

Application #	
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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

mail original* and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): **Mission Elementary School District**

County/District Code: **27-66076**

Dates of Plan Duration (should be five-year plan): **July 1, 2011 to June 30, 2016**

Date of Local Governing Board Approval: **June 28, 2011**

District Superintendent: **Elizabeth Bozzo**

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Elizabeth Bozzo

June 28, 2011

Printed or typed name of Superintendent

Date

Signature of Superintendent

David Fleming

June 28, 2011

Printed or typed name of Board President

Date

Signature of Board President

TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I – Background and Overview</u>	
<i>Background</i>	5
<i>Descriptions</i>	6
<i>Consolidated Application</i>	
<i>Local Educational Agency Plan</i>	
<i>Single Plan for Student Achievement</i>	
<i>Categorical Program Monitoring Process</i>	
<i>Federal and State Programs Checklist</i>	9
<i>District Budget for Federal Programs</i>	10
<i>District Budget for State Programs</i>	11
<u>Part II – The Plan</u>	
<i>District Profile</i>	14
<i>Mission Statement</i>	
<i>Teacher Assignment</i>	
<i>Highly Qualified Teachers</i>	
<i>California Standards Test</i>	
<i>Academic Performance Index</i>	
<i>Adequate Yearly Progress</i>	
<i>Discipline and Climate for Learning</i>	
<i>NCLB Performance Goal 1A – Reading</i>	19
<i>School Goal #1</i>	
<i>Needs Assessment</i>	
<i>Table 1: Academic Performance in English/Language Arts by Ethnicity</i>	
<i>Table 2: Academic Performance by Grade Level in English/Language Arts</i>	
<i>Table 3: English/Language Arts Adequate Yearly Progress</i>	
<i>Program Planning</i>	
<i>NCLB Performance Goal 1B – Mathematics</i>	30
<i>School Goal #2</i>	
<i>Needs Assessment</i>	
<i>Table 4: Academic Performance in Mathematics by Ethnicity</i>	
<i>Table 5: Academic Performance by Grade Level in Mathematics</i>	
<i>Table 6: Mathematics Adequate Yearly Progress</i>	
<i>Program Planning</i>	
<i>School Goal #3 – Science</i>	41
<i>Needs Assessment</i>	

*Table 7: Academic Performance in Science and Social Science by Grade Level
Program Planning*

<i>School Goal #4 – Social Science Needs Assessment Table 7: Program Planning</i>	<i>48</i>
<i>School Goal #5 – Fine Arts Program Planning</i>	<i>56</i>
<i>School Goal #6 – Physical Education & Health Program Planning</i>	<i>60</i>
<i>School Goal #7 – Schoolwide Effectiveness Program Planning</i>	<i>64</i>
<i>NCLB Performance Goal 2 – English Learners</i>	<i>71</i>
<i>NCLB Performance Goal 3 – Highly Qualified Teachers</i>	<i>71</i>
<i>NCLB Performance Goal 4 -- Learning Environment</i>	<i>72</i>
<i>NCLB Performance Goal 5 – Graduation</i>	<i>73</i>
<i>Additional Mandatory Title I Descriptions</i>	<i>73</i>
<u>Part III – Assurances and Attachments</u>	
<i>Assurances</i>	<i>75</i>
<i>Signatures</i>	<i>83</i>
<i>School Site Council Recommendations and Assurances</i>	<i>84</i>
<i>Appendix</i>	
<i>Appendix A: California’s NCLB Performance Goals & Performance Indicators</i>	<i>85</i>
<i>Appendix B: Links to Data Web sites</i>	<i>87</i>

Part I

Background and Overview

Background

Descriptions

Consolidated Application
Local Educational Agency Plan
Single Plan for Student Achievement
Categorical Program Monitoring Process

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. Within three years of their hiring date, teachers will achieve highly qualified teaching status.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from middle school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards

- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for student achievement, local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state’s lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The District's Board of Directors holds an opening hearing yearly for the discussion of any categorical monies that fall under the Tier III usage.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California *Education Code (EC)*¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
	Title I, Part A	X	Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent	X	School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year DirectServices Budgeted to Students at School Sites (\$)	Current Year DirectServices to Students at School Sites (%)
Title I, Part A	0	0	0	0
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	\$2,691	\$ 5,488	\$ 8,190	100%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	0	0	0
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	\$ 154	\$ 154	100%
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	0	0	0
21 st Century Community Learning Centers	0	0	0	0
Other (describe) Title VI, ,Small Rural Schools Achievement Grant (REAP)	0	\$ 16,200	\$16,200	100%
TOTAL	\$ 2,691	\$21,853	\$25,965	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Budgeted DirectServices to Students at School Sites (\$)	Current Year DirectServices to Students at School Sites (%)
EIA – State Compensatory Education	\$ 0	\$ 5,749	\$5,749	100%
EIA – Limited English Proficient	0	0	0	0
School and Library Improvement Block Grant	0	\$ 5,239	\$ 5,239	100%
After School Education and Safety Program	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	0	0	0
High Priority Schools Grant Program (HPSG)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	\$ 8,460	\$8460	100%
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
English Language Acquisition Program	0	0	0	0
Community Based English Tutoring	0	0	0	0
Other (describe)				
TOTAL	0	\$19,448	\$19,488	100%

Part II

The Plan

District Profile

Mission Statement
Teacher Assignment
Highly Qualified Teachers
California Standards Test
Academic Performance Index
Adequate Yearly Progress
Discipline and Climate for Learning

NCLB Performance Goal 1A – Reading

School Goal #1
Needs Assessment
Table 1: Academic Performance in English/Language Arts by Ethnicity
Table 2: Academic Performance by Grade Level in English/Language Arts
Table 3: English/Language Arts Adequate Yearly Progress
Program Planning

NCLB Performance Goal 1B – Mathematics

School Goal #2
Needs Assessment
Table 4: Academic Performance in Mathematics by Ethnicity
Table 5: Academic Performance by Grade Level in Mathematics
Table 6: Mathematics Adequate Yearly Progress
Program Planning

School Goal #3 – Science

Needs Assessment
Table 7: Academic Performance in Science and Social Science by Grade Level
Program Planning

School Goal #4 – Social Science

Needs Assessment
Table 7:
Program Planning

School Goal #5 – Fine Arts

Program Planning

School Goal #6 – Physical Education & Health

Program Planning

School Goal #7 – Schoolwide Effectiveness

Program Planning

NCLB Performance Goal 2 – English Learners

NCLB Performance Goal 3 – Highly Qualified Teachers

NCLB Performance Goal 4 -- Learning Environment

NCLB Performance Goal 5 – Graduation

Additional Mandatory Title I Descriptions

District Profile

The Mission Elementary School District was established in 1897. The district is a rural, one-school district for students in Kindergarten through 8th grades. All classes are taught in self-contained classrooms. Certificated staff consists of a Teaching Superintendent/Principal, and three other full-time teachers—each teaching 2-grade combination classes. Classified staff includes one part-time instructional aide who also holds the position of part-time bus driver, one part-time food services employee, and one full-time secretary.

Twenty percent of the entire student population lives within the district, a sparsely populated rural area. The balance of the student population attends on inter-district transfers from larger districts in the surrounding area. Parents of students on transfer report that they are seeking a small school with small class sizes and challenging academic curricula. They feel that the multi-age classrooms and the intense sense of community that is fostered at Mission provide their children with optimal opportunities.

Mission School has rigorous standards and expectations for all students. The school has a rigorous academic focus and a hands-on oriented atmosphere. Differentiated instruction, cooperative learning, and peer teaching are easily implemented in the multi-grade classrooms. Every grade level participates in weekly library skills lessons. Each classroom contains a mini-lab of 3-8 computers for student use. The student computer ratio is 3:1 for grades 1-6, and 1 to 1 for students in grades 7 and 8. The school provides individual AlphaSmart keyboards for all 2nd-4th grade students as a means of practicing keyboarding skills. Mission student council representatives participate in Study Body meetings each month where school wide decisions are discussed and voted on with a teacher advisor who assists and oversees the meetings for protocol and equity. With funds that they have raised themselves, students pay entrance fees for field trips and purchase specialty items for the school. The school has a daily flag raising and civic responsibility segment as well as weekly spirit days.

Student Enrollment by Ethnic Group 2009-10	
African American	0%
American Indian	0.2%
Asian	0.6%
Caucasian	54.3%
Filipino	0.8%
Hispanic	44.5%
Pacific Islander	0.0%
Multiple or No Response	0%

Mission Statement

Inspiring Personal Excellence Through Lifelong Learning

The Vision of the Mission Elementary School District

The Mission Elementary School District inspires young minds for a successful future by promoting positive, respectful educational experiences through leadership, integrity, service, and community involvement in a safe learning environment.

