

The Single Plan for Student Achievement

JEFFERSON SCHOOL

3968544
CDS Code

Date of this revision: May 10, 2006

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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JEFFERSON ELEMENTARY SCHOOL DISTRICT

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

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jim Bridges	X				
Anna Gwerder				X	
Heidi Blue				X	
Brian Jackman				X	
Herve Chevallier				X	
Eric Slabaugh				X	
Lauren Beith			X		
Paul Fern		X			
Linda McNeel		X			
Nate Schofield		X			
Nahir Patel					X
Taylor Slabaugh					X
Numbers of members of each category	1	3	1	5	2

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

SCHOOL PROFILE

School History

There are two educations. One should teach us how to make a living and the other how to live.

– James Truslow Adams

The traditions of focusing on children and establishing the school as the hub of our rural community dates back to 1895. Our first teacher Elsie Salcido Brown taught 49 kids in nine grades in a one-room schoolhouse. The current Jefferson School site was established in 1929. Former board members and alumni remember fondly a time when board meetings never lasted more than three hours and were held outside (during harvest season) in the fields surrounding the school. As recently as 1988, all classrooms were self-contained.

As our surroundings have become less rural and more suburban, the demographics of the school have shifted. We no longer serve a rural population but are increasingly challenged to meet the needs of a commuter community. Families leaving the Bay Area come to Tracy in search of affordable housing. They come to Jefferson in search of an outstanding education; in fact, local realtors use Jefferson's exemplary reputation as their primary selling point.

As the Jefferson School District has grown, Jefferson has always held on to three characteristics that have made it one of the best schools in Tracy: (1) high quality teaching, (2) strong community involvement, and (3) high academic standards for all students. Teachers at Jefferson work long hours and go the extra mile to help children learn the content standards and something about life. Jefferson has stayed true to its tradition of "community" by remaining an intimate campus. This is enhanced by the school board's commitment to small class sizes and the staff's commitment to our students and their families. Jefferson students go on to be successful in high school, college, and the professional world.

Our promise to our students is that their lives WILL be better for the lessons learned at Jefferson.

Demographics

As our surroundings have become less rural and more suburban, the demographics of the school have shifted. We no longer serve a migrant population but are increasingly challenged to meet the needs of a commuter community. Families leaving the Bay Area come to Tracy in search of affordable housing. They come to Jefferson School in search of an outstanding education. Current enrollment for the 2005-06 school year is 478 students. The ethnic composition of the student body is as follows:

42.5% White-not Hispanic, 26% Hispanic or Latino, 11.5% Filipino, 8.5% African American, 6% Pacific Islander, 5% Asian, and .5% American Indian.

During the 2005-06 school year, Jefferson School has 65 English Language Learners including both Fluent English Proficient (FEP) and Limited English Proficient (LEP).

Instructional Staff

Our school staff includes 22 credentialed teachers, one principal, one full time and one part time resource specialist. Our support staff consists of one secretary, one full time office clerk, two part-time library aides, two full time and one part time custodian, three cafeteria staff, one reading intervention teacher, one EL instructional aide and four campus aides. Additional district personnel include one psychologist, and one language, speech and hearing specialist, and a school counselor.

Categorical Programs

Our categorical programs are School Based Coordinated including specific funding sources from SIP and EIA and Special Education. The District Office and the County Office of Education provides the following centralized services to schools receiving state and federal categorical funds under the Consolidated Application.

1. Completion and filing of required documents pertaining to consolidated programs.
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.
5. Assistance in meeting state requirements for Coordinated Compliance Review and Program Quality review.
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.

Parent and Community Involvement

Jefferson School students, parents, staff and community members have all taken an active role in determining the school goals and identifying supportive programs and activities. The School Site Council meets once a month to review school programs, and activities, as well as, to plan, write, and evaluate the school plan.

