) program uses experienced teachers to mentor newer teachers. The two-year program trains mentoring teachers on how to help support new teachers. Teachers that feel they need extra support or extra time are encouraged to speak with administration about their needs. PLC Teams also provide a system of support for teachers that need it.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate once a week in content area groups to review data, sequence curricula, design common assessments, set SMART Goals, and discuss any concerns they may have about teaching or learning.

Teaching and Learning

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

All textbooks and support materials adopted by the district meet the standards-based requirements. Teachers are encouraged to join textbook adoption committees to insure that the materials are standards based, and meet the needs of our student population.

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

Fair View adheres to the recommended instructional minutes for reading/language arts and mathematics. Students are continually enrolled in a math class until completion of their requirements. Students are enrolled in English for the entire time they are enrolled at Fair View.

11. Lesson pacing schedule (EPC)

Lesson pacing for language arts is discussed and planned within the English PLC groups. Mathematics are also planned by their PLC groups. In the past, Algebra has been done on an independent study process, due to the fact that our students come to us with a wide range of skills. Beginning with the 2009-2010 school year, Fair View is phasing out the independent study model and adopting the same CPM program used by the two traditional high schools.

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

Appropriate standards-based materials are available to all teachers if needed. The school will provide any additional materials needed for teachers to better support their students.

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

Standards-aligned instructional materials are reviewed and adopted on a district level as part of a regular cycle. Intervention programs include Edge (for ELL's) and Connect to Algebra. Teachers and administration are currently working together to design and implement a three-tiered ELA intervention system that builds off of the state-adopted textbook and focuses on specific skill areas to move students from "Intensive" intervention, to "Strategic", up to "Benchmark" (or grade level) in the program. FVHS is exploring effective diagnostic assessments, in addition to STAR/CELDT/CAHSEE data that we can administer to students as they enter our program, increasing our ability to place them in the appropriate Tier of our ELA intervention program. This program is in the research and design stage as of the 2009-2010 school year.

Opportunity and Equal Educational Access

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

The services that are provided by the regular program to support underperforming students to meet standards are:

1. Access to a reading specialist
2. Access to a multi-cultural aid
3. Access to child care
4. Access to the 21st CCLC "after school program"
5. Counseling support
6. Targeted Title I assistance

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

Fair View is engaged in the continuous cycle of researched-based educational practices to improve student achievement. Teachers meet on a weekly basis to collaborate about instructional strategies, pacing and analyzing data. The data is used to modify instruction.

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

Students may choose, or be placed in several opportunities to increase their learning time/access to targeted interventions and grade-level instruction, including 7th, 9th, and 9th periods (the 21st CCLC after school program), Title I Intervention Teacher, Full-Inclusion and Pull-out support from RST and IA-SPED, and enrollment in two Math or English courses.

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-based interventions, described above, offer timely assistance for students not demonstrating proficiency in the core curriculum. Each year, the district notifies qualifying families of approved Supplemental Service Providers in the area. The Boys and Girls Club offers homework help as part of their after school program, which runs in conjunction with many 21st CCLC and ASES programs at elementary and secondary school sites.

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

Some strategies that we use to increase parental involvement are the addition of a new targeted case manager, evening meetings with the guidance counselor, Title I Intervention Teacher, and regular communication with the after school program coordinator/assistant principal.

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 meets on a regular basis to plan, implement, and evaluate consolidated application programs.

Funding

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

The resources that are available to assist under-achieving students are the targeted case manager which connects families and students to resources. The Reading specialist helps students with remediation. An ELD teacher and a multicultural aid to help the students that are struggling with their language development. The school counselor which helps the students make a plan for their education. The 21st century grant for the after school program which gives students time to get help with uncompleted work.

22. Fiscal support (EPC)

The Single Plan for Student Achievement

Hooker Oak Elementary School K-8

School Name

04-61424-6003008

CDS Code

Date of this revision: November 2012

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

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

Contact Person: 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 and Vision**" represents the goals and philosophy of the school and is summed up simply by its mission statement: *"Hooker Oak: A community of learners. Growth through the joy of creativity and discovery. Growth through educational excellence. Growth through positive life choices."*

Vision

The learning environment at Hooker Oak will promote student participation in a variety of authentic and engaging curricular activities which foster the development of the whole child. Students will demonstrate a proficiency in the curriculum standards while being supported in a nurturing educational program, balanced with high expectations for accountability, shared by students, teacher, and parents.

III. School Profile

Hooker Oak is a Kindergarten through Sixth grade school which currently houses approximately 365 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-seven years. It is presently housed in a historic school in Chico which is 65 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-age teaching pods that loop with their teacher for two consecutive years in single grade classrooms. 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:

3-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: There are two primary common assessments administered at Hooker Oak; the California Standards Test (CST) in grades second to sixth grades and the district benchmark assessment, the Student Performance Assessment (SPA). Staff and School Site Council review school and student performance information from the 2012 STAR results to determine areas of academic improvement.

Hooker Oak's overall API is 816. Hooker Oak made its growth target, and met 12 of its 13 AYP criteria.

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:

2011-12 Data Looks at Growth in Proficiency Levels:

2nd Grade

- ELA: Below district and state proficiency levels
- MATH: Above district and state proficiency levels
- ELA & MATH: proficiency scores have decreased in this grade level

3rd Grade

- ELA: Equal comparison to district and state proficiency levels
- MATH: Above district proficiency levels and state proficiency levels
- ELA & MATH: significant increase in proficiency levels over three years

4th Grade

- ELA: Significantly above state and district proficiency levels
- MATH: Significantly below district and state proficiency levels
- MATH: Significant decrease in proficiency levels over last two years

5th Grade

- ELA: Significantly above district and state proficiency levels
- ELA: Same proficiency levels over last year
- MATH: Similar proficiency levels to district and state proficiency levels
- MATH: Significant increase in proficiency from previous three years

6th Grade

- ELA: above district and state proficiency levels
- ELA: Same proficiency level as previous year. Last years stayed at the 60+% range of students proficient and above.
- MATH: Significantly below district and state proficiency levels

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.

Staff Results:

Parent Results:

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 provides Fine Arts and PE specialists 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-CST scores, District 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 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: Hooker Oak did not make AYP percent proficient rate under the math criteria schoolwide. Percent proficient schoolwide was 58.3%. The target was 79%.

CST MATH Data Hooker Oak School: 2012 Spring Testing:

2nd CST	HO	CUSD	CA
Math	11-12		
% Proficient & Above	67%	60%	64%
3rd CST	HO	CUSD	CA
Math	11-12		
% Proficient & Above	78%	63%	69%
4th CST	HO	CUSD	CA
Math	11-12		
% Proficient & Above	45%	60%	71%
5th CST	HO	CUSD	CA
Math	11-12		
% Proficient & Above	65%	61%	65%
6th CST	HO	CUSD	CA
Math	11-12		
% Proficient & Above	37%	54%	55%

Goal 1:

Hooker Oak will increase the percentage of students scoring proficient or above to equal or exceed the state proficiency levels in Math.

Barrier #2: Less than half of 2nd and 3rd students were proficient in English Language Arts. Expectation of proficiency levels by state was 78% proficient. 4th, 5th, and 6th are showing growth over the years and approaching that expectation.

CST ELA Data Hooker Oak School: 2012 Spring Testing

2nd CST	HO	CUSD	CA
ELA	11-12		
% Proficient & Above	42%	50%	58%
3rd CST	HO	CUSD	CA
ELA	11-12		
% Proficient & Above	48%	49%	48%
4th CST	HO	CUSD	CA
ELA	11-12		
% Proficient & Above	77%	63%	67%
5th CST	HO	CUSD	CA
ELA	11-12		
% Proficient & Above	73%	66%	63%
6th CST	HO	CUSD	CA
ELA	11-12		
% Proficient & Above	69%	60%	59%

Goal 2:

Hooker Oak will increase the percentage of students scoring proficient or above to equal or exceed the state proficiency levels in English Language Arts.

Barrier 3: Communication during emergencies throughout the building during lock-downs and possible electrical problems creates inconsistent communication abilities.

Not all classrooms have walkies. Exterior rooms do not have curtains over windows, Health office is missing a curtain.

Goal 3: Hooker Oak will 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:

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 or above to equal or exceed the state proficiency levels in mathematics.																																									
Student groups and grade levels to participate in this goal: <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.	Anticipated annual performance growth for each group: Increase 2013 proficiency and above rates to equal or exceed state proficiency levels. Below is an example of how Hooker Oak would succeed at this goal in the 2011-12 school year. <table><tr><th colspan="4">MATHEMATICS</th></tr><tr><th>Grade Level</th><th>HO CST 2012</th><th>STATE CST 2012</th><th>Would HO have met this goal in previous year?</th></tr><tr><td>2</td><td>67%</td><td>64%</td><td>Met and exceeded</td></tr><tr><td>3</td><td>78%</td><td>69%</td><td>Met and exceeded</td></tr><tr><td>4</td><td>45%</td><td>71%</td><td>Not met</td></tr><tr><td>5</td><td>65%</td><td>65%</td><td>Met</td></tr><tr><td>6</td><td>37%</td><td>55%</td><td>Not met</td></tr></table> <p>Expectations for 2012-13 school year results are:</p> <table><tr><th>Grade</th><th>Growth expected</th></tr><tr><td>2nd</td><td>70%</td></tr><tr><td>3rd</td><td>81%</td></tr><tr><td>4th</td><td>50%</td></tr><tr><td>5th</td><td>68%</td></tr><tr><td>6th</td><td>40%</td></tr></table> <p>Grade Level SMART Goals to assist meeting School-wide Goals: The new Math SMART goals are evaluated the end of February 2013 and new Math SMART goals are created as a result of this evaluation and progress monitoring. The goals created in February are recursively evaluated again in late May 2013.</p>	MATHEMATICS				Grade Level	HO CST 2012	STATE CST 2012	Would HO have met this goal in previous year?	2	67%	64%	Met and exceeded	3	78%	69%	Met and exceeded	4	45%	71%	Not met	5	65%	65%	Met	6	37%	55%	Not met	Grade	Growth expected	2nd	70%	3rd	81%	4th	50%	5th	68%	6th	40%
MATHEMATICS																																									
Grade Level	HO CST 2012	STATE CST 2012	Would HO have met this goal in previous year?																																						
2	67%	64%	Met and exceeded																																						
3	78%	69%	Met and exceeded																																						
4	45%	71%	Not met																																						
5	65%	65%	Met																																						
6	37%	55%	Not met																																						
Grade	Growth expected																																								
2nd	70%																																								
3rd	81%																																								
4th	50%																																								
5th	68%																																								
6th	40%																																								

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Benchmark goals from District CST Mirror assessments (SPA) from each grade level 2-6. Increases from this goal will be reflected in the 2013 CST disaggregated Math scores in August 2013. 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?) APL- 2012-2013 data obtained from Accountability Progress Report on Growth and Targets met for each subgroup. AYP- 2012-2013 data obtained from Adequate Yearly Progress Report using Safe Harbor calculations. 	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 Math 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 2013. Analysis of CST results compared to student proficiency levels on district benchmark assessments Evaluation/Report Cards Illuminate Reports by Grade and Teacher
---	---

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)					
Personnel:	Start Date(38)	Proposed Expenditures (39)	Estimated Cost	Funding Source	
Provide instructional Aide to assist RSP teacher and classroom teacher to meet the needs of struggling students.	August 2012-June 2013	Classroom Aide	\$17,000	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"> Teacher math coaches demonstrate Everyday Math lessons for grade levels Attendance by teachers at district math series trainings PLC 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 in PLC meetings. Provide added support for ESL students.	August 2012-June 2013	Professional development registrations Release time (substitute teachers)	\$1500	Title II	
Provide added MATH support for groups at risk	August 2012-June 2013	Resource materials and tech support	\$2000.00	LEP	
Keep previously purchased technology working to aide instruction.	January 2013-June 2013	Parent Instructional Aide 2 hour 4x a week	\$3000	EIA	
	August 2012-June 2013	replace burnt out LCD projectors provide kindergarten and first grades with technology to do progress monitoring	\$4000	EIA	
Attend Math Instructional trainings	August 2012-June 2013	sub and conference costs	\$3000.00		

(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)
Hooker Oak will increase the percentage of students scoring proficient or above to equal or exceed the state proficiency levels in English Language Arts.

Student groups and grade levels to participate in this goal:

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.

Students in grades K-1 with emphasis on students identified on ESGI as at risk.

Staff development:

Program Goal and Strategy: 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.

- Teacher math coaches demonstrate Everyday Math lessons for grade levels
- Attendance by teachers at district math series trainings

PLC 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 in PLC meetings.

Anticipated annual performance growth for each group:

Increase 2013 proficiency and above rates to equal or exceed state proficiency levels. Below is an example of how Hooker Oak would succeed at this goal in the 2012-13 school year.

