

Single Plan For Student Achievement



For School Year 2007-08

Vista del Valle Elementary



CDS Code: 19-64394-6012223

Date of this revision: 12/17/2007 3:17:08 PM

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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District: Claremont Unified

The District Governing Board approved this revision of the School Plan on 12/3/2007

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About this School

School Vision and Mission

The wooded, twelve-acre rectangle that includes Wheeler Park and Vista del Valle Elementary School has been a Claremont community neighborhood anchor since 1953. Nestled just one block off Indian Hill Boulevard, Vista del Valle is a school with a clear vision and purpose. Eighteen months of intensive self-examination (ask to see Voices from the Inside) and more than fifty years of pioneering work in early childhood education have forged this vision and mission. Vista del Valle Elementary has always been a pioneer in the search for a community of learners.

Our school is a family-oriented, academic environment in which we celebrate the diversity that we all bring to school on a daily basis. We believe that classroom instruction should be joyful and rigorous. We believe that children should be safe to and from campus and during the entire school day. We also believe that we must do all we can to cultivate and maintain positive relationships between parents, students, staff and community volunteers.

The Vista staff and community believes that nothing is more important than-

Relationships

We must work hard to cultivate a sense of community. We are all responsible for all the kids. We are all (teachers, staff, administration, parents, students, extended family, community members) in this together. Developmental Assets research and team training, Community Circles, Social Skills Groups, buddy reading, student-led conferences, Young Authors Conferences, outdoor science school, and Multicultural Day are just a few of the ways we have focused on building relationships. "Once a Vista kid, always a Vista kid!" is our mantra.

Safety

We must all feel physically, emotionally and psychologically safe to come to school every day, ready to teach and ready to learn, to do our best, to give it our all, to take learning risks and to dare to question incongruities in our world. Current events focus groups, our links to the city of Claremont's Youth and Family Support Center, Multicultural Day, team teaching, small class sizes in the primary grades, and Community Circles are just a few of the specific activities to build that sense of safety and connectedness.

Joy and Rigor in Learning

All students and teachers work hard, and expect and appreciate high standards of work. Hard work pays off! Learning must be engaging, powerful and involving, and can always be made to be fun and joyful too. Three years of training for all staff with the California Reading and Literature Project have prepared us to more effectively adopt a new language arts program and offer a balanced reading program with on-going assessments to monitor student progress through the year. Most of the RESULTS assessments remain in use today as part of our grade level multiple assessments.

We also believe and have every expectation that we shall all be successful; each and every person matters; learning occurs in multiple ways; we are a reading, writing and thinking place; and kids are not afraid to try new things.

Our key goals for the 2007-2008 school year are to:

- maintain a learning climate where respect, self-discipline and self control reign;
- continue to pay extra attention to building a better two-way bridge of communication, understanding and involvement between home and school;
- help all students who enter school learning English as a second language acquire English fluency and literacy in a natural, progressive manner and be academically successful;
- assure that all students will write daily for a purpose and progress as writers; and
- apply our best assessment and teaching so that all students do learn to read, write and speak with fluency, preciseness and understanding.

The spirit that is Vista del Valle is one which neighbors, parents and former students tell us has existed in many forms, but always with the conviction that learning must be joyful and rigorous and cannot be done isolated or in a vacuum. Our outdoor teaching areas like the Bernard Field Station, the Rancho Santa Ana Botanic Garden, the visit from Fruit Tree Tour 2007 and our new orchards, the Pomona College Farm, the sundial, the riparian environment, the peace pole, the raised bed vegetable, flower and water gardens, Roxaboxen West, the native plant area and the wrap-around murals are there to invite inquiry, provoke curiosity, and encourage creativity and the application of critical life skills. Our doors are always open. Nearly 250 community volunteers helped us during the 2006-2007 school year. Parents are welcome as observers, volunteers, classroom helpers and critical friends. It takes vision, flexibility and a commitment from teachers, parents, students and a community of friends to keep the magic alive. The world's too

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small and student needs are too great to have to go it alone. Feel free to call us at 398-0331 to learn more about ways you can help.