Student Enrollment by Grade				
Grade	2006-07	2007-08	2009-10	2010-11
K	10	9	7	12
1st	8	10	13	7
2nd	10	8	8	13
3rd	8	10	10	10
4th	9	8	10	12
5th	6	10	11	9
6th	9	5	11	11
7th	11	10	9	10
8th	8	8	9	10

Teacher Assignment

Mission Elementary recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Mission Elementary had 5 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Mission had 0 teacher misassignments. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. Mission had 0 teacher vacancies.

Teacher Credential Status			
	08-09	09-10	10-11
Fully Credentialed	6	7	8
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0
Vacant Teacher Positions	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Misassignments of Teachers of English Learners	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Every teacher at Mission Elementary meets at least the minimum NCLB qualifications. Forty percent of the teaching staff exceeds the NCLB standards.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
Mission Elementary	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science for the most recent three-year period is shown.

CALIFORNIA STANDARDS TEST (CST) MISSION ELEMENTARY SCHOOL DISTRICT (LESD)

Combined % of Students Scoring at Proficient and Advanced Levels

Language Arts												
	2 nd grade			3 rd grade			4 th grade			5 th grade		
	2006	2007	2008	2005	2006	2007	2006	2007	2008	2006	2007	2008
LESD	100	100	70	50	30	72	63	66	70	67	67	100
STATE	47	47	48	31	36	27	47	49	51	43	43	44
	6 th grade			7 th grade			8 th grade					
	2006	2006	2007	2005	2006	2007	2005	2006	2007			
LESD	50	50	100	89	63	73	50	73	63			
STATE	41	41	42	43	43	46	39	41	41			

Math												
2nd grade			3rd grade			4th grade			5th grade			
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
LESD	100	100	90	75	40	71	26	67	50	34	67	84
STAT E	59	59	59	54	58	58	50	54	56	44	48	49
6th grade			7th grade			8th grade						
	2006	2006	2007	2005	2006	2007	2005	2006	2007			
LESD	70	70	80	67	64	46	17	9	0			
STAT E	41	41	42	37	41	39	?	?	?			
Science						Science	Social Science					
5th grade			8th grade						8th grade			
	2006	2007	2008	2006	2007	2008				2006	2007	2008
LESD	33	33	100	---	54	51				34	82	51
STAT E	32	32	37	---	38	42				31	34	35

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Mission Elementary School District has earned API scores above 800 since the program began.

API District Results

BASE	05-06	06-07	07-08	GROWTH	05-06	06-07	07-08
API Score	822	873	891	API Growth Score	823	874	891
				Actual Growth	16	59	17

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress requirements: ---Participation rate on the state's standards-based assessments in English/Language Arts and Mathematics. ---Percent proficient on the state's standards-based assessments in ELA and Mathematics. ---API as an additional indicator. ---Graduation rate (for secondary schools).

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes	Yes	Yes	Yes
Met AYP Criteria	English/Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Discipline and Climate for Learning

Students at Mission Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Every classroom employs the Second Step curriculum which teaches empathy, anger management, and problem solving strategies. The goal of Mission Elementary School's discipline program is to develop resiliency in all students and to create a respectful and caring campus. It is our belief that students who genuinely believe that they are known and valued by everyone on campus will be motivated to push their selves to their very highest ability level. Parents and students are informed of school rules and discipline policies through handouts sent home at the beginning of the school year. The Suspensions and Expulsions table below illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Mission Elementary had 0 suspensions and 0 expulsions in the time period shown.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Mission School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during quarterly award ceremonies and monthly in Civic and Announcement meetings.

Suspensions & Expulsions Mission Elementary School District			
	07-08	08-09	09-10
Suspensions	0	0	0
Suspension Rate	0.0%	0.0%	0.0%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%
Numbers are for entire school district.			