ENGLISH LANGUAGE ARTS

Grade Level	HO CST 2012	STATE CST 2012	CST 2013 projected growth
2	42%	58%	Not met
3	48%	48%	Met
4	77%	67%	Met and exceeded
5	73%	63%	Met and exceeded
6	69%	59%	Met and exceeded

Expectations for 2012-13 school year results are:

Grade	Growth expected
2nd	45%
3rd	51%
4th	80%
5th	76%
6th	72%

Grade Level SMART Goals to assist meeting Schoolwide Goals: **The new ELA SMART goals are evaluated the end of February 2013 and new ELA SMART goals are created as a result of this evaluation and progress monitoring. The goals created in February are recursively evaluated again in late May 2013.**

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.

- 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 2013.

Means of evaluating progress toward this goal:

- Benchmark goals from District CST Mirror assessments (SPA) from each grade level 2-6.
- Benchmark goals from ESGI assessments in grade levels K-1.
- Increases from this goal will be reflected in the 2013 CST disaggregated ELA scores in August 2013.
- Analysis data produced of CST results compared to student proficiency levels on district/grade level benchmark STAR Mirror assessments. (Does proficiency on

<p>district benchmarks provide a valid tool for predicting proficiency on the California State Test in regards to writing strategies?)</p> <ul style="list-style-type: none"> • API- 2012-2013 data obtained from Accountability Progress Report on Growth and Targets met for each subgroup. • AYP- 2012-2013 data obtained from Adequate Yearly Progress Report using Safe Harbor calculations. 	<ul style="list-style-type: none"> • Analysis of CST results compared to student proficiency levels on district benchmark assessments • Evaluation/Report Cards • Illuminate Reports by Grade and Teacher
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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 2012-June 2013	teacher PLC (Professional Learning Community) time Sub costs to plan	\$0 \$200	EIA
Utilize intervention programs in the areas of ELA for 2nd and 3rd grades	August 2012-June 2013	ELA Intervention materials	\$1000	EIA
Utilize district and site based grade level meetings and PLC's to evaluate and adjust goals.	August 2012-June 2013	PLC agendas	\$0	
Upgrade technology to meet classroom intervention needs	August 2012-June 2013	purchase technology	\$5000	EIA
Re-hire Part time Parent Intervention aide	August 2012-June 2013	Aide salary	\$3000	EIA
Implement EL ELA support materials to strengthen EL instruction in the classroom and support Treasures adoption	August 2012-June 2013	material costs	\$1000	LEP
Professional Development attended to promote better instruction in ELA of EL and at risk students.	August 2012-June 2013	conference and sub costs	\$2000	LEP

(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 communication avenues within and without the school during emergency situations.					
Student groups and grade levels to participate in this goal: All students.		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: Teacher reflection of safety. Staff, parent, student surveys Drill/practice data		Group data to be collected to measure academic gains: Teacher reflection of safety. Staff, parent, student surveys Drill/practice 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
Purchase walkie talkies Purchase and install curtains for rooms without.		August 2012-June 2013	Walkies Curtains	\$2500 \$500	Safety

(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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	270	224	218	205	175	166	13	7	2	3	1	0
Growth API	786	800	816	795	815	833						
Base API	821	786	801	825	796	815		748				
Target	A	5	A	A	4	A						
Growth	-35	14	15	-30	19	18						
Met Target	No	Yes	Yes	No	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	24	18	25	6	3	0	81	66	80	29	24	27
Growth API		707	724				717	718	762		631	644
Base API		744	707				741	717	722		576	631
Target							5	5	5			
Growth							-24	1	40			
Met Target							No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99	98	98	99	97	100	100	100	100	100	--
Number At or Above Proficient	152	134	138	121	108	111	6	--	--	--	--	--
Percent At or Above Proficient	56.3	59.8	63.3	59.0	61.7	66.9	46.2	--	--	--	--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	--	100	99	99	97	97	97
Number At or Above Proficient	13	10	12	--	--	--	32	29	40	5	10	11
Percent At or Above Proficient	54.2	55.6	48.0	--	--	--	39.5	43.9	50.0	17.2	41.7	40.7
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	No	Yes	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99	97	98	98	96	100	100	100	100	100	--
Number At or Above Proficient	124	129	126	99	107	105	5	--	--	--	--	--
Percent At or Above Proficient	46.1	57.8	58.3	48.5	61.5	64.0	38.5	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	--	99	99	98	97	97	97
Number At or Above Proficient	5	6	8	--	--	--	27	27	39	8	8	10
Percent At or Above Proficient	20.8	33.3	32.0	--	--	--	33.8	40.9	49.4	27.6	33.3	37.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	No	Yes	Yes	--	--	--

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.

The Single Plan for Student Achievement

Little Chico Creek Elementary School

School Name

04-61424-6109722

CDS Code

Date of this revision: September, 2012

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

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

Contact Person: 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: 56.3% Caucasian; 24% Hispanic; 4.5%, African American; 6.3% Asian; 2.2% American Indian; 1.5% Filipino, Pacific Islander; .9%.

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. Two Severely Handicapped Special Day Classes and a Resource Specialist class occupy three 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 twenty-one classroom teachers, two special education teachers, one Title 1, five itinerant teachers (music, fine arts, PE, ELD, speech), fifteen instructional aides (special education, Title I, PIP, Second Step), five 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 improved in both Language Arts and Mathematics in 2012.

Cruncher reveals an increase or a leveling in 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 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 strengthen 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
- 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) By April 2013 all students will demonstrate significant growth to meet or exceed API and AYP proficiency targets in English Language Arts (78.4%) or achieve Safe Harbor in accordance with California Standards Test qualifications.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> Kindergarten through sixth grade students: English Learners Student with Disabilities, Socio-economically Disadvantaged students 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> The percentage of students (1st through 6th grade) reading at grade level will increase by 10% between the fall and spring in accordance with District Trimester Reading Benchmark assessment levels. 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/Safe Harbor.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> California Department of Education STAR results CUSD Edusoft and CRUNCHER, illuminate, 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 Title 1 Progress monitoring Language Arts Common Assessments 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> 2nd through 6th grade STAR summative assessment in reading K - 6th grade CUSD Trimester Reading Benchmark formative & summative fall 2012 and spring 2013 assessment results K - 6th Grade level common formative assessments Socio-Economically Disadvantaged student outcomes on 2012 STAR assessment in reading STAR Mirror Assessment Data for SMART GOALS Title 1 Progress Monitoring Before School and After School Progress Data Response to Intervention Progress Data

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
Teachers will analyze student 2012 STAR Reading data, District Benchmark Language Arts Assessment, and outcomes and create grade level SMART goals.		August 2012- June, 2013	Copy Machine costs	0
				Title I

Students at risk, including English Learners, students with disabilities and socio-economically disadvantaged students will receive reading intervention daily, 4x a week through the Response to Intervention Program. 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 12-June, 2013	Title I Resource teacher to oversee and coordinate RTI. Personnel costs for 2 RTI instructional assistants. Staff development in RTI.	\$96,022	Title I
Testing Coordinator	August 2012- June, 2013	Part time assignment	\$5,000	Title I
3rd through 6th grade students will participate in the 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. 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 2012- June, 2013	Computer programs Library/Computer Aide	\$3,265 \$25,000	Title I EIA
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 training and planning	August 2012- June, 2013	Title I Teacher/ Aides Teachers	\$8,000	Title II
Three 2 hour Aides in Kindergarten Extended Day focus reading and writing	August 2012- June, 2013	Personnel	\$12,500	Title I
Three Aides working two hours to support First Grade differentiated small group Reading program.	August 2012- June, 2013	Aides	\$10,000	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) By April 2013, All numerically significant subgroups will meet California AYP proficiency rate of 79% or exceed criteria for Safe Harbor.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> Kindergarten through 6th grade students English Learner students Student with Disabilities Socioeconomically Disadvantaged Students 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> 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 2013 STAR Mathematics Assessment will increase by 10% as compared to the 2012 CST Mathematics Assessment. Each grade level will develop and use trimester formative assessments in determining the performance gains expected for their students. All grade levels will implement the state of California and Chico Unified School District adopted mathematics program.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All Kindergarten through 6th grade student benchmark assessment Student Progress Assessment (SPA) Data Math program assessment

SCHOOL GOAL #2		Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)					
Use grade level meetings, which principal attends, to discuss student work and teaching techniques that have proved effective.		August 2012 - June 2013	0	0	0
Title I teacher hired to teach math to targeted First and 5th graders		August 2012 - June 2013	Salary .4Math supplies	As posted in goal 1	Title I
Mathematics onsite support teachers will work with teachers in modeling effective teaching strategies.		August 2012 - June 2013	None	None	Title 1
Identify and plan instruction to meet our student needs as reflected on the 2011 Math STAR cluster results.		August 2012 - June 2013	Copying costs Math materials	District Level Appropriation	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 EIA
Scheduled staff meetings lessen to give time for staff development sessions and team meetings.		August 2012 - June 2013	None	None	
Everyday Math, focuses on performance based activities and deepens student understanding of math concepts. Continued collaborative model for lesson development. Materials.		August 2012 - June 2013	Math Supplies	\$5,000	Title I
Improvement of Classroom Technology to enhance instruction and student engagement		August 2012 - June 2013	Hardware and Software	\$14,898	LEP

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

The Single Plan for Student Achievement

(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 2012 - June 2013	One instructional assistant	\$5,700	Title I, School Based Coordinated Program funds, and District Early Mental Health Grant,
Continue the monthly citizenship & achievement awards and trimester perfect attendance rds.		August 2012 - June 2013	PaperCopying Costs	\$1,000	Title I
Primary Intervention Program provided to Kinder -Third grade students		August 2012 - June 2013	One instructional assistant	\$5,000	Title I, District Early Mental Health Grant, Site funding
Safety Team will meet 2 x a year and review facility safety issues.		August 2012 - June 2013	Determined by needs as they arise.	\$4,700	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 2012 - June 2013	0	0	
Two part time counselor interns and 1 part time psychologist intern on site for individual and group counseling		August 2012 - June 2013	Collaboration with Chico State University. Small stipend.	\$8,000	Title I

Grandparent in the Classroom project	August 2012 - June 2013	Teacher support and student experience	\$4,000	EIA / Title 1 / LEP
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(37) See the "Chart of Required Contents for the SPSSA" 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	398	404	387	244	249	226	24	19	16	23	18	24
Growth API	797	796	814	827	828	841		625	668		799	799
Base API	816	797	796	831	827	828		730	625		787	799
Target	A	3	4	A	A	A						
Growth	-19	-1	18	-4	1	13						
Met Target	No	No	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	74	77	86	57	55	64	198	215	214	35	37	39
Growth API	725	738	765		723	751	751	747	765		724	704
Base API	747	725	738		726	723	768	751	748		716	724
Target	5	5	5				5	5	5			
Growth	-22	13	27				-17	-4	17			
Met Target	No	Yes	Yes				No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	211	217	241	151	153	153	9	7	8	9	7	16
Percent At or Above Proficient	53.4	53.7	62.4	62.4	61.4	68.0	39.1	36.8	50.0	39.1	38.9	66.7
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	99	100	100	98	100	98
Number At or Above Proficient	25	29	40	17	19	29	74	90	109	15	17	19
Percent At or Above Proficient	33.8	37.7	46.5	29.8	34.5	45.3	37.8	41.9	51.2	44.1	45.9	50.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	Yes	--	--	Yes	No	Yes	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	191	214	226	137	149	149	5	2	4	9	10	12
Percent At or Above Proficient	48.2	53.1	58.4	56.4	60.1	65.9	21.7	10.5	25.0	39.1	55.6	50.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	26	32	40	21	23	29	70	87	99	15	18	14
Percent At or Above Proficient	35.1	41.6	46.5	36.8	41.8	45.3	35.7	40.5	46.3	42.9	48.6	35.9
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	Yes	--	--	Yes	No	Yes	Yes	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			8	73	1	9	2	18			11
2	3	20	5	33	5	33	1	7	1	7	15
3	1	10	2	20	6	60	1	10			10
4	5	33	6	40	4	27					15
5			*****	***	*****	***					*****
6	3	60	2	40							5
Total	12	21	24	41	17	29	4	7	1	2	58

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.

The Single Plan for Student Achievement

Inspire School of Arts and Sciences

School Name

04 61424 0120394

CDS Code

Date of this revision: December 11, 2012

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

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

Contact Person: Eric Nilsson
Position: Principal
Telephone Number: 530-891-3090
Address: 901 Esplanade
Chico, CA, 95926
E-mail Address: enilsson@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: 530-891-3000
Address:
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 mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents.