Vista del Valle Elementary School opened at 550 Vista Drive in January of 1953. Student population has varied from 250 to almost 400 students during the last 53 years. Our school population is multicultural and multilingual with proportions very similar to Los Angeles County as a whole. Our children speak eight different world languages. We currently serve 382 Pre-school through Sixth Grade students. As a part of the National School Lunch Program we offer a breakfast program that serves almost a hundred breakfasts daily and a hot lunch program with a nutritious salad bar. 26% of our students identify English as their second or third language. The staff is comprised of 15 certificated staff members including a special education teacher, a part-time speech teacher, a part-time school psychologist, 20 classified staff, a pre-school with four teachers and assistants and a before and after school-age child care program with four teachers and assistants. We have nine Kindergarten through Third Grade classrooms with class size limits of twenty and four Fourth through Sixth Grade classrooms at a student:teacher ratio of 33:1. Many of our classrooms are multi-aged to allow teachers to have contact with students and families for more than one year at a time. We are fortunate to have some instructors with special credentials on our campus to teach our Resource Specialist program (RSP) and a county Autism and Related Spectrum Disorders (ARSD TOO) class.

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Teachers use state standards to guide district instructional practice. Staff meetings and the BTSA program focus on assisting teachers with full implementation of standards-based instruction. Math instruction, with Scott Foresman math materials as a backbone, continues to assist students in reaching proficient levels in all standards areas. The Houghton Mifflin language arts program serves as our English language arts curriculum guide. The Reading Counts computer-managed comprehension examination and reading incentive program supports instruction of certain language arts standards. State-adopted social studies textbooks and support materials are aligned with state standards. New state-adopted science textbooks and support materials are aligned with state standards. Preliminary essential standards have been identified for all elementary grade levels. Standards-based science units and explorations developed by staff are being used. Continued refinement and modification of materials is necessary. Technology tools, such as computers and software, digital cameras, LCD projectors, and overhead projectors, are utilized, where available, to enrich and supplement instruction. Student progress is reported on a District Progress Report (see Report Card).

2. Availability of standards-based instructional materials appropriate to all student groups:

All student groups, heterogeneously grouped in classes by gender, ethnicity, ability, language, and maturity, have equal access to standards-based curriculum. Textbooks, library books, reference materials, the computer network and all district materials are accessible for all teachers and students.

3. Alignment of staff development to standards, assessed student performance and professional needs:

The district-wide Professional Development Day this year included both certificated and classified employees and focused on the newly-adopted goals of the CUSD Board of Education. Site-based staff development emphasized strategies and resources for our English Language Learner and under-developed language students, the use of the new science curriculum and the place of daily writing in the curriculum. Further professional development is designed in response to staff review of assessment results and to the furtherance of long-term goals in reading and writing. In particular, site-based staff development time and energy will seek out ways to offer a writers' workshop approach to writing instruction, short-term solutions to remedial needs during and after the school day, and to the furtherance of a "Professional Learning Community" approach to collaboration, formative assessment and more-timely intervention.

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4. Services provided by the regular program to enable under-performing students to meet standard:

The most significant service for underperforming students provided by the regular program is modified instruction, individual and personalized assessment and flexible grouping and re-grouping provided by the classroom teacher and instructional assistant. College volunteers provide specific assistance to students using the Reading Counts program. The America Reads program provides college tutors to third and fourth grade students who are underperforming in reading and math. Adult volunteers (parents, Pilgrim Place residents, and other community members) work with individual students needing assistance in math, reading and writing. Teachers or parents may refer students for regular education interventions related to academics, attendance, behavior and/or social-emotional development to the Student Study Team (SST). The SST process reviews student assessment data, seeks out alternative strategies, and helps to place students in appropriate intervention programs. District funds provide for an SST coordinator (and a Guidance coordinator) to organize and schedule the meetings, facilitate discussion with parents, students and staff, and assure that interventions and next steps are documented and followed up.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Technology assistance
Highly qualified instructional assistants in all classrooms to provide for small group and individual instruction in math and reading
Counseling/social skills groups
After school homework and tutoring programs on-campus and at community-based neighborhood centers
Small group assistance weekly for ELL students at beginning through intermediate levels
Professional development opportunities
Special education services
Language therapy, speech and adaptive physical education as determined by individual education plans

6. Use of the state and local assessments to modify instruction and improve student achievement:

State and local assessment results are analyzed in depth. Data is reviewed and discussed at staff meetings and within grade level teams. Instructional strategies and programs are modified to reflect most current student needs. Student work samples and local assessment data are discussed during staff and grade level meetings. The data is utilized to make necessary adjustments in curriculum, instruction, grouping and periodic assessment. Individual student progress is noted and tracked and reviewed several times per year. Individual intervention strategies are developed for each student scoring at the basic, below and far below basic level on the California Standards Tests.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Students are grouped in heterogeneous classrooms. Therefore, all teachers are working with underperforming students.

8. Family, school, district and community resources available to assist these students:

Student Study Team (SST)
Summer school program(s)
Claremont After School Programs (CLASP)
After school tutoring and homework centers on and off campus
Claremont Parks and Recreation after school programs
Youth and Family Support Center and their on-site Coffee Breaks
Tri-City Mental Health
Parent Faculty Association (PFA) volunteer and financial support for materials, field trips and assemblies
Claremont Club Summer Recreation Program
Webb School Girl-Powered Science
Best BET grants funding for supplemental classroom materials from local service clubs
America Reads
Pilgrim Place
UCC Board of Mission and Social Action
Claremont Education Foundation (CEF) funds art and music
Uncommon Good
Latino Family Literacy Project
University of LaVerne Psy.D. partnership
Social Skills groups

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9. School, district and community barriers to improvements in student achievement:

Mobility (transiency) of some of our neediest students: less than 65% of our students will have matched test scores from one year to the next

More than 40% of our students come from outside Claremont. Despite the advantages of choosing our school, home-school communication is less complete with many of our out-of-area families.

We must find a better way to take advantage of the almost 100 students who are enrolled in after-school child care programs on our campus from 2:00-5:00 each day (for increased and more effective homework support at least).

Some family illiteracy

Timely coordinated social, personal, medical and academic resources; despite the yeoman efforts of school staff and representatives from the YFSC, nothing happens fast enough i.e If you're hungry, have tight shoes, don't know where you are sleeping tonight, get to school late and really still need glasses, instruction might not stick today or not until...It all takes time. The breaking down of barriers begins daily: every child, every chance, every day.

10. Limitations of the current program to enable under performing student to meet standards:

Limited textbook resources to allow texts at home and school

34:1 class size in upper grades; remedial students need even more personal attention than existing class sizes allow

Many families need more help with personal literacy development, parenting strategies and homework support

Continued severe limitations on resources for assemblies and field trips that provide added life experiences, hands-on activities and enrichment that so well stimulates language development, social and academic literacy and practical mathematics

The inability to maintain the previous level of science investigations and instruction that so well broadened students' world views and capitalized on native curiosity

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

71% of the ELL students had matched CELDT (California English Language Development Test) scores from Fall, 2006 to Fall, 2007. (i.e. Of 84 Fall, 2007 ELL students, 12 are entering kindergartners, and only 51 were also in attendance in the Fall of 2006.)

57% of the ELL students with matched scores advanced one or more levels with 37% actually advancing one level, 14% two levels and 6% three levels.