A very successful Parents' Club supports the school. The Jefferson Parent's Club raises money to help support programs such as field trips, spirit awards, assemblies, reading materials, library books, and classroom activities. Jefferson parents are actively involved in many aspects of their children's education. They are invited share expertise as guest speakers and assist in the presentation of lessons. Parents serve as an integral part of the School Site Council. Parents act as volunteers in the library, the classroom, and at extra-curricular events. Jefferson parents share in the responsibility of educating their children by supporting school staff and programs as well as the educational goals of the district.

Conferences throughout the year are held on an as needed basis with formal parent conferences being held at the end of the first quarter. Parent and school communication is valued and encouraged. Phone calls, notes, class letters, e-mail, and newsletters are forms of communication that are used

Jefferson School has a strong network of community support. We reach out to our community and try to meet their needs both as a school and as a community facility. Jefferson shares its facilities with an expanding Little League program, Boy Scouts, The Tracy Storm Competitive Basketball team and an active 4-H program.

Discipline

At Jefferson School, our goal is to provide a safe, caring, supportive and inviting learning environment in which students will acquire important academic and social skills. To achieve this goal, expectations for student behavior, absences, tardiness, and dress have been established. Discipline rules and expectations are well communicated to students and parents. Each year, families receive a Student/Parent handbook that illustrates these expectations. The Parent/Student handbook is reviewed in the CORE classes. In addition, parents are asked to sign and return a document stating that they have reviewed the handbook with their students.

Jefferson School continues to search for ways to help students achieve self-discipline before behavior results in formal disciplinary actions. To help achieve this, the Honor Level System is utilized at all grade levels. Students who maintain positive behavior are rewarded with trimester parties.

Student Performance

Student achievement is measured by STAR testing, curriculum based assessment, report cards, portfolios and other performance based projects. STAR testing is administered to the district's second through eighth graders in the spring of each year. Individual student results are mailed to parents. Information provided by multiple assessments is used for diagnostic purposes by teachers, as one of the criteria for placement of students in classes, and as a basis for evaluating school wide goals, programs, and activities for each school year. This school year Jefferson school had an API of 810 and meet all of its AYP goals.

Students at Jefferson are recognized in a number of ways. The Principal's Honor roll lists students who have a 3.75 GPA or higher with all A or A- grades. Students receiving all A's and B's with a 3.0 GPA are listed on the Honor Roll. Each semester, students in grades 4-6 can be placed on the Junior California Scholarship Federation and on California Junior Scholarship Federation during grades 7-8.

DESCRIPTION OF THE CORE CURRICULUM

Language Arts

The Language Arts program promotes a balanced literacy approach to Reading, Writing, Listening, and Speaking. The District's adopted curriculum is aligned to the state standards and frameworks. The following is the adopted language arts curriculum by grade level:

5 th	<u>Reading: A Legacy of Literature</u>	Houghton Mifflin
6 th	<u>Holt Literature and Language Arts</u>	Holt, Rinehart and Winston
7 th	<u>Holt Literature and Language Arts</u>	Holt, Rinehart and Winston
8 th	<u>Holt Literature and Language Arts</u>	Holt, Rinehart and Winston

History/Social Science

The History/Social Science adopted curriculum is aligned to the state standards and frameworks. The district supports the goals and curriculum strands with supplemental materials and teaching strategies that help students learn knowledge and skills that are inter-related with history, geography, humanities and the social sciences. In addition to content requirements, students also learn intellectual, reasoning, reflection, and research skills. The following is the adopted history/social science curriculum by grade level:

5 th	<u>A New Nation</u>	McGraw Hill
6 th	<u>Ancient Civilizations</u>	Houghton Mifflin
7 th	<u>Across the Centuries</u>	Houghton Mifflin
8 th	<u>American Journey</u>	McGraw Hill

Mathematics

The district core curriculum is organized as a balanced and integrated curriculum, which follows the guidelines of the state standards and framework. Students are provided an instructional program that connects computational and procedural skills, conceptual understanding, and problem solving. Students develop higher order thinking skills, learn to organize their thoughts, and develop an understanding of logic, sequencing, and patterns. The following is the adopted mathematics curriculum by grade level:

5 th	<u>Mathematics</u>	Houghton Mifflin
6 th	<u>Mathematics</u>	Houghton Mifflin
Pre. Algebra	<u>Concepts/Skills</u>	McDougal Littell
Algebra	<u>Algebra I</u>	McDougal Littell

Physical Education/Health

As two components in a comprehensive school health system, physical education and health education should complement each other. Health education focuses on four unifying ideas of health literacy: (1) acceptance of personal responsibility for lifelong health; (2) respect for and promotion of the health of others; (3) an understanding of the process of growth and development; and (4) the informed use of health-related information. Physical education focuses on three goals: (1) movement skills and movement knowledge; (2) self-image and personal development; and (3) social development. A variety of materials and supplies are used to meet the state Frameworks. The following is the adopted health curriculum by grade level:

5 th	<u>Health You</u>	Harcourt Brace
6 th	<u>Teen Health Course 1</u>	Glencoe
7 th /8 th	<u>Teen Health</u>	Glencoe

Science

The science curriculum is aligned with the state framework and standards and is balanced among the three disciplines, Life, Earth, and Physical Science. The curriculum uses investigation, experimentation, and the scientific processes. The following is the adopted science curriculum by grade level:

5 th	<u>Discovery Works</u>	Harcourt Brace
6 th	<u>Holt Science and Technology</u>	Holt, Rinehart and Winston
7 th	<u>Holt Science and Technology</u>	Holt, Rinehart and Winston
8 th	<u>Holt Science and Technology</u>	Holt, Rinehart and Winston

Visual and Performing Arts

Visual and Performing Arts encompass four components, which are, artistic perception, creative expression, historical and cultural context and aesthetic values. These components are incorporated throughout the classroom's daily activities, which include, plays, musical programs, choral readings, reader's theater, art appreciation, stage props improvisation, crafts, and student art exhibits. This is used to promote creativity, thinking, and joy. The program is also enhanced through the use of the Artist in Schools program which is being expanded this year to include visual arts for grades 5,6 and 7, as well as, performing arts for grade 8. School-wide performances include the Winter Program.

School Site Council

The School Site Council membership consists of parents, students, classified staff, site administration and teachers representing all grade levels. The site council: 1) annually reviews the quality criteria and revises the school plan to meet new goals 2) oversees the expenditure of all categorical funds, 3) analyzes and utilizes student achievement data to identify areas where program improvement is needed. All of the meetings are held in the Jefferson School Library from 3:30 – 5:00 p.m. and are open to the public.

Learning Environment/School Culture

The learning environment at Jefferson School reflects a strong academic focus. Staff, parents, and students view classrooms as a place to learn. High standards of behavior and academic expectations are held for all students. Because teachers view time as a valuable commodity, time for academically productive activities is maximized. Teachers manage the learning environment to ensure equal opportunities to learn for all students. School wide and classroom rules are established and understood by all students. Staff members enforce the rules consistently and equitably.

Students and staff take pride in learning and working in a clean, safe and orderly environment. Respect and support are evident among and between staff, parents, and students at school. Staff members work cooperatively in developing and carrying out school wide policies. They respect each other as professionals and recognize one another's individual strengths.

A series of minimum days are scheduled in order to allow time for teachers to meet together to work on grade level planning, curriculum development, ELL Training, Program Quality Review, and Coordinated Compliance Review requirements.

Title I

California Standards Test scores, grades, and grade level assessments are used to determine each student's degree of success. Students achieving at or below the thirty-fifth percentile are identified as in need of academic assistance and Title I services. Title I services are integrated into the regular program to provide additional support and insure that Title I students have equal access to the core curriculum. Title I instructional aides provide support to the students. After school remediation classes and summer school are offered to provide additional support. An emphasis is placed on regular school attendance, positive attitude, behavior management, and student recognition.