To accomplish this mission, our vision is to provide learning opportunities for all students designed to do the following:

1. Create a learning environment in which teachers, staff and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide academic and other support each student needs to succeed.
2. Provide foundational skills in core academic areas through an engaging and challenging college preparatory curriculum.
3. Focus on applying skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners (such as scientists, historians, physicians, legal experts) approach their craft.
4. Promote student academic, social, and emotional well-being, self-efficacy, and independence.
5. Provide opportunities for acceleration and enrichment, through partnerships with Butte College and CSU Chico. These partnerships may team high school and college teachers in designing and teaching curriculum, and will allow students to obtain college credit through articulation agreements.
6. Foster deep and ongoing engagement with parents, families, and community members. This will be accomplished through such activities as parent and community advisory groups, community and parent mentorships, opening classrooms and labs for activities that engage parents, students, faculty, and community members, and performances and outreach activities into the community.
7. Create a professional learning community among teachers, administrators, and other school leaders (both at the school site and within the district at large) that emphasizes cooperative professional learning.
8. Maintain a focus on promising educational practices and on the conditions necessary to bring about change in the learning skills, achievement, and success opportunities of historically underserved learners.
9. Enable students to become self-motivated, competent, and life-long learners.
10. Provide an environment where student creativity is valued and encouraged.
11. Create a school structure and course offerings that connect personal interests and skills in the areas of performing arts/visual arts and engineering to core content and instruction to enhance academic performance.

III. School Profile

Inspire School of Arts and Sciences, Chico Unified School District's first "in-district" charter, is a college preparation school designed to provide Chico area students with a school structure and curriculum that offers expanded choice, and challenges students academically, while giving them the opportunity to explore, discover and develop their individual educational and career-pathway plans. Recipient of the California Public Charter School's Grant, and staffed with individuals that have significant experience in the creation and implementation of career pathway-based, smaller learning communities, Inspire's entire staff is unified and supportive of the school's vision and mission.

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that enables students to explore their interests and develop their talents. To accomplish our mission Inspire offers a learning environment in which: 1. Teachers and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide the academic and other support each student needs to succeed, 2. Foundational skills in core academic areas are taught through an engaging and rigorous college preparatory curriculum that reveals, through course and program-level integration, connections between academic and career/technical skills instruction, 3. A focus is placed on the application of student skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners, in any career area, approach their craft. 4. All adults promote student academic, social, and emotional well-being, self-efficacy, creativity, imagination and independence.

Inspire focuses its career/technical educational components on the California Department of Education's Arts, Media and Entertainment Industries (AMEI) and Science and Engineering-related pathways. Our school enjoys partnerships with CSU Chico's Computer Science, Engineering, Robotics, Kinesiology and Natural Science departments, as well as with its Center for Nutrition and Activity Promotion program. We are developing a partnership with Butte College's Recording Arts Program and plan to develop partnerships with other Butte Community College programs including Media Arts and Theater Arts. These partnerships will provide Inspire with assistance in organizational planning, curriculum, staff development, financial support, and student scholarship opportunities. Inspire's unique schedule, solid academic expectations, highly qualified and adaptable staff, professional and academic partnerships, and planned mentorship program, active parent support, local dedicated CUSD school board and staff, focused and active Inspire Board of Directors, and smaller learning community structure, create a learning environment that is successfully preparing students for their post-secondary academic and career futures and that has the ability to self-assess and modify its program to become more effective.

Inspire School of Arts and Sciences is located in Chico, California, the most populous city in Butte County. With an estimated population of more than 87,000, Chico sits just below the foothills on the north-east edge of the floor of the Sacramento Valley. Chico's primary industry is agriculture while its number one manufacturing sector employer is Sierra Nevada Brewery. The health and education sectors employ significant numbers of Chico's population as do several small manufacturers including Koret of California, SunGuard Public Sector and the Aero Union Corporation. A large part of the population is employed in service-related occupations. Much of the local economy is driven by the presence of California State University, Chico and Butte Community College. Industries providing employment: educational, health and social services (30.3%), retail trade (14.9%), arts, entertainment, recreation, accommodation and food services (12.6%).

Inspire's demographic profile mirrors the community where the racial makeup is 82.36% White, 2.03% Black or African American, 1.30% Native American, 4.21% Asian, 0.19% Pacific Islander, 5.65% from other races, and 4.25% from two or more races. Hispanic or Latino of any race are 12.26% of the population. Inspire's percentage of Hispanic/Latino students does not mirror the community as it is around 8% and students of Asian descent account for 2%. Presently there are 2 EL students at Inspire. There are approximately 23,476 households out of which 27.1% have children under the age of 18 living with them.

The median income for a household in the city is \$29,359, and the median income for a family is \$43,077. About 12.7% of families and 26.6% of the population are identified as being below the poverty line, including 19.2% of those under age 18 and 8.2% of those age 65 or over.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Overall, Inspire School of Arts and Sciences, has an API of 825. While white students (839) met their target, Hispanic students dropped from 2011 to 774. African American students were not statistically significant for scoring. Socio-economically disadvantaged students dropped 40 points from 810 to 770 and Special Ed students improved 37 points from 642 to 679. Staff will consult the data and identify standards where students are not performing well. Inspire is also addressing the overall anemic performance in Math and is implementing a Math Intervention program in the 2012/2013 school year.

B. Surveys

Surveys were given to parents, students and staff at the end of the 2011/2012 school year. Parents surveyed had generally positive responses related to school culture, climate, safety and student learning. Two years in a row now, they have indicated there needs to be more information on non-college options after graduation. We are working to provide more options through our advisories to include speakers in different vocational fields.

C. Classroom Observations

Classroom observations have revealed a high level of expectations in our classrooms both at the academic core and in electives. Teachers are also focused on formative assessment as instruction as this has been the focus of our professional development. As part of this effort, teachers are writing learning targets for their units, targets that will help them to backwards plan as well as write clear common formative assessments. We will continue this practice and are adding professional development to focus teachers on the rigor of the work students are doing in the classroom. The program is ABEO.

D. Student Work and School Documents

In the 2011/2012 school year, we have added an Algebra Readiness Class, an Algebra Support Class and a Resource English class, all to address the needs of struggling learners in Math and ELA. We saw Math scores increase overall to a proficiency of 21%, well below the state average and below the other high schools in Chico Unified School District. We are implementing a math intervention plan and hiring a coordinator to help implement and coordinate the program.

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

Staff is working in Professional Learning Communities to develop learning targets and common assessments for the units in their disciplines. Staff also has a keen focus on the development of instructional techniques in day-to-day formative assessment. Staff meets weekly to discuss student learning and achievement and analyze ways to adjust instruction to meet student learning needs. There is an increased focus on achievement results as well as a plan for transitioning to the Common Core assessments. Staff is meeting with colleagues at the other comprehensive high schools to develop transition plans for the common core with a progression from understanding the context, comparing present standards with common core standards, analyzing sample assessments and plan for adjustment of instruction to address the rigor of the common core. Use of AfL and ABEO will be foci for best practice in instruction.

V. Description of Barriers and Related School Goals

The move to a new campus was cancelled due to increased costs. We will be remaining on the west end of the Chico High School campus for several years to come, and the Chico Unified School District is adding several buildings to help meet educational program. We hope to continue to identify opportunities to build a brick and mortar facility as the school matures.

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)		
Continually increase school-wide student achievement in Mathematics throughout the charter term 5% minimally each academic year.		
Student groups and grade levels to participate in this goal: Students in Algebra Readiness, Algebra Support, Algebra 1 and 2, Geometry, Math Analysis and Statistics will participate. This includes students in all grade levels.	Anticipated annual performance growth for each group: Five percent annually.	
Means of evaluating progress toward this goal: We will evaluate along the assessment continuum to include daily formative assessment, quizzes, common formative assessments, district benchmark assessments and the CST. Progress will be evaluated by our Math Professional Learning Team and school administration.	Group data to be collected to measure academic gains: Common Assessments, District Benchmark Assessments, CST Data and coordination with individual student data from the Math Intervention coordinator.	

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	
Math intervention coordinator will use the data to identify gaps in student understanding, pull small groups from study halls and "push in" to classes to team teach when appropriate.	August 15 through June 8.	0 (This is embedded in Inspire's daily schedule)	\$40,000	Surplus from operating budget.	
Math teachers are available before school, at lunch and after school almost every day of the week.	August 15 through June 8.	0	0	n/a	
When students are falling behind on their assignments, they are assigned to an intervention contract and exit the intervention when they are caught up.	August 15 through June 8.	0	0	n/a	
Math Department will continue development of learning targets and common formative assessments to monitor progress.	August 15 through June 8.	0	0	n/a	
Math staff will collaborate with colleagues from CHS, PVHS and Fairview with the goal being to analyze data from the benchmarks, identify strengths and areas in need of improvement.	September 2012 through June 8.	0	0	na/	

(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 Proficiency in ELA, Science and Social Science by 3%.						
Student groups and grade levels to participate in this goal: All students will participate in this goal.		Anticipated annual performance growth for each group: Three percent.				
Means of evaluating progress toward this goal: Teachers will work in Professional Learning Communities by grade level, by course and by discipline to evaluate the data, identify areas for improvement and students who are Basic, Below Basic and Far Below Basic so they can be provided with additional time and support.		Group data to be collected to measure academic gains: Day to day assessments, quizzes, common formative assessments; Benchmark assessments in ELA and annual CST data in single subject tests. Grade data from each section.				
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	
Teachers are collaborating in course alike and discipline alike groups weekly to write learning targets and common formative assessments and to analyze data for improvement in instruction.		August 15 through June 8, 2012.	0	0	N/A	
Students are provided opportunity for tutorial through their advisories as well as lunchtime intervention when assignments are not finished. Students also have room in their 8-period schedule to select into Study Hall for additional time to work on assignments.		August 15 through June 8, 2012.	0	0	N/A	
Staff attends district wide meetings to collaborate with colleagues from other secondary schools and to share best practice in instruction.		September 2012 through June 2012.	0	0	N/A	
Staff is involved in site-based professional development in day-to-day formative assessment instruction led by two trained teachers. They meet monthly to discuss best instructional practice and to compare what worked and what didn't.		October 2012 through June.	0	0	N/A	
Staff is involved in the ABEO trainings which asks them to focus on the level of rigor of students work in their classrooms. ABEO asks teachers to design lessons and projects to challenge students to think more critically and deeply about the content.		October 2012 through June.	0	0	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)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase instructional effectiveness through the use of formative assessment techniques and ABEQ.	
Student groups and grade levels to participate in this goal: All students will participate in this goal.	Anticipated annual performance growth for each group: Each teacher will add one to two new formative assessment instructional techniques per school year and we will begin implementation of ABEQ instructional techniques.
Means of evaluating progress toward this goal: Teachers will be meeting in an assessment professional learning team (PLT) once a month to identify techniques being used and discuss how they are working and how they can be improved. Teachers will also be observing each other during prep to provide collegial feedback about the instruction being employed.	Group data to be collected to measure academic gains: The PLT will be collecting data from each monthly meeting and from classroom observation.

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)					
Teachers are meeting monthly after school with colleagues in a Professional Learning Team.		Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will be writing learning targets and formative common assessments as well as making observations about the rigor of student work.		October through June 2012.	Workshop materials and snacks.	\$500	General Operating Budget.
Teachers will be observing each other on a regular basis throughout the year documenting instruction and using data as evidence of the effectiveness of the instruction.		August 15 through June 8, 2012.	0	0	N/A
		August 15 through June 8, 2012.	0	0	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)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase overall attendance by 1%.						
Student groups and grade levels to participate in this goal: All students will participate in this goal.		Anticipated annual performance growth for each group: One percent increase in overall attendance.				
Means of evaluating progress toward this goal: Administration and attendance clerk will monitor attendance on a weekly basis and compare attendance to the overall 94.5% we accomplished in 2010/2011.		Group data to be collected to measure academic gains: Use of the Aeries student data system to collect attendance data.				
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	
Address the importance of attendance in every other parent and community newsletter.		August 15 through June 8, 2012.	0	0	NA	
Provide incentives for students to attend school to include contests between advisories.		August 15 through June 8, 2012.	0	0	N/A	
Reward and recognize students with perfect attendance in each semester.		August 15 through June 8, 2012.	0	0	N/A	

(37) See the "Chart of Required Contents for the SPSSA" 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included		247	283		197	221		11	7		6	6
Growth API		850	825		850	839		774				
Base API		B	848			848			774			
Target		B	A			A						
Growth		B	-23			-9						
Met Target			Yes			Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included		23	31		3	2		53	79		11	18
Growth API		873	782					818	770		642	679
Base API			873						810			642
Growth									-40			
Met Target									No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	99.7	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	49.6	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate		98	99		98	99		100	100		100	100
Number At or Above Proficient		70	75		54	61		--	--		--	--
Percent At or Above Proficient		75.3	78.9		77.1	82.4		--	--		--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria		Yes	Yes		--	--		--	--		--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate		100	100		100	100		95	97		100	100
Number At or Above Proficient		--	--		--	--		11	21		--	--
Percent At or Above Proficient		--	--		--	--		57.9	72.4		--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria		--	--		--	--		--	--		--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate		98	98		98	98		100	100		100	100
Number At or Above Proficient		62	60		46	49		--	--		--	--
Percent At or Above Proficient		66.7	63.2		65.7	66.2		--	--		--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria		Yes	No		--	--		--	--		--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate		100	100		100	100		95	97		100	86
Number At or Above Proficient		--	--		--	--		9	13		--	--
Percent At or Above Proficient		--	--		--	--		47.4	44.8		--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria		--	--		--	--		--	--		--	--

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. Inspire is using CST data, district benchmark assessment data implemented in the 2012/2013 school year, common formative assessment data in some disciplines, and day-to-day, minute-to-minute formative assessment data to identify student learning needs and modify instruction to meet those needs. We will be developing common assessments across academic disciplines with the goal of having them completed for all units over the next two to three years. We have also added professional development through ABEO to analyze level of student rigor with the goal of deepening the work.