31% of the students remained at the same CELDT level from one year to the next. Of the 43% of the students who failed to advance a level or actually regressed one or more levels, 45% are RSP (Resource Specialist Program) students with learning difficulties that affect their CELDT testing.

33% of the students who failed to advance one or more levels have been at our school for more than three years.

We need to seek out a more discrete, short-term assessment to more frequently monitor ELD progress for some of our students.

80% of our kindergarten and first grade students met their language arts benchmarks in the Spring of 2007.

42% of our second through sixth grade students were proficient or above on the ELA (English Language Arts) CSTs for Spring, 2007. Only 26% of our fourth grade students were proficient or above on this same measure. This is a very low cohort that deserves watching closely. What interventions must we provide for fifth grade language arts students? The vast majority of our learners are mastering decoding, segmenting, and phonemic awareness in the early years. Fluency and reading comprehension lag behind for almost 66% of our students.

Our students' writing continues to show improvement in the areas of organization, penmanship, and the ability to stay on topic. Areas of concern include lack of varied vocabulary and descriptive language, weak topic sentences, and frequent spelling errors on high frequency vocabulary words. Only 35% of our students produced end of year writing samples scored at 4 or above on a six point rubric.

45% of our second through sixth grade students were proficient or above on the Mathematics CSTs for Spring, 2007. 31% of our fourth grade students were proficient or above on this same measure.

19% of our fifth graders were proficient or above on the Science CSTs. We look for the implementation of a standards-based science curriculum this year to make a big difference in that area.

43% of our fifth grade students met five or more of the six physical fitness standards. We continue to progress in this area.

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Conclusions from Parent, Teacher and Student Input

Parents of ELL students are pleased with English Language progress of their students. They are interested in more computer access to English Language development programming at school and more ways that they can help their own students.

Teachers are concerned that ELL students don't get enough speaking time at school. They are seeking ways to maximize this time. The hands-on nature of the new science program may be one very positive area to expand talking time.

Students are reading more at home and at school. Despite the fact that parents seem to understand homework and its purposes better, there remain a significant number of students who do not complete and/or return homework on a regular basis.

Students' oral speaking and writing for a specific purpose is improving in quantity and quality. Nevertheless, it continues to lack the clarity and precision we wish for highly academic and broader social purposes. Writing is not a fluid, comfortable process for too many of our students. Writing for a purpose is not yet a daily activity in every classroom.

Parents are pleased with the home-school science involvement at the school and are looking forward to the Science Showcase and Science Fair to see more products as examples of science learning in action.

School Goals for Improving Student Achievement

English Language Development

ELL student progress

All ELL students will show continual progress toward reclassification as an FEP student by improving their ELL status by one stage or level per year of instruction, as measured by the state's CELDT test.

Reading/Language Arts

ELA student progress

By June, 2008, all students will progress in the English/Language Arts as measured by benchmark assessments and annual CSTs. Specifically, Kindergarten, First and Second Grade students will all meet at least 80% of the benchmark requirements in the English Language Arts. All Third through Sixth Grade students will progress at least one proficiency level each year until rated proficient or advanced.

Student writing progress

All students will improve at least one measured level on the grade level-appropriate writing rubric from the school or CUSD in an annual assessment, measured from Fall to Spring.

Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Single Plan For Student Achievement

Goal:ELL student progress

Goal Statement

All ELL students will show continual progress toward reclassification as an FEP student by improving their ELL status by one stage or level per year of instruction, as measured by the state's CELDT test.

Student Group

ELL classified students

Performance Gains

One stage or level on annual CELDT test

Means Evaluating

CELDT test results (Fall to Fall)

Group Data

Individual and group reports (continue to look at 3 years of reports)

Description of Specific Actions to Improve Educational Practice

Continual progress? How do we know?

Means of Achievement: Monitoring program implementation and results

Tasks: Develop formative assessments to be given at least three times per year. Look at Tell/Retell as a formative assessment. Look for support through LeapFrog learning path system. Observe and study objective connections to CELDT testing progress over two or three years. Collect all relevant CELDT data during the fall of each year for comparison purposes.