EL

The state guidelines for English Language Learners provide English learners equal access to the core curriculum. Students are identified from the Home Language Survey information and are assessed in their English oral and written language and reading skills. Those students, who are evaluated as limited in English language development, receive English language instruction and instruction in the core curriculum within the regular classroom setting from the classroom teacher. Students are provided support in the classroom by an ELL instructional aide and on a pull out basis. ELL students are exposed to standards and benchmarks in all curricular areas. All ELL students are mainstreamed in math, science, electives, physical education and history. The program promotes language proficiency and enhances students' self-confidence.

EL Program Goals for 2006-07

1. Establish a baseline of ELL student achievement standards.
2. Encourage staff development in the area of EL instruction:
 - *CLAD
 - *SDAIE
 - *Sheltered Academy
3. Provide opportunities for articulation between instructional aides and classroom teachers.
4. Encourage students to attend after school remediation and enrichment programs.
5. Provide opportunities for subject matter and grade level meetings to discuss ELL curriculum.
6. Establish ELAC and provide information to staff regarding ELAC function and purpose.

GATE

California Standards Test scores, grades, and grade level assessments are used to determine each student's degree of success. The classroom teacher and parent collaborate to determine how to best meet the needs of the student. Teachers use instructional strategies to meet the needs of GATE students. These include: teaching for meaning and thinking (met cognition), teaching for multiple intelligences, diagnosis of student readiness, interest and learning style profile, use of technology, and varied uses of collaborative learning. After school enrichment opportunities are implemented to support student success. The Student Success Team can be utilized to determine individual needs if either the parent or the teacher feels this is necessary. In addition, GATE courses are being offered after school.

Special Education

Students who have been identified as having special education needs are provided support in the Resource Program and Language, Speech, and Hearing Program. Students participate in the regular education program to the full extent permitted by their Individual Education Plan. Students can be referred to the Student Study Team for determining needs and resources available to meet those needs.

Professional Development

The Professional Development program reflects the district and school goals for curriculum instruction, assessment, and student achievement. Three district staff development days support the effective implementation and delivery of new curriculum and instructional strategies. Teachers are involved in district and school committees.

A minimum day each month is used for grade level planning and site specific needs. Lead teacher and BTSA support providers are utilized as staff development leaders. Support staff participate in conferences and in-services to increase job skills as deemed necessary to implement or communicate the school plan and policies.

Technology

Jefferson School is home to a twenty-eight-station P.C. lab and each teacher has two computers per classroom. In addition, each teacher has a laptop computer to facilitate communication and complete necessary academic and administrative tasks. The District Technology Plan focuses on the development of skills in basic keyboarding, writing, and publishing, research (including appropriate use of the internet), skill building, and support for the core curriculum. Therefore, basic computers, keyboarding, programming and web design are offered as elective classes for the 7th and 8th grade students. All 5th and 6th grade classes share the computer lab time on a weekly basis. Also, all classes at Jefferson have access to two different 15 station wireless computer lab. The Library Plan includes technology support for inventory and check out procedures.

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.

GOAL # 1 for Improving Student Achievement: ***Develop a Professional Learning Community at Jefferson School***
 Student groups participating in this goal: ***All***
 Performance gains expected for these students: ***All students earning 2.0 GPA with nothing lower than a D-***
 Means of evaluating progress toward this goal: ***Monitoring progress reports every 3 weeks and semester report cards***
 Group data needed to measure academic gains: ***Student grades and shared assessment results***

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Grade level teams will meet on a weekly basis to determine Essential Knowledge (things that all students <u>must</u> learn). All Essential Knowledge will be based upon the California Content Standards and District curriculum maps.	August 2006	None	None	NA
Improvement of instructional strategies and materials: Fully implement the textbook adoptions to meet only the agreed upon Essential Knowledge.	August 2006	None	None	NA
Extended learning time: Develop, implement, and maintain a series of systemic academic and social interventions.				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: By providing additional time and support all students will have access to the core curriculum.	August 2006	None	None	NA
Staff development and professional collaboration: Teachers will be provided staff development in Professional Learning Communities and given the opportunity to attend other workshops that help students achieve the Essential Knowledge. All teachers will be provided one hour per week to meet with their grade level team.	August 2006 – May 2007	Conferences, workshops, buy-back presenters, books, online courses	\$6,000	SBCP
Involvement of staff, parents and community: Staff will agree upon the Essential Knowledge, assess the students' progress, and report to parents about their student's progress.	August 2006 – May 2007	Postage	\$1,000	
Monitoring program implementation and results: Lesson plans, shared assessments given every three weeks, classroom observations, progress reports, and grades.	August 2006 – May 2007	None	None	NA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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GOAL # 2 for Improving Student Achievement: ***Improve reading fluency and comprehension for all students.***