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

Meeting performance goals. Inspire staff attended professional development in the summer of 2012 to learn more about how to effectively analyze student achievement data. The results of the CST, district benchmarks and common formative assessments are being used to help inform instruction and intervene where students need additional support.

Staffing and Professional Development

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

Meeting performance goals. All Inspire staff are highly qualified under NCLB in the academic core. All other staff with the exception of the Dance teacher are highly qualified under NCLB. The Dance teacher has finished the units to qualify. We have one music teacher who is working under a PIP credential.

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

Meeting performance goals. Principal has been trained to meet the requirements of (AB) 75 on SBE

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. Teachers have been either trained under AB 466 or they have come through the credential program recently and have like training.

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

Meeting performance goals. Staff development has been focused on Professional Learning Communities and Formative Assessment, both of which have a keen focus on student learning. Content standards and assessment of student performance are at the heart of professional learning community and formative assessment work. Again, we are adding the ABEO professional development.

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

Meeting performance goals. Teachers have attended AP conferences for Government, Spanish, US History, Literature and Composition, Language and Composition, and Statistics. We also have trained teacher leaders in Formative Assessment and we're embedding Professional Development in this area in on site workshops and classroom observations as well as done trainings in ABEO.

8. Teacher collaboration by grade level (EPC)

Meeting performance goals. Teachers are collaborating by grade level and by discipline. As a small school, we cannot always collaborate by grade level, but in those cases, we collaborate in similar disciplines.

Teaching and Learning

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

Meeting performance goals. Curriculum, instruction and materials are aligned.

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

Meeting performance goals.

11. Lesson pacing schedule (EPC)

Inspire has pacing guides in some disciplines but not in all disciplines.

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

Meeting performance standards. Inspire has adopted state recommended texts and materials.

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

Meeting performance standards.

Opportunity and Equal Educational Access

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

For underperforming students we have advisory tutorial, additional study hall, lunchtime intervention and the SST (student study team). We have added structured Math Intervention.

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

We are employing minute-to-minute, day-to-day formative assessment, based on the research of Dylan Wiliam and Paul Black. We have also embraced Professional Learning Communities as the driving force for continual improvement. We are also pursuing professional development with ABEO and in trainings for AP classes.

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

Opportunities are provided in math tutorials and in Study Hall. We also have tutorial services for Math after school and during some of our study halls.

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)

Our community is working diligently to provide additional tutoring to students. So far this year, we have two Math tutors and one English tutor who have helped. We have also created the Inspire Foundation whose sole purpose is to raise funds for educational program. They provide resources for all students which positively impact under-achieving students. We have also added the Math intervention.

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

We provide sign-up cards in the beginning of the year and have follow-up meetings to assign parents to activities such as event organization, advisory room parent, fundraising, tutoring, classroom speakers, community service and special workshops. Our Inspire Foundation has grown from 6 to 17 members and is very active.

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)

Funding

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

N/A.

22. Fiscal support (EPC)

N/A.

The Single Plan for Student Achievement

Marigold Elementary School

School Name

04-61424-6003032

CDS Code

Date of this revision: 12-11-12

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

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

Contact Person: Rhys Severe
Position: Principal
Telephone Number: (530) 891-3121
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Chico, CA 95926
E-mail Address: lsevere@chicousd.org

Chico Unified School District

School District

Superintendent: Kelly Staley
Telephone Number: (530) 891-3000
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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 the Marigold 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 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 50 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 2012-2013 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. Additionally, Marigold will pilot the integration of the SDC and RSP programs to serve more students with academic needs.

B. Surveys

During the 2011-12 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 CST, 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 enrichment 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 64.1%. The goal is to meet Adequate Yearly Progress (AYP) of 89.2% or minimally make progress toward AYP benchmarks as measured by Safe Harbor in all sub-groups. Increase the Academic Performance Index (API) by the end of the 2012-2013 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) 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 English Language Arts. The Marigold Leadership Team and RTI/S-Kit Team will monitor the PLC teams goals and progress.	From August 2012 to June 2013.	Instructional aides Supplies and Materials Staff Development Release time	6,000 13,000 13,000	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 64.7%. The goal is to meet Adequate Yearly Progress (AYP) of 89.5.0% or manually make progress toward AYP benchmarks as measured by Safe Harbor in all sub-groups. Increase the Academic Performance Index (API) by the end of the 2012-2013 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 Marigold Leadership Team and RTI/S-Bit Team will monitor the PLC teams goals and progress. Continue to Implement of "Help Math" will be a focus school wide.		From August 2012 to June 2013	Instructional aides Supplies and Materials Staff Development Release Time	6,000 13,000 13,000	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 #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 2012-2013 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) 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 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.		From August 2012 to June 2013	Supplies and Materials Staff Development Release Time	2,290 7,397 4,288	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 #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) 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
Revise, update, and monitor Safe School Plan		From August 2012 to June 2013	Supplies and Materials	5,021	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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	387	394	360	278	280	255	8	9	9	21	21	21
Growth API	843	830	831	849	828	838					896	830
Base API	829	843	830	826	849	828					889	896
Target	A	A	A	A	A	A						
Growth	14	-13	1	23	-21	10						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	50	56	44	24	30	25	116	137	136	46	51	40
Growth API		802	786		802	726	781	769	777		666	671
Base API		807	802		737	802	764	781	769		693	666
Target							5	5	5			
Growth							17	-12	8			
Met Target							Yes	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	98	99	99	98	100	100	100	100	100	100
Number At or Above Proficient	261	249	230	189	175	171	--	--	--	16	17	12
Percent At or Above Proficient	67.4	63.2	64.1	68.0	62.5	67.3	--	--	--	76.2	81.0	57.1
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	98	100	100	100	99	99	97	99	99	88
Number At or Above Proficient	33	31	23	10	18	8	66	74	75	19	21	16
Percent At or Above Proficient	66.0	55.4	52.3	41.7	60.0	32.0	56.9	54.0	55.6	41.3	41.2	41.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99	97	99	99	97	100	100	100	100	100	100
Number At or Above Proficient	254	255	231	183	180	164	--	--	--	18	15	13
Percent At or Above Proficient	65.6	65.1	64.7	65.8	64.7	64.8	--	--	--	85.7	71.4	61.9
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	97	100	96	100	100	100	98	99	97	97	95	88
Number At or Above Proficient	26	33	27	11	15	9	60	72	70	22	23	18
Percent At or Above Proficient	52.0	58.9	62.8	45.8	50.0	36.0	51.7	52.9	51.9	47.8	46.9	47.4
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	20	4	80					5
3	1	25	2	50	1	25					4
Total	1	6	8	44	8	44			1	6	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)

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)

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)

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.

The Single Plan for Student Achievement

Marsh Junior High School

School Name

04-61424-6116610

CDS Code

Date of this revision: January 14, 2013

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 560 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 27 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, Illuminate, Aeries 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 and Learning Targets to address growth in specific standards

B. Surveys

District Surveys:

1. Administrator Survey
2. Teacher Survey
3. Classified Survey
4. Parent Survey
5. Student Surveys

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 and ELD 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 (88.7%) and English Language Arts (89.2%), or minimally make progress toward AYP benchmarks by Safe Harbour.				
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			
	Group data to be collected to measure academic gains: 1. California Standards Tests 2. CMA test Data 3. District benchmarks 4. CELDT Testing 5. Common Department Site Assessments			
Means of evaluating progress toward this goal: 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 6. PLC meeting Data 7. Leadership meetings				
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 Start Date: 08/2012 End Date: 6/2013	Proposed Expenditures (39) 1. Professional Development 2. Additional Instructional Supplies 3. Technology Upgrades 4. Intervention Software 5. Reading Programs 6. Bilingual English Language 7. SSR Intervention Development Aide teachers 8. Afterschool Intervention teachers 9. Targeted Case Manager 10. Leadership Team	Estimated Cost \$56,000	Funding Source 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: 08/2012 End Date: 6/2013	Instructional Materials and staff development expenses; substitutes for release times for teachers.	\$4000	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: 08/2012 End Date: 6/2013	Instructional Materials and staff development expenses; substitutes for release times for teachers	\$3,000	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: 08/2012 End Date: 6/2013	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: 08/2012 End Date: 6/2013	SBIT Teams will need release time. Diagnostic assessments programs	\$2000	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: 08/2012 End Date: 6/2013	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: <ol style="list-style-type: none"> 1. Analyze annually the California Standards Tests 2. Analyze progress toward District benchmarks 3. Common Department Assessments 4. Gator-Aide Intervention Data 5. Tutorial Data 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> 1. California Standards Tests 2. District benchmarks 3. Common Department Assessments 4. Daily Teacher Assessments 5. Tutorial 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
Start Date: 08/2012 End Date: 6/2013		Professional Development (PLC, RTI, KLT) Additional Instructional Supplies Technology Upgrades Gator-Aide intervention staff	\$15,698.12	1. Economic Impact Aid/State Compensatory Education Funds 2. Title II Funds
Start Date: 08/2012 End Date: 6/2013		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: 1. Maintain & increase our emergency preparedness 2. Maintain a clean and safe campus. 3. Improve Bully awareness			
Means of evaluating progress toward this goal: 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: 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
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 8/2012 End Date: 6/2013	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	\$10,698.12	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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	540	531	544	368	358	380	15	17	15	45	44	30
Growth API	830	825	827	848	853	850		653	677		834	859
Base API	826	829	823	844	847	849		732	655		859	834
Target	A	A	A	A	A	A						
Growth	4	-4	4	4	6	1						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	86	94	105	61	80	60	190	189	206	54	53	66
Growth API	722	736	743		705	705	734	748	727		639	583
Base API		722	737		675	705	729	731	744		565	634
Target		5	5				5	5	5			
Growth		14	6				5	17	-17			
Met Target		Yes	Yes				Yes	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	99	98	100	99	100	100	100	100	100	100
Number At or Above Proficient	367	344	341	268	259	253	7	7	6	32	27	18
Percent At or Above Proficient	67.6	64.8	62.7	72.4	72.3	66.6	46.7	41.2	40.0	69.6	61.4	60.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	99	100	100	100	100	100	100	91	99	98
Number At or Above Proficient	39	37	53	22	27	18	91	85	88	22	26	25
Percent At or Above Proficient	45.3	39.4	50.5	35.5	33.8	30.0	47.2	45.0	42.7	38.6	49.1	37.9
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	No	Yes	--	No	--	No	No	No	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	100	99	97	100	99	100	100	100	98	100	100
Number At or Above Proficient	311	271	326	228	206	246	6	2	5	28	26	20
Percent At or Above Proficient	57.8	51.0	60.0	62.3	57.5	64.9	40.0	11.8	33.3	62.2	59.1	66.7
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	99	99	100	100	98	100	100	85	99	98
Number At or Above Proficient	29	27	45	14	20	21	76	69	92	18	21	22
Percent At or Above Proficient	33.7	28.7	42.9	23.0	25.0	35.0	40.0	36.5	44.7	34.0	39.6	33.3
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	Yes	--	No	--	Yes	No	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	2	13	6	40	6	40	1	7			15
8	2	17	4	33	4	33	2	17			12
Total	4	15	10	37	10	37	3	11			27

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)

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

The Single Plan for Student Achievement

John McManus Elementary School

School Name

04-61424-6003024

CDS Code

Date of this revision: December 11, 2012

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

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

Contact Person: Ted Sullivan
Position: Principal
Telephone Number: (530) 891-3128
Address: 988 East Ave.
Chico, CA 95926
E-mail Address: tsullivan@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: 2012-2013

- 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 and clubs.
- 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 north section of the city of Chico, California. It is one of 10 elementary schools in the Chico Unified School District. McManus currently serves 530 students and has 20 classrooms. In addition to a Resource Specialist Program, the school offers one 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 180 students. Additionally, McManus has one ELD coach who works with staff on instructional practices and delivers weekly professional developments designed to best meet the needs of our many EL students. Twenty-two percent of our students are English Learners. Seventy-three percent participate in the Free and Reduced Lunch Program. The school is socially, economically, and culturally diverse.