Measures: LeapFrog learning paths, newly developed formative assessment and/or Tell/Retell, annual CELDT results

People Assigned: ELL resource teacher
ELL tutor
designated teachers
Principal
ELL coordinator

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Release time for teachers	\$1,000.00

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ELL instruction self-examination and more

Means of Achievement: Staff development and professional collaboration

Tasks: Review early October testing results.
 Discuss ELL program at Professional Development day.
 Meet with ELL tutor and resource teacher in November and February to discuss needs, scheduling, strategies and materials.
 Schedule bi-monthly collaboration meetings among teachers.

Measures: Team meeting agendas and logs, staff meeting agendas and logs

People Assigned: ELL coordinator
 Principal
 teachers

Start Date: 9/30/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Teacher release time	\$1,200.00

Essential standards and ELL students

Means of Achievement: Alignment of instruction with content standards

Tasks: Meet with CUSD ELD (English Language Development) lead teacher to clarify ELL development expectations and review human and material resources.

Seek out and hire ELD outside consultant, where necessary, to help staff identify, define and articulate essential standards for the various ELL proficiency levels.

Identify staff ELD instruction needs as part of professional development.

Measures: Staff meeting agendas and logs, professional development agendas and logs, team meeting agendas and logs

People Assigned: ELL coordinator
 Principal
 designated teacher teams

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title III LEP Students	ELD consultant services	\$2,000.00

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Strategies we know and materials we have or need

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Complete CLAD certification of all teachers.
Remind teachers of known instructional strategies from previous CLAD training.
Use expertise of the current ELL tutor to train teachers in effective, proven classroom ELD strategies.
Take time to review ELL resources and strategies in existing teacher resource packages in language arts, mathematics, science and social studies.
Re-introduce Leap Pad training for classroom use during the day.
Inventory existing ELL support materials and circulate the inventory among the staff.
Identify and purchase supplementary materials for English language vocabulary development.

Measures: Staff meeting agendas and logs, team meeting agendas and logs, inventory list of existing and newly acquired materials

People Assigned: ELL coordinator
Principal

Designated teacher teams

Start Date: 11/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Purchase additional vocabulary development materia	\$2,000.00

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After school tutoring and home links

Means of Achievement: Extended learning time

- Tasks:**
- Assign ELL tutor where needed most.
 - Identify and assign students for after-school tutoring and Leap Pad practice.
 - Pilot home use of LeapPads and curricula. Use the home-school connection to train and support parents.
 - Identify and recruit parents and staff for Chapter Three of the Latino Family Literacy Project.
 - Seek out and apply for grant funding from the Nell Soto teacher home visits grant.
 - Plan for Tell/Retell administration for all students at our school for more than two years who have not made a CELDT level growth for each year here.
 - Determine if Tell/Retell is a sufficient formative assessment to measure ELL progress that correlates with the CELDT. If not, seek another formative assessment.

- Measures:**
- Student rosters and ELL tutor schedule,
 - After-school support rosters,
 - Log of home visits,
 - Log of parent literacy attendance,
 - Fall to Fall CELDT results

- People Assigned:**
- Site ELL coordinator
 - Designated teacher/instructional assistant teams
 - ELL tutor
 - Principal

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Train test administrator(s), hire ELL tutor and af	\$6,000.00

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Home and school come together

Means of Achievement: Involvement of staff, parents and community

Tasks: Plan for teacher(s) and principal to visit homes of ELL students.
 Hold ELAC meeting 3 times per year.
 Identify and publicize adult ESL classes.
 Support Friday morning coffee breaks and PFA meeting reviews in Spanish.
 Initiate Latino Family Literacy Project class in the winter.