Student groups participating in this goal: ***All***

Performance gains expected for these students: ***Two years of reading growth for all students Far Below and Below Basic and one year of growth for all other students***

Means of evaluating progress toward this goal: ***Monitoring shared assessments every 3 weeks***

Group data needed to measure academic gains: ***Reading assessments, shared assessments, benchmark and state assessments***

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>Grade level teams will meet on a weekly basis to determine Essential Knowledge (things that all students <u>must</u> learn). All Essential Knowledge will be based upon the California Content Standards and District curriculum maps.</p>	August 2006	None	None	NA
<p>Improvement of instructional strategies and materials:</p> <p>Fully implement the language arts adoption, including the Universal Access pieces.</p> <p>Reading assessments will be done on all students Far Below and Below Basic to determine what areas of intervention they need (i.e. phonics, phonemes, fluency, comprehension, etc.)</p>	August 2006	Reading Assessments	\$1,000	SBCP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Extended learning time:</p> <p>Provide a two hour block of intensive reading intervention for students Far Below and Below Basic. Instruct EL students using the adopted High Point curriculum.</p>	<p>August 2006</p>	<p>Intensive Reading Intervention Programs</p>	<p>\$5,000</p>	<p>SBCP</p>
<p>Increased educational opportunity:</p> <p>By providing additional time and support all students will have access to the core curriculum.</p>	<p>August 2006</p>	<p>None</p>	<p>None</p>	<p>NA</p>
<p>Staff development and professional collaboration:</p> <p>Teachers will be provided staff development in middle school reading and given the opportunity to attend other workshops that help students improve their reading.</p>	<p>August 2006 – May 2007</p>	<p>Conferences, workshops, buy-back presenters, books, online courses</p>	<p>\$6,000</p>	<p>SBCP</p>
<p>Involvement of staff, parents and community:</p> <p>Parents will be notified of their students growth in reading three times per year.</p>	<p>August 2006 – May 2007</p>	<p>None</p>	<p>None</p>	<p>NA</p>
<p>Monitoring program implementation and results:</p> <p>Lesson plans, shared assessments given every three weeks, classroom observations, shared assessments, benchmark and state assessments.</p>	<p>August 2006 – May 2007</p>	<p>None</p>	<p>None</p>	<p>NA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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GOAL # 3 for Improving Student Achievement: ***Improve parent and community involvement in the school.***
 Student groups participating in this goal: ***All***
 Performance gains expected for these students: ***All students earning 2.0 GPA with nothing lower than a D-***
 Means of evaluating progress toward this goal: ***Monitoring shared assessments every 3 weeks, web page and gradebook access logs, and sign in sheets for various community activities.***
 Group data needed to measure academic gains: ***Grades, benchmark and state assessments***