McManus School has an extensive Title 1 program that is implemented to provide a wide variety of supports to 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 in grades 3-6. Most struggling readers have fluency problems and spend little time reading. This program combines three powerful strategies to improve reading fluency: teacher modeling, repeated readings, and progress monitoring. Direct instruction-Staff uses program such as SIPPS to provide directed, daily, sequenced reading lessons to students at their instructional level. SIPPS carefully builds each lesson on what was learned in the previous day's lesson, so students are able to fill in missing reading skills in a coherent manner.

Language Star is the program McManus utilizes to teach ELD, in which the primary purpose is to teach English grammar and usage to students with primary languages other than English. McManus will work with consultants Kevin Clark and Heather Sufuentes with the assistance of district ELD coaches to alter and refine our delivery of ELD instruction.

Other Student Support Services - McManus School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. A school nurse and a health aide provide assistance. Either the nurse or health aide is on campus for daily coverage. A speech and language person spends.....days per week on campus to provide speech and language services. McManus has two targeted case managers to provide a bridge from school to home. Their services include parenting classes, translations, and assistance in accessing community resources, such as medical, dental, or vision needs.

McManus is fortunate to operate a before and after-school program funded by an ASES grant. The before-school tutoring program offers approximately five levels of academic support ranging from letter sounds to reading comprehension. Students are placed in these groups as a result of student scores of data on pre and post assessments given. Attendance and progress are monitored. Student participation is strongly encouraged, recommended by teacher, and communicated to home. The second part of the ASES grant is an extensive after-school program. The after-school program runs for three and a half hours each day. The initial hour of the program is academic. All students either attend homework club or a math tutoring session as determined by pre/post assessments. The remaining two hours of the program include enrichment and recreational activities.

McManus has also started to invest much effort in to the implementation of a Professional Learning Communities model on our site. Grade level teams have been established and teachers are released bi-weekly to collaborate with a focus on student academic achievement and data analysis. Refining our PLC model on campus will be a significant area of focus in the coming year.

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 Instructional Leadership Team meets on a bi-monthly 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.

A growth area that was apparent based on STAR test scores was targeting our second language learners in the area of Language Arts. We noticed that some EL students seem to stay static and did not attain the desired yearly growth. Our site is currently working with an ELD consultant, Kevin Clark, to alter our patterns of ELD delivery with the expectation that we will see improved student growth in this area. In addition to our STAR test scores, McManus staff has paid particular attention to our CELDT scores. We have noticed a trend where our students make the expected one year level of growth per year, for about three years, then seem to get stuck at the Intermediate CELDT level. Our ELD Coach has brought and continues to bring an awareness of this growth area to staff's attention with her participation in the bi-monthly PLC meetings, bi-monthly staff meetings, and weekly ELD professional developments.

B. Surveys

In 2012, 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 modify 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 bi-monthly 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 Coaches who work with teachers and classrooms to improve instruction. The dialogue between teachers and coaches provides a valuable opportunity to evaluate the patterns of lessons.

D. Student Work and School Documents

After reflection on the academic program at McManus, the area of our students making growth in Reading Comprehension in English Language Arts, was our area of greatest concern. To improve this area, the PLC groups take time bi-monthly to analyze data of assessments that happen throughout the year, both formative and summative. Additionally, the ELD Coach attends PLC meetings to provide input on instructional practices aiding reading comprehension for our English Learners.

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

The Instructional Leadership Team, 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 the Instructional Leadership Team 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. Mr. Clark will also consult with the district ELD coaching team to provide regular coaching and professional development to the McManus staff throughout the school year.

McManus has adopted a Professional Learning Community model to better critique how well we are providing a program for our students. In our third year of PLC implementation, there have been barriers experienced as we move through the process. Our expectation is that we will hone our ability to act as a PLC as we move deeper in to the process which will, in turn, allow us to hone our ability to best meet the needs of our student population.

As mentioned earlier, McManus has also added an ELD coach to our staff to help us better reflect on how we are meeting the needs of our EL students with our curriculum, instructional practices, and our student academic growth monitoring, through our weekly professional development meetings.

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 students' CELDT scores by one level on the average per year.		
Student groups and grade levels to participate in this goal: McManus EL students are the target group connected to this goal, K-6.		Anticipated annual performance growth for each group: McManus expects to see an average growth of one proficiency level on the CELDT test for each student, per year.
Means of evaluating progress toward this goal: McManus will monitor the CELDT scores, STAR scores, and examine the pre/post CUSD benchmark and ELD assessments. We will compare the previous school year to the current school year. The local assessments will occur 3-4 times during the school year.		Group data to be collected to measure academic gains: McManus will collect school site level data to monitor student growth such as CBM scores, Language Star assessment scores (ELD benchmarks), SMART goal information and site level common formative assessment scores. McManus will also collect work products from staff as evidence of our PLC implementation. These work products will include minutes of grade level/PLC and ILT team meetings, SMART goals, common formative assessments, intervention data analysis, etc.

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal⁽¹⁾ (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁽³⁸⁾ Completion Date	Proposed Expenditures⁽³⁹⁾	Estimated Cost	Funding Source
Consider all appropriate dimensions	McManus will work with consultant Kevin Clark to improve our pattern of ELD delivery. McManus will hold a summer staff development session provided by Mr. Clark and will adjust our ELD delivery accordingly during the school year. McManus staff will also participate in staff development provided by Mr. Clark throughout the school year.	September 1, 2012	Hire additional staff to release grade level teams to collaborate. Purchase materials necessary for grade level team collaboration.	\$5,000	Title II and Title I
McManus will implement a PLC pattern of business on our campus. McManus will develop grade level teams with a bi-monthly collaboration time put in place.	McManus will also utilize our ELD Coach as the facilitator for the PLC groups and weekly professional development opportunities. This will ensure that discussion focused on meeting the needs of our EL student population remains a constant focus.				
Grade level teams will develop SMART goals, pacing guides, common formative assessments, etc. Implement a comprehensive staff development program to aide our PLC implementation. McManus will develop a yearlong calendar of staff development focus areas. Staff will be trained and act as the leaders/facilitators by attending PLC trainings. McManus will also contract with external coaches to assist our PLC implementation.		Resume our PLC grade level meetings by September 1 of the 2012-2013 school year.	Conference fees, subs for teachers, consultant fees	\$10,000	Title I and Title II

McManus will utilize student academic progress information gathered via our PLC time to create/adjust patterns of support for students. These patterns of support include a before/after-school tutorial program, interventions, and a variety of supports that will occur during the school day such as leveled groups, and differentiated instruction.	August 20, 2012	Hire additional staff to supply instructional support. Also purchase needed materials for additional support	\$200,000	Title 1, Title II and EIA
McManus will utilize our 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 our ILT by December, 2012	Purchase necessary supplies and materials for the ILT to work effectively	no cost	
The McManus ELD Coach will work with grade level teams to expand their knowledge as to what areas to target for instruction. The ELD Coach will share STAR blueprints, ELD standards, CELDT blueprints, CUSD ELD assessment information, etc. with the grade level teams via weekly professional development opportunities as they plan instruction.	The ELD Coach will begin sharing this information as soon as the PLC groups begin meeting, November, 2012	Cost of the ELD Coach	\$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) The goal for McManus is for 75% of our English Learners to score at a level to receive Language Star instruction at Academic level (80% or higher of the Foundational assessment) by the end of the year.					
Student groups and grade levels to participate in this goal: McManus EL students are the target group for this goal.		Anticipated annual performance growth for each group: McManus 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 each trimester to measure school-wide progress.		Group data to be collected to measure academic gains: Students will take the Language Star assessments approximately every eight weeks. Language Star test scores will be monitored and information will be utilized for student group placement at least four times 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
McManus will implement/refine our delivery of ELD services to our students. McManus will implement the model of ELD instruction supported by Kevin Clark and our ELD coaches. All students will receive a minimum of 150 minutes of ELD instruction per week. Students will be appropriately placed within a grade level, leveled group 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 follow the Scope and Sequence to guide 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 2012	Additional staff will be hired to work with students.	Stated in goal #1	
McManus will utilize the Language Star assessments as a primary tool to monitor student progress in acquiring English language skills. McManus will also utilize CELDT/STAR Language Arts scores to evaluate the effectiveness of our program.		The initial student assessing will begin August, 2012.	Additional staff will be hired as needed to help administer assessments.	Stated in goal #1	
McManus will ensure that our ELD Coach meets weekly with staff to keep the focus on this subgroup of our students. The ELD Coach 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 Coach will also assist with the coordination of student placement within ELD levels.		This will begin August of 2012	Cost to hire the ELD Coach	Stated in goal #1	
McManus will ensure ELD group sizes are kept to a manageable size by hiring additional staff.		8/20/12-5/30/13	Hire additional certificated staff	Stated in goal #1	

(37) See the "Chart of Required Contents for the SPSSA" 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) McManus will focus on improving our ELA scores in the 2012-2013 school year. In particular, McManus will focus on improving core reading skills. McManus will focus on improving student reading skills in the areas of CBM scores, BPST scores and increasing scores on the CUSD SPA benchmark assessments.					
Student groups and grade levels to participate in this goal: All McManus students are part of the target group for this goal.		Anticipated annual performance growth for each group: Mcmanus expects to see our students CBM and BPST scores meeting the CUSD benchmark targets.			
Means of evaluating progress toward this goal: McManus will monitor student reading skills growth with CBM and BPST scores. These assessments are administered four times per year. Students who are not progressing at the expected rate to reach year end targets will be referred to the before and after school tutoring program.		Group data to be collected to measure academic gains: McManus will collect CBM and BPST scores four times per year to monitor reading skills growth.			
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
McManus will provide teachers collaboration time to work as grade level teams. These teams will set SMART goals for student achievement.		8/20/12-6/6/13	PLC release time support teachers	*\$2,400	Title 1
The McManus staff will participate in staff development opportunities for the Treasures program. The CUSD Treasures "coach" is housed on the McManus campus. McManus will have the "coach" provide four staff development sessions this school year.		8/20/12-6/6/13	Staff development training	\$20,000	Title 1
Mcmanus will offer an extensive before/after school tutoring program focused on improving student reading scores. The program will be able to accommodate up to 60 students per month to provide additional reading support. Students in the tutoring program will be assessed every two weeks to monitor reading skills growth.		9/10/12-5/15/15	Hire tutors	\$20,000	Title 1 and EIA
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.		9/12-5/13	Title 1 teachers, parent and instructional aides to assist with small group learning using push-in and pull-out model Materials	**already noted above \$4,954 \$9,826 \$2,220	Title I and EIA

(37) See the "Chart of Required Contents for the SPSSA" 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 20%.	
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 20%
Means of evaluating progress toward this goal: Tracking student detentions referrals, suspensions and counseling referrals.	Group data to be collected to measure academic gains: Detention/office referrals Suspensions Counseling referrals

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	9/12-5/13	PIP IA Senior Guidance Counselor	\$5,000	District provided Counseling grant Counseling Grant
Provide additional staff development for entire school staff to set student behavior expectations, develop staff consistency and clarify school wide consequences.	8/17/20-5/15-13	Hire staff for additional time to create common expectations and consistency.	\$5,000	Title II
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 - SCE

(37) See the "Chart of Required Contents for the SPSSA" 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	437	406	379	200	176	127	24	31	32	48	53	57
Growth API	721	727	737	765	778	768		691	704		655	704
Base API	740	721	727	799	765	778		745	691		665	655
Target	5	5	5	1	5	5						
Growth	-19	6	10	-34	13	-10						
Met Target	No	Yes	Yes	No	Yes	No						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	135	125	124	115	109	115	329	301	305	48	46	41
Growth API	662	686	718	616	628	679	703	710	718		642	633
Base API	669	662	686	634	616	628	721	703	710		597	642
Target	7	7	6	8	9	9	5	5	5			
Growth	-7	24	32	-18	12	51	-18	7	8			
Met Target	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	166	158	168	102	84	65	13	11	10	7	12	18
Percent At or Above Proficient	38.0	38.9	44.4	51.0	47.7	51.6	54.2	35.5	31.2	14.6	22.6	31.6
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	98
Number At or Above Proficient	29	39	53	12	19	32	111	106	124	12	17	17
Percent At or Above Proficient	21.5	31.2	42.7	10.4	17.4	27.8	33.7	35.2	40.8	25.0	37.0	42.5
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	No	No	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	168	184	159	89	88	55	10	11	12	18	18	26
Percent At or Above Proficient	38.4	45.3	42.0	44.5	50.0	43.3	41.7	35.5	37.5	37.5	34.0	45.6
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	No	Yes	No	--	--	--	--	--	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	37	55	46	27	37	43	116	133	120	18	21	12
Percent At or Above Proficient	27.4	44.0	37.1	23.5	33.9	37.4	35.3	44.2	39.3	37.5	45.7	29.3
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	No	Yes	Yes	No	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	4	5	21	7	29	10	42	1	4	24
2	1	5	4	18	7	32	6	27	4	18	22
3			2	12	5	29	7	41	3	18	17
4			5	25	11	55	4	20			20
5	1	4	8	35	12	52	2	9			23
6	2	9	10	45	8	36	2	9			22
Total	5	4	34	27	50	39	31	24	8	6	128

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 has 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 basis to 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)

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.