Measures: Home visit schedules and logs, ELAC agenda and minutes, coffee break schedules, literacy class roster and schedule

People Assigned: Principal
 teachers
 community aides
 instructional assistants

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Literacy project costs and staff time for home vis	\$4,000.00

Language development, field trips and assemblies

Means of Achievement: Increased educational opportunity

Tasks: Identify significant grade-level linked field trips and assemblies to increase vocabulary and common English language experiences

 Identify means through art, writing, talking in pairs and trios, digital photography, and computer software to demonstrate new language learned and used

Measures: Periodic grade level list of field trips and resultant speaking and writing experiences

People Assigned: Principal
 Team leaders
 teachers

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
PFA Donations	Field trips	\$3,200.00
PFA Donations	Assemblies	\$2,250.00
Resource Allocation Classroom	Field trip transportation	\$5,000.00

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Reaching out to parents and families

Means of Achievement: Auxiliary services for students and parents

Tasks: Arrange child care and refreshments for parent meetings.

Measures: Agendas, invitations and schedule of parent meetings

People Assigned: ELL coordinator
Principal
Teacher leaders

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Child care and refreshments	\$400.00

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Goal: ELA student progress

Goal Statement

By June, 2008, all students will progress in the English/Language Arts as measured by benchmark assessments and annual CSTs. Specifically, Kindergarten, First and Second Grade students will all meet at least 80% of the benchmark requirements in the English Language Arts. All Third through Sixth Grade students will progress at least one proficiency level each year until rated proficient or advanced.

Student Group

Students scoring at Far Below Basic, Below Basic and Basic levels on the CSTs.

First and second grade students who have not passed grade level benchmarks.

Performance Gains

One level improvement by June, 2008

Means Evaluating

English/Language Arts CSTs and Houghton-Mifflin assessments

Group Data

Individual and group reports

Description of Specific Actions to Improve Educational Practice

Regrouping, new strategies and colleague support

Means of Achievement: Staff development and professional collaboration

Tasks: Continue regular curriculum forums with discussions of strategies from Word Matters and Strategies that Work.
Apply strategies to classroom grouping and regrouping.
Seek out formative assessments to monitor short-term growth in any of the five strands of reading development.
Utilize student study team process and "Professional Learning Communities" to focus on alternative strategies for referred struggling readers.

Measures: Team and staff meeting agendas and logs, student study team notes, formative assessments suitable to monitor short-term progress between benchmark and CST assessment

People Assigned: Principal
Teacher
Instructional assistants
Team leaders

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant DW	Instructional assistants	\$18,000.00
Title I, Part A, Basic Grants	Professional development	\$3,000.00
Targeted Instructional Improvement Block Grant DW	Teacher released time	\$2,000.00

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On level materials and reteaching strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Increase classroom libraries with appropriate reading level materials.
 Add to Reading Counts books and quizzes for all Grade 2-6 classrooms.
 Identify strategies suitable for individual underperforming students and plan for reteaching in small groups during and after school.
 Utilize instructional assistants at all grade levels to preview, review, re-teach lessons in small groups.

Measures: List of materials added, list of matched strategies for remediation to individual students

People Assigned: Team leaders
 Principal
 Teacher
 Instructional assistants

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant DW	Additional materials	\$4,500.00
Title I, Part A, Basic Grants	Instructional assistants	\$45,000.00
School and Library Improvement Block Grant	Instructional assistants	\$22,000.00

Keeping track along the way

Means of Achievement: Monitoring program implementation and results

Tasks: Review the progress of targeted students every six weeks.
 Utilize all available resources to identify those not making progress.
 Compare Reading Counts results to benchmark assessments to annual assessments to other periodic grade level assessments matched to services provided. What else do we need to know or do?