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Not applicable	NA	None	None	NA
Improvement of instructional strategies and materials: Provide students real world learning opportunities through College Week, Career Fairs, Poetry Readings, Math/Science Night, Language Arts/Social Studies Night, Academic Pentathlon, Science Olympiad, Wiz Kids, Science Fair, and the County Spelling Bee.	August 2006	Event Supplies	\$1,000	SBCP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Extended learning time:</p> <p>All students will be provided additional learning opportunities outside the regular school day.</p>	August 2006	None	NA	NA
<p>Increased educational opportunity:</p> <p>Parents and students will be given the opportunity to learn together.</p>	August 2006	None	None	NA
<p>Staff development and professional collaboration:</p> <p>Teachers will work together with their teams to coordinate the various community involvement activities.</p>	August 2006 – May 2007	None	NA	NA
<p>Involvement of staff, parents and community:</p> <p>Parents and community members will be involved through Schoolwire, PowerSchool, College Night, parenting classes, academic nights, family outings, concerts, drama, sports, honor dinners, and awards assemblies.</p>	August 2006 – May 2007	Busing, admission, parenting class materials, and supplies for school sponsored events.	\$4,000	
<p>Monitoring program implementation and results:</p> <p>Shared assessments given every three weeks, grades, and retention/promotion/graduation rates. In addition, participation rates will be tracked for all community involvement activities.</p>	August 2006 – May 2007	None	None	NA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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GOAL # 4 for Improving Student Achievement: ***Improve school connectedness for all students.***

Student groups participating in this goal: ***All***

Performance gains expected for these students: ***All students earning 2.0 GPA with nothing lower than a D-***

Means of evaluating progress toward this goal: ***Monitoring shared assessments every 3 weeks, web page and gradebook access logs, and sign in sheets for various community activities.***

Group data needed to measure academic gains: ***Grades, benchmark and state assessments***

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Not applicable	NA	None	None	NA
Improvement of instructional strategies and materials: Implement the <u>Discipline Without Stress and Rewards</u> program. Provide monthly character assemblies and ongoing classroom/core meetings. Develop and advisory program for students at risk of not meeting grade level standards.	August 2006	Books, Videos, Staffing	\$5,000	SBCP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Extended learning time:</p> <p>Ensure that all students are involved in at least one academic and/or social extra curricular activity.</p>	August 2006	Staffing, Curriculum	\$8,000	SBCP
<p>Increased educational opportunity:</p> <p>Associated Student Body, GATE, English Learner enrichment, Spanish, sports, drama, music, clubs, Homework Club, Lunchtorials, and study hall.</p>	August 2006	None	None	NA
<p>Staff development and professional collaboration:</p> <p>Teams of teachers will lead and teach the various extra-curricular activities.</p>	August 2006 – May 2007	None	None	NA
<p>Involvement of staff, parents and community:</p> <p>Parents and community members will be involved through student performances, field trips, and volunteer coaches and advisors.</p>	August 2006 – May 2007	Busing, admission, parenting class materials, and supplies for school sponsored events.	\$4,000	
<p>Monitoring program implementation and results:</p> <p>Shared assessments given every three weeks, grades, and retention/promotion/graduation rates. In addition, participation rates will be tracked for all extra-curricular activities.</p>	August 2006 – May 2007	None	None	NA

Table 1: Academic Performance by Ethnicity Language Arts

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																	
		All Students			White			African-American			Hispanic			Asian			Filipino		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	264	304	330	NA	NA	169	NA	NA	17	NA	NA	49	NA	NA	49	NA	NA	45
	%	48	53	59	NA	NA	69	NA	NA	36	NA	NA	35	NA	NA	79	NA	NA	79
Number and Percent At Basic	#	201	195	161	NA	NA	63	NA	NA	19	NA	NA	48	NA	NA	12	NA	NA	11
	%	37	34	29	NA	NA	26	NA	NA	40	NA	NA	35	NA	NA	19	NA	NA	19
Number and Percent Below Basic	#	58	60	48	NA	NA	8	NA	NA	9	NA	NA	29	NA	NA	1	NA	NA	0
	%	11	10	9	NA	NA	3	NA	NA	19	NA	NA	21	NA	NA	1.5	NA	NA	0
Number and Percent Far Below Basic	#	15	18	20	NA	NA	4	NA	NA	2	NA	NA	12	NA	NA	0	NA	NA	1
	%	3	3	4	NA	NA	1.5	NA	NA	.5	NA	NA	9	NA	NA	0	NA	NA	2
TOTAL NUMBER AND PERCENT	#	548	577	559	NA	NA	244	NA	NA	47	NA	NA	138	NA	NA	62	NA	NA	57
	%	100	100	100	NA	NA	44	NA	NA	8	NA	NA	25	NA	NA	11	NA	NA	10

Conclusions indicated by the data:

- 1.
- 2.
- 3.