The Single Plan for Student Achievement

Parkview Elementary School

School Name

04-61424-6003073

CDS Code

Date of this revision: January 14, 2013

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 January 23, 2013.

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.

Parkview Elementary School serves its neighborhood students with an additional classroom of severely handicapped students, as well as many students who have requested the STEM program from all over the city of Chico. There are also three district wide Gifted and Talented Education classroom; one for 3rd graders, one for 4th graders, and one for 5th graders. Our school has approximately 325 students. There are two regular education classes at kindergarten and then one at each grade level after that. Our primary classes are at about 30 children for the third 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.

With the change in population for Parkview this year one would expect fewer English Language Learners. This is such the case this year as our population of English Learners is at 20.4%. Most students are Spanish speakers, but we do have a small percent of Hmong students, Chinese, and other languages. Our students who qualify for Free or Reduced lunch as decreased from about 75% to 55%.

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 2012 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 50.3% Caucasian, 30.2% Latino, 3.4% African-American, 6.8% Asian and 2.2% American Indian. Parkview has 65 students who are English Learners. 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 2012 AYP showed that the students did not meet the criteria for the individual subgroups. As we are showing improvement, there was only one subgroup who did not make sufficient growth through Safe Harbor in both ELA and in Math. That subgroup was the Hispanic/Latino group. While we are still struggling to meet the goals for AYP in just one group, we do continue to grow in API we are closing in on success for our students. Our API went up 36 points for the 2011-2012 school year to 815.

In reviewing the CELDT scores for our English Learners about 25% of them improved one level or more on the CELDT but some still 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. Although we are moving in the right direction with Language Star training for all staff; all English Learners are participating in the Language Star Program.

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. Whenever possible we try to reclassify students who have met state criteria for re-designation.

The school Instructional Leadership Team reviews the data from the district benchmark assessments each trimester which is called the Student Performance Assessment (SPA). These assessments include mathematics and language arts. The district is also using an assessment for ELD that is aligned to the Language Star Program.

B. Surveys

Survey information was gathered during May 2012. 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 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 Star 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, 1st, 3rd, 4th, 5th, and 6th grades. Because the 3-6 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 other Tuesday afternoon 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.

School Based Intervention Program (SBIT) meets regularly to review student data and ensure that students are meeting benchmark criteria. For students who are not making sufficient progress, the team will meet and discuss possible interventions and look to see if there needs to be further assessment.

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 Hispanic/Latino population continues to struggle while our English Learners are making good growth. 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 a 1 hour lesson in the lab every three weeks 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. They also look at formative assessments during their PLC time to see that students are making progress.

V. Description of Barriers and Related School Goals

Most of our AYP subgroups were successful at achieving Safe Harbor or meeting the proven level described in NCLB. In English Language Arts and Math our Hispanic subgroup did not meet the criteria for AYP. Our Hispanic and 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 and Language Star 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.

We also have a Bilingual Targeted Case Manager who works with families and helps them find community resources for healthcare needs, counseling, parenting classes, gang awareness, parent involvement, and any other issues that might come up. She also works with families who may be homeless and need bus passes, housing, and resources for food. She is such as asset to the school and a very crucial part of making sure students get the parental support they need.

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						
	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 2012-June 2013	Teacher Stipends		District Funded	
	All teachers who teach ELD will be trained in the 10 methods of the Language Star and will continue to implement Language Star with fidelity. CUSD coaches will support teachers as needed in the ELD methods.	August 2012-June 2013				
	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 will include a parent education component as well.	August 2012-June 2013	Salary and Benefits, Parent education materials	\$25,455 (Salary) 1,093 (Parent Ed)	Title 1, EIA, Title 1 Parent Ed.	
	During benchmark testing windows, EL students will be given the Language Star Assessment to assess their progress in Language Star and grammar.	2012-2013 School year (four times a year)				
	Instructional Aide to support EL's in learning English	August 2012 through June 2013	Salary and Benefits	\$54,971	Title 1, EIA	
	Hire 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 2012 through June 2013	Salary and Benefits	\$76,218	Title 1, EIA	
	Purchase technology and software to provide instructional support for EL's. Train teachers to utilize such software.	August 2012 through June 2013	Cost of technology and possible salaries for personnel to train staff.	7,000	Title 2, Title 1	

(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 2013 CST's. Currently, 54.7% of all students received proficient level, up from 44.5% the prior year. By spring of 2013, 89.5% of the students will score proficient on the mathematics portion of the CST's or minimally make progress toward AYP benchmarks as measured by Safe Harbor.	
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: Student Performance Assessment (SPA) 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)	Proposed Expenditures (39)	Estimated Cost	Funding Source
Provide after school intervention to students to increase math literacy in primary grades (K-3).		August 2012-June 2013	Salary and benefits, supplies	\$8,000	Title 1, EIA
Math Olympiads for 4-6 grade students as enrichment after school.		September 2012-June 2013	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. 2012 through June 2013	Cost of substitutes and materials	2,000	Title I
Utilize Help Math program as intervention for students struggling in math.		Sept 2012 through June 2013			
Supplementary materials to support math achievement		Aug. 2012-2013		1,000	Title 1, 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 #3 (Based on conclusions from Analysis of Program Components and Student Data pages) 90% of students will be proficient in ELA according to CST data or will minimally make progress toward AYP benchmarks as measured by Safe Harbor.	
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: SPA, Accelerated Reader/STAR reading inventory data, progress monitoring	Group data to be collected to measure academic gains: .CST data in spring of 2013

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)		Proposed Expenditures (39)		Estimated Cost	
Completion Date		Funding Source			
Instructional Aides to support children in learning to read and those who need interventions in reading.		Aug 2012 through June 2013		Salary and Benefits	
Reading support teacher to provide extra support for struggling students.		August 2012 through 2013		Noted in goal 1	
Provide release Time for teachers to plan ELA lessons through science.		August 2012 through May 2013		Cost already noted in goal 1	
Library Media Aide		September 2012 through May 2013		1,000	
Purchase supplemental instructional materials to support ELA through Science; leveled readers to support English Learners		August 2012- June 2013		Salary and Benefits	
Purchase and implement online version of Accelerated Reader and update STAR reading inventory program		September 2012 through June 2013		Cost to purchase supplementary ELA materials that are science based.	
Target primary students who need extra support to provide tutoring services after school.		August 2012		Online version to monitor reading progress of students.	
Purchase supplemental materials and literature to support ELA.		Aug 2012-2013		Hourly program rate	
		Aug 2012-June 2013		materials	
				Noted in goal 2	
				\$3742	
				Title 1, EIA	
				Title 1, 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	153	179	227	56	82	109	5	4	6	10	17	20
Growth API	749	780	815	797	834	878					791	865
Base API	713	749	779	785	797	833						791
Target	5	5	5	5	3	A						
Growth	36	31	36	12	37	45						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	69	63	67	60	56	58	112	120	126	22	21	26
Growth API	724	697	693	664	664	667	726	720	737		742	756
Base API	667	724	697	632	664	664	648	726	720		686	742
Target	7	5	5	8	7	7	8	5	5			
Growth	57	-27	-4	32	0	3	78	-6	17			
Met Target	Yes	No	No	Yes	No	No	Yes	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99	99	99	99	98	100	100	100	100	100	100
Number At or Above Proficient	67	86	132	28	48	79	--	--	--	--	8	13
Percent At or Above Proficient	43.8	48.0	58.1	50.0	58.5	72.5	--	--	--	--	47.1	65.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	93
Number At or Above Proficient	26	20	22	17	11	15	45	42	53	9	12	14
Percent At or Above Proficient	37.7	31.7	32.8	28.3	19.6	25.9	40.2	35.0	42.1	40.9	57.1	53.8
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	No	Yes	No	Yes	Yes	No	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	99	99	100	98	100	100	100	100	100	100
Number At or Above Proficient	68	98	134	31	52	78	--	--	--	--	9	16
Percent At or Above Proficient	44.4	54.7	59.0	55.4	63.4	71.6	--	--	--	--	52.9	80.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	93
Number At or Above Proficient	26	24	21	14	15	18	42	50	58	8	11	16
Percent At or Above Proficient	37.7	38.1	31.3	23.3	26.8	31.0	37.5	41.7	46.0	36.4	52.4	61.5
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	No	No	No	Yes	Yes	Yes	Yes	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1					3	75	1	25			4
2					4	67	1	17	1	17	6
3					5	83	1	17			6
4	2	17	5	42	3	25	1	8	1	8	12
5			7	58	4	33	1	8			12
6			3	25	7	58	2	17			12
Total	2	4	15	29	26	50	7	13	2	4	52

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 working on integrating science and English Language Arts by looking at the ELA and Science standards. 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 (SPA) as well as site developed assessments. Students will be placed in intervention groups based on their needs. Ongoing data is kept on students receiving interventions to be sure adequate progress is being made.

For students who are not making adequate progress, the School Based Intervention Team (SBIT) meets regularly and discusses possible interventions and ways that the students can get extra support. Parents are brought in to the SBIT team meetings when needed to have an opportunity to share concerns regarding their child's academics.

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)

There is an ELD coach and a math coach on site several days a week to support teachers in the implementation of ELD and math.

8. Teacher collaboration by grade level (EPC)

Staff collaborate after school every other Tuesday during called meeting time. In addition they collaborate with district grade level counterparts during the district staff development days that are set aside during called meeting time four times a year.

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.

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)

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. There is an academic hour to provide extra help to students who need the extra help.

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. There is a private preschool on the Parkview campus that provides after kindergarten care and collaborates with the teachers to ensure that students are well prepared for kindergarten.

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 still uses the GenYes curriculum as part of the after school program to provide students with computer skills. The students in turn teach staff and other students. These trainings have resulted in projects for ELA activities throughout the school.

Parkview has trained targeted case manager that holds weekly parent trainings. The content of the training involves developing community and how to provide academic support to children.

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. The PTO is getting more active and recruiting more parent participation.

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.

The Single Plan for Student Achievement

Rosedale Elementary - Two Way Immersion School

School Name

04-61424-6003081

CDS Code

Date of this revision: December 17, 2012

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

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

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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 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 560 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 23 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also included in the total are two certificated CLAD support teachers. There is one full time and one 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 Reading Partners 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 on site 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: 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: 64% Latino/Hispanic, 28% Caucasian, 2% African-American, and 3% American Indian, 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 2012-13 school plan, our Instructional Leadership Team, and a team of teachers focusing on literacy goals conducted data analysis using the 2011-12 CST, CELDT, and District Benchmark scores.

We studied the trend for each student for a two year span, using the 2009-10 as a baseline year. Staff as a whole and grade level teams analyzed student performance data over the last two year, including detailed cluster score reports for each student. School-wide trends in proficiency levels on all state tests were analyzed, also.

Teachers are provided with grade level meeting time one-two 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 teaching focus 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
- Reclassification of students

District Assessment

- Three district SPA exams focused on state blue print standards
- Four ELD assessments using Language Star assessments
- Four District Benchmark batteries including assessment specific to each grade
- Additional District Benchmark testing specific to the Spanish Language including: DRA, CBM and Spanish writing 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 who 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 level analyze student work in the form of district and site level assessments in relation to benchmark numbers which serve as goals for our students and teachers.

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. For grades 1 and 2 report cards specific to Rosedale will be utilized for the first time this 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.
- We will be developing our own report cards for Kindergarten and grades 3-6 for use in the 2013-2014 school year.

Staffing and Professional Development

- All of the classroom teachers and support teachers and staff at Rosedale meet the NCLB requirements for highly qualified staff.
- 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 dictated by the adopted curriculum for each subject.
- 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 (RtI)
- 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 or support staff as needed to give students extra support in a small group setting.

Parent/Community Involvement

- Reading Partners
 - A partnership has been created between Rosedale Two Way Immersion School and the Reading Partners organization to support student learning.
 - Rosedale is one of two Chico Unified Schools to use the program in its first year
 - Reading Partners will serve up to 60 students this year
 - Under-performing students are identified, predominately from grades 4-6
 - Reading Partners volunteers visit each child for 45 minutes twice a week to work on reading skills
- 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 mornings for students and parents.
 - 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.
 - 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

Sufficient time for effective teacher collaboration on student progress and best practices is not built into our school or meeting schedule.

Goal - Monthly PLC meeting times during which teachers are released from classrooms for approximately 2 hours.

Barrier #2

English language learners continue to not meet AYP goals on STAR Testing.

Goal - Provide 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

Site allocated Title I funds we significantly decreased this year as compared to last year.