Measures: Logs of students discussed at team meetings, staff meetings and SSTs, student profile data sheets, classroom tables of benchmark and RESULTS data

People Assigned: Principal
 Team leaders
 Teachers

Start Date: 9/7/2006

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher release time	\$2,400.00

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Homework clubs and tutors

Means of Achievement: Extended learning time

Tasks: Assign underperforming students to reading tutors.
Plan for and implement after school reading support for the neediest reading students.
Maintain bi-weekly Family Reading Night.
Seek ways to open the school library at lunch time and some mornings before school.
Create, explain, assign and collect reading logs as a part of the homework routine.

Measures: Tutoring schedules, team and staff meetings agendas and logs, after school schedules and rosters, reading log samples, student portfolios

People Assigned: Principal
Team leaders
teachers

Start Date: 9/22/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Work study tutor support	\$2,000.00

Reading doesn't happen in a vacuum

Means of Achievement: Auxiliary services for students and parents

Tasks: Continue parent literacy efforts.
Support Friday morning parent coffee breaks.
Support the Youth and Family Support Center.

Measures: Rosters and logs of parent meetings

People Assigned: Principal

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Child care and refreshments	\$400.00

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Reading counts and is everywhere

Means of Achievement: Involvement of staff, parents and community

Tasks: Continue Family Reading Nights.
Include reading progress reporting as a part of all parent conferences, student-led conferences and individual teacher conferences.
Recruit more volunteers and reading tutors from the community.

Measures: Family Reading Night attendance rosters, student conference portfolios, parent meeting minutes

People Assigned: Principal
Team leaders
Teachers

Start Date: 9/30/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Language all around us

Means of Achievement: Increased educational opportunity

Tasks: Invite and encourage staff to make the most of all language development and language experience activities (walking and bus field trips and assemblies) related to the reading goals of vocabulary development and the understanding of concrete experiences.

Measures: student portfolios, schedules of classroom field trips

People Assigned: Principal
Teachers

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

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Goal: Student writing progress

Goal Statement

All students will improve at least one measured level on the grade level-appropriate writing rubric from the school or CUSD in an annual assessment, measured from Fall to Spring.

Student Group

All students scoring at Level 1, 2 or 3

Performance Gains

One level increase

Means Evaluating

District writing sample, periodic site samples (3 times per year), STAR 9 4th grade writing exam

Group Data

Individual and group reports

Description of Specific Actions to Improve Educational Practice

Writing starts here

Means of Achievement: Alignment of instruction with content standards

Tasks: Collect a fall writing sample from all First through Sixth Grade students.
Score with teacher rubric.
Where possible, compare results to Spring, 2005 sample in student portfolio.
Compare to CUSD writing committee grade level genre and quality samples.

Measures: roster of results, student portfolio samples, CUSD and school rubric and grade level expectations

People Assigned: Teachers
Principal
CUSD writing committee reps

Start Date: 9/15/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Teacher scoring time	\$600.00

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We all write daily here

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Write daily for a purpose in all classrooms.
Share ideas and resources to keep writing alive.

Measures: writing portfolios and teacher response sheets, shared rubrics for periodic scoring

People Assigned: Principal
Team leaders
Teachers
Writing Committee reps

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

How do others do it?

Means of Achievement: Staff development and professional collaboration

Tasks: Identify and hire a Lucy Calkins or a similar disciple to guide us through the vision of what a writer's workshop looks like in today's classroom as a strategy, place and time to nurture student writers.
If no specific consultant available, seek out a suitable "writing coach" to nurture teachers' implementation of a more frequent writers' workshop.

Measures: logs of consultant hours, teacher notes, classroom descriptions and plans

People Assigned: Principal
Teachers
Team leaders

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Writing consultant support	\$4,000.00

Single Plan For Student Achievement

Multiple samples and reteaching for growth

Means of Achievement: Monitoring program implementation and results

Tasks: Provide for periodic discussion of the most struggling writers at team and staff meetings.
Collect and evaluate a midyear writing sample for all students.
Administer, collect and score a Spring, 2008 writing sample from all K-6 students.