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			Hispanic			English Learners			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate	548	577	559	NA	NA	244	NA	NA	47	NA	NA	62	NA	NA	138	44	58	61	47	69	80	20	29	21
Number At or Above Proficient	264	304	330	NA	NA	169	NA	NA	17	NA	NA	49	NA	NA	49	10	11	15	7	15	22	1	3	2
Percent At or Above Proficient	48	53	59	NA	NA	69	NA	NA	36	NA	NA	79	NA	NA	35	23	19	25	15	22	28	5	10	10
AYP Target	13.6	13.6	24.4	NA	NA	24.4	NA	NA	24.4	NA	NA	24.4	NA	NA	24.4	13.6	13.6	24.4	13.6	13.6	24.4	13.6	13.6	24.4
Met AYP Criteria	Y	Y	y	NA	NA	Y	NA	NA	Y	NA	NA	Y	NA	NA	Y	Y	y	Y	y	y	y	y	y	y

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5	9	64	4	29	1	7	0	0	0	0		14
6	8	32	12	48	4	16	1	4	0	0		25
7	2	25	4	50	2	25	0	0	0	0		8
8	5	63	1	13	2	25	0	0	0	0		8
9												
10												
11												
12												
Total	24	46	21	35	9	18	1	1	0	0		55

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 1: Academic Performance by Ethnicity Math

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																	
		All Students			White			African-American			Hispanic			Asian			Filipino		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	226	252	320	NA	NA	168	NA	NA	18	NA	NA	45	NA	NA	44	NA	NA	43
	%	41	44	57	NA	NA	69	NA	NA	38	NA	NA	33	NA	NA	71	NA	NA	75
Number and Percent At Basic	#	197	202	151	NA	NA	53	NA	NA	15	NA	NA	53	NA	NA	15	NA	NA	11
	%	36	35	27	NA	NA	22	NA	NA	32	NA	NA	38	NA	NA	24	NA	NA	19
Number and Percent Below Basic	#	114	100	68	NA	NA	16	NA	NA	13	NA	NA	28	NA	NA	3	NA	NA	2
	%	21	17	12	NA	NA	6.5	NA	NA	28	NA	NA	20	NA	NA	5	NA	NA	3.5
Number and Percent Far Below Basic	#	11	20	20	NA	NA	4	NA	NA	1	NA	NA	12	NA	NA	0	NA	NA	1
	%	2	4	3.5	NA	NA	1.6	NA	NA	2	NA	NA	9	NA	NA	0	NA	NA	1.7
TOTAL NUMBER AND PERCENT	#	548	577	559	NA	NA	244	NA	NA	47	NA	NA	138	NA	NA	62	NA	NA	57
	%	100	100	100	NA	NA	44	NA	NA	8.4	NA	NA	25	NA	NA	11	NA	NA	10

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 3: Math Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATH PERFORMANCE DATA BY STUDENT GROUP																							
	All Students			White			African-American			Asian			Hispanic			English Learners			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate	548	577	559	NA	NA	244	NA	NA	47	NA	NA	62	NA	NA	138	44	58	61	47	69	80	20	27	21
Number At or Above Proficient	226	252	320	NA	NA	168	NA	NA	18	NA	NA	44	NA	NA	45	12	15	21	9	13	21	4	5	5
Percent At or Above Proficient	41	44	57	NA	NA	69	NA	NA	38	NA	NA	71	NA	NA	33	27	26	34	19	19	26	20	18	24
AYP Target	16	16	25.5	NA	NA	25.5	NA	NA	25.5	NA	NA	25.5	NA	NA	25.5	16	16	26.5	16	16	26.5	16	16	26.5
Met AYP Criteria	Y	Y	Y	NA	NA	Y	NA	NA	Y	NA	NA	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Conclusions indicated by the data:

- 1.
- 2.
- 3.