Goal - Support staff, including both certificated and classified staff will focus on literacy and language development in grades K-3 primarily.

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 increase the percentage of students reaching Proficient or Advanced on the STAR test to 89.2% in ELA and to 89.5% in Math, with emphasis on improving our English Learner (EL) subgroup and Low Socioeconomic Status subgroup. At a minimum, progress toward this goal will be achieved by improving the percentage of students reaching proficiency levels to the level that would grant the school Safe Harbor as indicated by AYP reports.	
Student groups and grade levels to participate in this goal: All students in grades 2-6. English Learners in grades 2-6 Socioeconomically Disadvantaged in grades 2-6	Anticipated annual performance growth for each group: Increase in the number of students reaching proficiency by the following: Overall ELA - 7 students Overall Math - 6 students English Learners ELA - 6 English Learners Math - 4 Socioeconomically Disadvantaged ELA - 7 Socioeconomically Disadvantaged Math - 5
Means of evaluating progress toward this goal: Student performance on Chico Unified School District Benchmark Assessments, SPA Assessment, and Rosedale Spanish Language Benchmark Assessments.	Group data to be collected to measure academic gains: STAR testing data including AYP Annual Measurable Objectives and API

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 Teachers (1.0 FTE & 0.7 FTE) 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 RtI model. Classroom aides (0.85 FTE, 0.56 FTE, 0.54 FTE, & 0.5 FTE) will support primary grade teachers in small group instruction during literacy instruction. 	August 2012 - June 2013	<ul style="list-style-type: none"> Staff 	\$140,000 \$17,400 \$43,200	Title I EIA-SCE EIA-LEP
<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. 	August 2012 - June 2013	<ul style="list-style-type: none"> Staff Materials and supplies Meeting expenses. Classroom release time for certificated staff 	\$10,000	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 2012 - June 2013	<ul style="list-style-type: none"> Substitute teachers for intervention meetings, trainings, and materials and supplies as needed. 	\$8,000	EIA-SCE
Supplemental materials will be purchased to support primary reading.	December 2012 - June 2013	<ul style="list-style-type: none"> materials 	\$3,300 \$10,600 \$10,000	EIA-LEP carryover EIA-SCE EIA-SCE carryover
Teachers will be given opportunities and encouraged to attend staff development in the following areas: <ul style="list-style-type: none"> Instructional needs of second language learners ELD strategies Guided Reading 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. Math staff development CABE conferences focusing on Two Way Immersion Schools 	August 2012 - June 2013	<ul style="list-style-type: none"> materials and supplies supplementary materials classroom release time for certificated staff 	\$13,000 \$1,000	Title II Title II carryover
Parents will be educated regarding ways to support learning at home.	August 2012 - June 2013		\$10,300 \$1,900 \$5,800	Title I Title I Parent Inv. EIA-LEP

(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: Same as the "anticipated annual performance growth for each group" as indicated in Goal #1. In addition: 80% of Kindergarten student will achieve grade level benchmarks set for the following assessments: Letter Sounds, Reading CVC Words, Blending and Segmenting. 80% of Gr. 1 students will achieve grade level benchmarks set for the following assessments: DRA (Text Level) and BPST I.				
Means of evaluating progress toward this goal: Student performance on teacher created formative assessments, District Benchmark assessments, and District SPA assessments.	Group data to be collected to measure academic gains: Gr. 2-6: STAR testing data including AYP Annual Measurable Objectives and API Gr. K-1: Rosedale Spanish Benchmark assessments listed above.				
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 for collaboration 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 2012 - June 2013	<ul style="list-style-type: none">• Roving Substitutes• Curriculum guides and frameworks• Materials and supplies	\$4,000	Title I - Carryover	
One to two staff meetings per month will be dedicated to PLC teams continuing grade level collaborative work.	August 2012 - June 2013	\$0	\$0	NA	
Identify and support professional development opportunities based on PLC team needs.	August 2012 - June 2013	<ul style="list-style-type: none">• Substitutes• Staff development expenses• stipends and substitute costs• materials and supplies	\$4,900	Title II carryover	
			\$2,200	Title I	
			\$1,000	Title I carryover	

(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 (CELDT).					
Student groups and grade levels to participate in this goal: All English Learner 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. EL students will receive instruction targeted to their English proficiency level.		August 2012 - June 2013	<ul style="list-style-type: none">• staff materials	\$11,000 also: included in staff costs in School Goal #1	Title I
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 2012 - June 2013	N/A	N/A	N/A
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 2012 - June 2013	<ul style="list-style-type: none">• staffing to release teachers for PLCs	Included in substitute costs for School Goal #2	N/A
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 Reading Partners.		August 2012 - June 2013	N/A	N/A	N/A

(37) See the "Chart of Required Contents for the SPSSA" 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) Increase and improve the use of technology (hardware and software) school wide. <ul style="list-style-type: none">Develop and maintain a fully equipped and functioning computer lab.Teachers will use web-based software including, but not limited to, Illuminate and Renaissance Place to monitor student progress, report student progress to parents via report cards and report card addendums, encourage student reading, and as a teaching tool across the curriculum.					
Student groups and grade levels to participate in this goal: All students K-6	Anticipated annual performance growth for each group: <ul style="list-style-type: none">All students with increase their computer skills.Students in grades 2-6 will show one year of growth in reading as based on the Star Reading Assessment (District Benchmark Assessment).				
Means of evaluating progress toward this goal: <ul style="list-style-type: none">Student reports and work completed using technology.Progress monitoring of student reading progress via Star Reading and Accelerated Reader (Renaissance Place).Class participation in the computer lab once a week.	Group data to be collected to measure academic gains: <ul style="list-style-type: none">Increased student participation in Accelerated Reader compared to last year as measured by reports on student participation generated using Renaissance Place web-based software.Student reports and work completed using technology to be reported by teachers.Report Cards provided to parents in grades 1-2 using the Illuminate web-based software.				
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 school staff as needed will be provided for support beyond the scope of which the District provides.		August 2012 - June 2013	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 2012 - June 2013	included in above	included in above	same as above

(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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	330	334	330	97	108	95	8	10	9	1	0	1
Growth API	738	792	797	861	896	928						
Base API	729	738	792	810	861	896						
Target	5	5	5	A	A	A						
Growth	9	54	5	51	35	32						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	211	197	209	153	141	145	197	184	195	14	14	19
Growth API	681	736	736	638	697	699	651	701	719		569	647
Base API	685	681	736	654	638	697	693	651	701		587	569
Target	6	6	5	7	8	5	5	7	5			
Growth	-4	55	0	-16	59	2	-42	50	18			
Met Target	No	Yes	No	No	Yes	No	No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	99	100	100	100	100	100	100	100	--	100
Number At or Above Proficient	140	164	171	69	83	80	--	--	--	--	--	--
Percent At or Above Proficient	42.6	49.1	51.8	71.1	76.9	84.2	--	--	--	--	--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	99	100	99	100	100	99	100	100	100
Number At or Above Proficient	62	64	73	31	32	34	46	50	62	4	2	5
Percent At or Above Proficient	29.5	32.5	34.9	20.4	22.7	23.4	23.5	27.2	31.8	28.6	14.3	26.3
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	No	No	No	No	No	No	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	99	100	100	100	100	100	100	100	--	100
Number At or Above Proficient	134	183	187	62	84	80	--	--	--	--	--	--
Percent At or Above Proficient	40.6	54.8	56.7	63.9	77.8	84.2	--	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	99	100	100	99	100	100	100
Number At or Above Proficient	61	85	91	32	48	51	52	61	78	3	4	5
Percent At or Above Proficient	28.9	43.1	43.5	20.9	34.0	35.2	26.4	33.2	40.0	21.4	28.6	26.3
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	No	Yes	No	No	Yes	No	No	Yes	Yes	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1			2	6	10	30	16	48	5	15	33
2					7	16	29	67	7	16	43
3	2	10	1	5	7	33	8	38	3	14	21
4	1	4	7	25	16	57	4	14			28
5	1	4	14	50	11	39	2	7			28
6	3	21	5	36	6	43					14
Total	7	4	29	17	57	34	60	36	15	9	168

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 and LEA 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: Language Star ELD Structures and Strategies, Mathematics PLC (MPLC), Treasures/Tesoros Language Arts inservice, Guided Reading instruction, and dyslexia conference.

8. Teacher collaboration by grade level (EPC)

One or two staff meetings per month are reserved for grade-level collaboration/PLC. In addition, once a month PLC teams are released during the school day for half of a day to meet as a PLC. 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 adopted curriculum for each subject and by PLC teams during collaboration and regular grade-level staff meetings. The pacing of lessons is based the state adopted curriculum. 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 Literacy Mornings will be conducted monthly throughout the year. Areas of focus will be English and Spanish literacy.

Targeted case manager and bilingual liaison will provide Parents on a Mission classes weekly beginning in November. English language instruction is accessible to parent through the use of Rosetta Stone.

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, Family Literacy Mornings, 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

The Single Plan for Student Achievement

Shasta Elementary School

School Name

04-61424-6003099

CDS Code

Date of this revision: Fall 2012

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

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

Contact Person: Bruce Besnard
Position: Principal
Telephone Number: (530) 891-3141
Address: 169 Leora Court
Chico, CA 95973
E-mail Address: bbesnard@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 fewer than 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 Grandparents, 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 met state-required levels of proficiency. Adequate textbooks are provided in all subject areas. Students needing additional assistance receive help 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. In order to properly implement the Professional 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) Meet Adequate Yearly Progress (AYP) school-wide and meet Annual Measurable Objectives (AMOs) for all reportable sub-groups in ELA.					
Student groups and grade levels to participate in this goal: Potentially all students in grades 2-6. Specifically, students who have achieved below grade level on state tests and students identified by teachers as potentially scoring below state-dictated proficiency levels.	Anticipated annual performance growth for each group: All students testing Proficient or Above on the CST will remain at that level. Students at the Far Below Basic (FBB), Below Basic (BB) or Basic (B) level will increase one level until they reach the Proficient level.				
Means of evaluating progress toward this goal: Formative assessments and benchmark tests will monitor progress throughout the year. Reports from the Learning Center will communicate progress to classroom teachers and parents.	Group data to be collected to measure academic gains: CST, CELDT, District Benchmark Assessments and school-based formative and summative assessments.				
SCHOOL 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.	August 2012 - June 2013	Parent Restricted Aides (3)	\$33,428	7090 - EIA 7091 - EIA-LEP	
Teachers will be given opportunities to develop their practices through conferences, seminars, workshops, observations and collaboration with colleagues.	August 2012 - January 2014	Professional Development	\$33,685	4035 - Title II	

(37) See the "Chart of Required Contents for the SPSSA" 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) Meet Adequate Yearly Progress (AYP) school-wide and meet Annual Measurable Objectives (AMOs) for all reportable sub-groups in Mathematics.					
Student groups and grade levels to participate in this goal: Potentially all students in grades 2-6. Specifically, students who have achieved below grade level on state tests and students identified by teachers as potentially scoring below state-dictated proficiency levels.		Anticipated annual performance growth for each group: All students testing Proficient or Above on the CST will remain at that level. Students at the Far Below Basic (FBB), Below Basic (BB) or Basic (B) level will increase one level until they reach the Proficient level.			
Means of evaluating progress toward this goal: Formative assessments and benchmark tests will monitor progress throughout the year. Reports from the Learning Center will communicate progress to classroom teachers and parents.		Group data to be collected to measure academic gains: CST, District Benchmark Assessments and school-based formative and summative 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
Shasta Elementary School provide 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.		August 2012 - June 2013	Parent Restricted Aides (3)	\$33,428	7090 - EIA 7091 - EIA-LEP
Teachers will be given opportunities to develop their practices through conferences, seminars, workshops, observations and collaboration with colleagues.		August 2012- January 2014	Professional development	\$33,668.35	4035 - Title II

(37) See the "Chart of Required Contents for the SPSSA" 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) Achieve 1% growth for student groups who have met API cut-offs for proficiency.	
Student groups and grade levels to participate in this goal: Potentially all students, grade K-6	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: On-going staff development. Providing staff collaboration time. Developing and assessing formative assessments in addition to trimester benchmark assessments.	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.