Measures: logs of student scores, agendas and notes from staff and team meetings

People Assigned: Principal
Teachers

Start Date: 10/15/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant DW	Teacher time for scoring collaboration	\$900.00

Got an editor or critical friend

Means of Achievement: Extended learning time

Tasks: Recruit college students and community members as audience for student writing and as writing editors to consult with students.
Utilize classroom instructional assistants to create suitable learning groups for periodic 1:1 writing conferences.

Measures: List of volunteers devoted to writing support, logs of writing conferences from student portfolios

People Assigned: Principal
Teachers
Instructional assistants

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Let's all write: Meet an author or illustrator

Means of Achievement: Increased educational opportunity

Tasks: Invite authors or illustrators to speak to large or small student groups.
Continue to cooperate with Mrs. Nelson's Book Store to send authors/illustrators to talk with our students.
Use field trips always as writing experiences.
Plan for the 16th Annual Young Authors' Conference in February.

Measures: Record of author or illustrator visitors. program and schedule for the Young Authors' Conference, student work samples in writing portfolios

People Assigned: Principal
Teachers
Designated teacher leaders

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Book publishing materials	\$750.00
PFA Donations	Guest author/illustrator	\$900.00

More avenues for genuine student writing

Means of Achievement: Involvement of staff, parents and community

Tasks: Publish student writing in Principal Points.
Revive subscription and increase submissions to Elementary School Writer.
Encourage a simple student newspaper.
Invite writing about matters of public, civic or personal interest.

Measures: samples of submissions and publications, newspaper articles and personal letters or essays

People Assigned: Principal
teachers

Start Date: 10/1/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	Subscription and materials	\$250.00

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$2,513

School and Library Improvement Block Grant

Program/Initiative Purpose	Amount
The purpose of School Improvement Programs is for elementary, intermediate, and secondary schools to improve instruction, services, and school environment and organization according to school site plans developed by school site councils.	\$35,056
The purpose of the School Library Materials program is to provide funding for library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROMs, and equipment necessary to provide access to library resources wi	\$1,823

Targeted Instructional Improvement Block Grant Site

Program/Initiative Purpose	Amount
To provide instructional improvement for the lowest achieving pupils in the district.	\$41,357

Title III LEP Students

Program/Initiative Purpose	Amount
To provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in CA). The purpose of the subgrants is to assist LEP students to acquire English and achieve grade-level and graduation standards.	\$6,433

Physical Education Teacher Incentive Program (PETIP)

Program/Initiative Purpose	Amount
The purpose of the program is to help address the rising incidence of obesity and its effects by ensuring that schools have trained experts to provide the required number of instructional minutes in physical education. The funds are to be used to hire cre	\$35,000

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$91,847

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$51,791

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Betsy Brown	Parents	398-0331	
Christine Hanna-Gonzalez	Classified staff	398-0331	
Estela Garcia (Munoz)	Parents	398-0331	
Laura Miranda	Teachers	398-0331	
Lynda Curley	Teachers	398-0331	
Mominani Garcia	Parents/Teachers	398-0331	
Tom Kowalski	Parents	398-0331	11/15/2007
Yolanda Brown	Parents	398-0331	11/15/2007

Single Plan For Student Achievement

Recommendations

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

- | | Approval Date |
|---|----------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 11/16/2007 |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| State Compensatory Education Advisory Committee | |
| Special Education Advisory Committee | |
| School Health Council | |
| Gifted and Talented Education Advisory Committee | |
| English Learner Advisory Committee | |
| 6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan. | |
| 7. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. | |
| 8. The school plan was adopted by the council on: | 11/20/2007 |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | 12/3/2007 |
| 11. School Site Plan Approved: | 12/3/2007 |
| 12. Attested by School Principal: | |
| 13. Attested by School Site Council Chairperson: | |

Attested:

Ley Yeager		
Typed Name of School Principal	Signature of School Principal	Date
Tom Kowalski		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date