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
Continue implementation of and refine PLC model and build on successes while identifying growth areas. Chico Unified School District – Shasta Elementary School and K-6 Grade Level SMART Goals: <ol style="list-style-type: none"> 1. Work toward CUSD proficiency goal in Math and ELA 2. Improve academic proficiency among all students in English Language Arts and Mathematics, specifically focusing on Students with Disabilities and English Learners. 3. SMART Goals by grade level have been developed by teacher teams and will be assessed. Teachers will be provided time to collaborate with their grade-level team as well as teachers around the district. Opportunities for professional development conferences and seminars will also be provided.		August 2012 - June 2013	\$33,668.35	\$33,668.35
				Title II Staff Development \$33,685.35

(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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	422	454	449	345	363	351	2	6	10	15	18	17
Growth API	848	851	848	864	867	872					840	875
Base API	871	848	850	884	864	867					805	840
Target	A	A	A	A	A	A						
Growth	-23	3	-2	-20	3	5						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	51	53	55	34	35	34	101	138	164	36	46	41
Growth API		751	733		672	701	730	755	758		680	654
Base API		749	751		667	672	764	730	755		681	678
Target							5	5	5			
Growth							-34	25	3			
Met Target							No	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	270	294	300	237	251	251	--	--	--	8	12	13
Percent At or Above Proficient	64.1	64.8	66.8	68.9	69.1	71.5	--	--	--	53.3	66.7	76.5
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	99	100	100	98	100	98
Number At or Above Proficient	19	21	22	6	6	11	34	61	82	12	16	15
Percent At or Above Proficient	37.3	39.6	40.0	17.6	17.1	32.4	34.0	44.2	50.0	34.3	34.8	36.6
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	No	Yes	Yes	--	--	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	285	324	323	243	268	275	--	--	--	9	13	13
Percent At or Above Proficient	67.5	71.4	72.1	70.4	73.8	78.3	--	--	--	60.0	72.2	76.5
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	99	100	100	100	100	100	99	100	100	96
Number At or Above Proficient	25	29	20	8	15	12	44	76	81	12	17	18
Percent At or Above Proficient	49.0	54.7	37.0	23.5	42.9	35.3	43.6	55.1	49.7	33.3	37.0	45.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	No	Yes	No	--	--	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			7	70	2	20	1	10			10
2	1	10	3	30	1	10	2	20	3	30	10
3					4	57	2	29	1	14	7
4	1	25	3	75							4
5			*****	***	*****	***					*****
6	2	50	1	25					1	25	4
Total	4	11	16	42	8	21	5	13	5	13	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.

The Single Plan for Student Achievement

Sierra View Elementary School

School Name

04-61424-6003107

CDS Code

Date of this revision: December 17, 2012

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

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

Contact Person: 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 February 18, 2013.

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.

84% of our students are white (not Hispanic), 7% are Hispanic or Latino, 6% are Asian, 2% African American, 1% American Indian or Alaskan Native, 1% Filipino, and 1% Pacific Islander. 7% are English Learners. 23% of our students are on free or reduced-priced lunch. 11% of our students are students with disabilities.

We currently have 25 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 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 four part time Fine Arts Specialists who provide visual and performing arts lessons and two P.E./Health Specialists 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. Butte 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 2012 California Standards Test (CST) results to determine areas of academic improvement.

Sierra View's overall Academic Performance Index (API) is 892. Sierra View met all its targets in all sub-groups either meeting the benchmark score or through Safe Harbor.

We found Sierra View did not meet the target of 78.4% of students scoring Proficient or above on ELA. However, 74.4% of our total 2nd-6th grade population scored Proficient or above. Within the total population, 63.7% of our Socioeconomically Disadvantaged students and 73.4% of our Students with Disabilities scored Proficient or above in ELA which did not meet the 78.4% target. All groups met AYP through Safe Harbor.

We found Sierra View met the target of 79.0% of students scoring Proficient or above on Math with 80.7% of our total 2nd-6th grade population scoring Proficient or above. Within the total population, 72.3% of our Socioeconomically Disadvantaged students and 76.6% of our Students with Disabilities (SWD) scored at Proficient or above in Math meeting AYP through Safe Harbor.

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. 89% of 5th grade students performed Proficient or above on the 2012 CST in Science. This is an increase of 12% from 2011.

B. Surveys

Academic Program Surveys (APS) were administered to the staff in the spring on 2012. 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. 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.

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, SPA (Student Progress Assessment) 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, PLC 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 SPA (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 target of 78.4% of student obtaining Proficient or above in ELA on the 2012 CST. 74.7% of the students met the state's goal of Proficient or Advanced on the CST English Language Arts assessments. The State's goal will increase to 89.2% in ELA and 89.5% in Math in 2013. Even though progress was made and all Sierra View's sub-groups met AYP through Safe Harbor, 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 scoring at or above the established proficiency standards (89.2 ELA and 89.5 Math) on the State assessment or minimally make progress towards AYP benchmarks as measured by Safe Harbor.

Goal:

Sierra View will increase the percentage of students scoring at or above the established proficiency standard (89.2) on the State assessment in Language Arts from 74% to 80% or minimally make progress towards AYP benchmarks as measured by Safe Harbor.

Barrier #2:

Even though Sierra View met the AYP for Math at 80.7%, the target will increase to 89.5 in 2013. While we will strive to meet this expectation, we feel this is a barrier.

Goal:

Sierra View will increase the percentage of students scoring at or above the established proficiency standard (89.5) on the State assessment in Math from 80.7% to 89.5% or minimally make progress towards AYP benchmarks as measured by Safe Harbor.

Barrier #3:

There is always an awareness of the continued effort to prevent harassment and bullying. This constant battle needs continual effort.

Goal:

Sierra View will decrease the number of students' incidents of harassment and/or bullying as measured by Parent/Student/Staff Surveys and office referrals by 5%.

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 Socioeconomically Disadvantaged students scoring Proficient or above the State target of 89.2 in ELA and 89.5 in math or minimally make progress towards AYP benchmarks as measured by Safe Harbor.		
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 2013 API scores of Socioeconomically Disadvantaged students in Language Arts and in Math to the state proficiency levels or minimal progress towards Safe Harbor.	
Means of evaluating progress toward this goal: 2013 API scores, CBM scores, ESGI scores, and SPA data (District Benchmark Assessments)	Group data to be collected to measure academic gains: Students who score Basic or below on CST and SPA Tests	

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1)		Start Date(38)	Proposed Expenditures (39)	Estimated Cost
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		August 2012/June 2013	Research based intervention materials including technology hardware: <ul style="list-style-type: none"> • SIPPS • Treasures • Grammar and Handwriting Books • McMillan/McGraw Hill CCSS workbooks • Accelerated Reader • Accelerated Math • LCD Projectors • Document Cameras • SMART Boards Site computer licenses	\$7,000.00 \$11,000.00 \$10,000.00
Purchase intervention materials as needed:				EIA PTA School Gift Account

Provide Instructional Aides to assist teacher to meet the needs of struggling students	August 2012/June 2013	Classroom Aides	\$ 13,830.99	EIA EIA-LEP
Staff Development to support the Language Arts and Math curriculum	August 2012/June 2013	Staff Development Release Time Substitute costs	\$31,000	Title II
Maintain communication between school and home	August 2012/June 2013	Parent Newsletter Parent Liaison Direct communication through mail, email or phone	\$1,000.00 Newsletter \$ 2,753.47 Liaison	General Fund 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) Sierra View will increase the percentage of students scoring at or above the established proficiency standards (89.5%) on the State assessment in Math from 80.7% to 89.5% or minimally make progress towards AYP benchmarks as measured by Safe Harbor.					
Student groups and grade levels to participate in this goal: All students in grades 2nd-6th		Anticipated annual performance growth for each group: Increase 2013 API scores Math from 80.7% to 89.5% or minimally make progress towards AYP benchmarks as measured by Safe Harbor.			
Means of evaluating progress toward this goal: August 2012 through June 2013 frequent common assessments (SPA Test, Timed Math Tests) 2013 Math CST scores		Group data to be collected to measure academic gains: Students in 2nd-6th grades			
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 Aides to provide support to allow for teaching of smaller groups and more intensive teaching.		August 2012/June 2013	Parent Aides	See Goal # 1	EIA EIA-LEP
Provide Teacher Collaboration Time		August 2012/June 2013		\$0	
Provide Intervention materials		August 2012/June 2013	<ul style="list-style-type: none">Materials to enhance Tier II and Tier III Intervention supportSite Computer Licenses	See Goal #1	EIA-LEP EIA PTA Gift Account

(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 (89.2%) on the State assessment in Language Arts from 74.7% to 80% or minimally make progress towards AYP benchmarks as measured by Safe Harbor.	
Student groups and grade levels to participate in this goal: All students in grades 2nd-6th	Anticipated annual performance growth for each group: Increase proficiency standards from 74.7%-80% or minimally make progress towards AYP benchmark as measured by Safe Harbor.
Means of evaluating progress toward this goal: 2013 CST Language Arts Test August 2012 through June 2013 SPA Assessment data, ESGI data, and CBM scores	Group data to be collected to measure academic gains: All Students in 2nd-6th grades

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)					
Provide intervention materials		Start Date(38)	Proposed Expenditures (39)	Estimated Cost	Funding Source
		August 2012/June 2013	Researched Based Intervention materials including technology hardware Computer programs	See Goal #1	See Goal #1
Provide Instructional/classroom Aides		August 2012/June 2013	Parent Aides	See Goal #1	EIA EIA-LEP
Provide Staff Development Opportunities		August 2012/June 2013	<ul style="list-style-type: none"> SIPPS Step Up to Writing Time to Teach Any other Language Arts appropriate workshop Technology 	See Goal #1	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 decrease the number of students' incidents of harassment and/or bullying as measured by Parent/Student/Staff surveys and office referrals by 5%.					
Student groups and grade levels to participate in this goal: All Students		Anticipated annual performance growth for each group: Decrease the number of students' incidents of harassment and/or bullying.			
Means of evaluating progress toward this goal: Parent/Student/Staff Survey Office referrals and citations		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 equipment and materials		August 2012/June 2013	Bullying Education Walkie-talkies	\$1,500.00	0030-Safe Schools
Provide Staff Development Provide Safe School meetings		August 2012/June 2013	Bullying Workshops Supervision Workshops Safe Schools Meetings	\$300.00	0030-Safe Schools
Provide after school supervision		August 2012/June 2013	Personnel	\$1,200.00	0030-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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	376	408	430	299	342	356	16	12	12	16	15	22
Growth API	868	872	892	880	877	904		779	775		840	876
Base API	847	868	872	857	880	878		711	779		842	840
Target	A	A	A	A	A	A						
Growth	21	4	20	23	-3	26						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	32	31	33	11	11	16	82	84	113	55	64	64
Growth API		863	826		749	845	827	816	844		812	853
Base API		838	863		753	749	779	827	821		781	812
Target							5	A	A			
Growth							48	-11	23			
Met Target							Yes	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,187	1,128	1,054
Percent with Prior Year Data	100	99.4	99.8
Number in Cohort	1,183	1,121	1,052
Number Met	587	595	638
Percent Met	50	53.1	60.6
NCLB Target	53.1	54.6	56.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	799	592	746	576	744	542
Number Met	97	251	110	245	127	241
Percent Met	12.1	42.4	14.7	42.5	17.1	44.5
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99	100	98	99	99	100	93	100	100	100	100
Number At or Above Proficient	267	285	321	219	245	273	6	4	6	11	10	17
Percent At or Above Proficient	71.0	69.9	74.7	73.2	71.6	76.7	37.5	33.3	50.0	68.8	66.7	77.3
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	98	99	99	97	97
Number At or Above Proficient	21	20	19	5	6	10	53	48	72	31	42	47
Percent At or Above Proficient	65.6	64.5	57.6	45.5	54.5	62.5	64.6	57.1	63.7	56.4	65.6	73.4
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	Yes	--

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99	100	98	99	99	100	93	100	100	100	100
Number At or Above Proficient	283	311	346	229	263	299	8	7	9	13	10	14
Percent At or Above Proficient	75.3	76.4	80.7	76.6	77.1	84.2	50.0	58.3	75.0	81.2	66.7	63.6
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	98	99	99	97	97
Number At or Above Proficient	23	25	19	8	6	10	58	58	81	34	47	49
Percent At or Above Proficient	71.9	80.6	57.6	72.7	54.5	62.5	70.7	69.0	72.3	61.8	73.4	76.6
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	Yes	--

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 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	25	2	50			1	25	4
2			2	33	3	50			1	17	6
3			*****	***	*****	***					*****
4					*****	***			*****	***	*****
5					*****	***					*****
6					*****	***					*****
Total			4	24	10	59			3	18	17

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 CST test results yearly to establish school-wide goals. Each grade level also uses the CST 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, SPA Test, District adopted curriculum assessments, and teacher made common assessments are used throughout the school year to modify instruction and provide enrichment to improve student achievement.

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, SPA Test, grade level common assessments, and teacher made assessments are used throughout the school year to analyze student performance and construct modifications and differentiated instruction in the classrooms. Teachers meet a minimum of once a month in PLC (Professional Learning Community) to compare student work and analyze assessment data. 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 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, Common Core State 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 staff development 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 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:

- California Treasures Reading Series 2010
- 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
- Language Star English Language Learners Program

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 while also providing enrichment for students that have reached each goal. 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. Language Star 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
- Language Star
- 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 throughout the school year 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, the parent newsletter (The Sierra Viewer), and the PTA Groupvine email 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, 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.