Inspiring Personal Excellence Through Lifelong Learning

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

<p>SCHOOL GOAL # 1 To focus on a systematic, yet flexible instruction process of the English-Language Arts. All three parts of Language Arts communication will be addressed as follows: Reading: Students will be successful in word analysis, fluency, systematic vocabulary development, and spelling at or above grade level. Instruction will also focus on developing strong comprehension skills. Writing: Students will be provided the tools and knowledge to write grade appropriate material. The written material may include narrative, expository, persuasive and descriptive pieces of work. In addition there will be a focus on the writing process that may include research, brainstorming and multiple drafts of a particular piece of work. Oral: Students will be capable of delivering focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience; furthermore, students should be able to evaluate the content of oral communications that are presented to them. Ultimately the goal is to create and develop a foundation that will allow all the students to be successful in the synergy that occurs between reading, writing and oral communication.</p>	
<p>Student groups and grade levels to participate in this goal: All grade levels</p>	<p>Anticipated annual performance growth for each group: Students will score proficient or higher on the California Standards Test for Language Arts. Any students scoring below proficient will have access to credentialed tutors during school instruction.</p>
<p>Means of evaluating progress toward this goal: Students will be consistently evaluated throughout the year with instruments from the adopted Language Arts textbook series or with teacher made instruments to inform teachers of needed adjustments to instruction. Using grade level appropriate writing rubrics, students will be informed of their progress in writing and of the next steps necessary for continued improvement. In all Language Arts areas, students will be kept informed of the progress and of the next steps necessary for continued improvement.</p>	<p>Data to be collected to measure academic gains: Assessment instruments from the adopted Language Arts textbook series and teacher made assessment instruments will measure student progress. Student writing samples will be evaluated with grade level appropriate writing rubrics three times annually. Annual administration of the California Content Standards tests in grades 2-8 and the California Writing Standards Tests for grades 3 and 7 will measure the success of Goal #1A.</p>

Table 1: Academic Performance in English-Language Arts by Ethnicity

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		In ENGLISH-LANGUAGE ARTS 2008 / 2009 / 2010																				
		All Students			White			African-American			Hispanic			Asian			Other					
		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
Number (#) and Percent (%) At or Above Proficient	#	36	36	48	26	26	32	0	--	1	5	6	9	--	--	--	5	4	6			
	%	60	61	77	59	60	76	0	--	100	50	60	90	--	--	--	83	67	67			
Number and Percent At Basic	#	13	17	10	10	11	7	0	--	0	3	4	0	--	--	--	0	2	3			
	%	21	29	16	23	26	17	0	--	0	30	40	0	--	--	--	0	33	33			
Number and Percent Below Basic	#	10	5	4	7	5	3	1	--	0	1	0	1	--	--	--	1	0	0			
	%	16	8	7	16	12	7	100	--	0	10	0	10	--	--	--	17	0	0			
Number and Percent Far Below Basic	#	2	1	0	1	1	0	0	--	0	1	0	0	--	--	--	0	0	0			
	%	3	2	0	2	2	0	0	--	0	10	0	0	--	--	--	0	0	0			
TOTAL NUMBER AND PERCENT	#	61	59	62	44	43	42	1	--	1	10	10	10	--	--	--	6	6	9			
	%	100	100	100	100	100	100	100	--	100	100	100	100	--	--	--	100	100	100			

Conclusions indicated by the data:

1. The percentage of students at or above proficient has climbed steadily in all major student groups over the 3 year period. Year 3 shows particularly large gains – a 16 percentage point gain in the White student group, and a 30 percentage point gain in the Hispanic student group.
2. By Year 3, no students in any group remained in the far below basic category.
3. Collaborative programs focusing upon serving the explicit needs of at-risk students (those in below basic and far below basic categories) appear to be aiding in student success.

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR ALL STUDENTS In ENGLISH-LANGUAGE ARTS 2008 / 2009 / 2010																				
		Grade: __2__			Grade: __3__			Grade: __4__			Grade: __5__			Grade: __6__			Grade: __7__			Grade: __8__		
		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
Number (#) and Percent (%) At or Above Proficient	#	4	5	7	4	3	5	5	4	7	6	6	6	6	5	10	8	5	8	3	8	5
	%	37	100	70	50	30	72	63	66	70	67	67	100	60	50	100	89	63	73	50	73	63
Number and Percent At Basic	#	5	0	3	2	5	1	2	1	3	0	3	0	3	4	0	0	2	2	1	2	1
	%	45	0	30	25	50	14	25	17	30	0	33	0	30	40	0	0	25	18	17	18	13
Number and Percent Below Basic	#	2	0	0	2	2	1	1	1	0	2	0	0	1	1	0	0	0	1	2	1	2
	%	18	0	0	25	20	14	12	17	0	22	0	0	10	10	0	0	0	9	33	9	24
Number and Percent Far Below Basic	#	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	11	12	0	0	0	0
TOTAL NUMBER AND PERCENT	#	11	5	10	8	10	7	8	6	10	9	9	6	10	10	10	9	8	11	6	11	8
	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Table 2: Academic Performance by Grade Level in English-Language Arts

Conclusions indicated by the data:

1. Over the three year time span, the district had fewer and fewer students in the far below basic and below basic categories while steadily increasing the total number of students moving into the proficient and advanced categories. In the third year, there were 0 students remaining in far below basic. The percentage of students in proficient and advanced rose from 59% in year 1 to 77% in year 3.
2. Programs in place are yielding good results in student academic improvement.
3. Collaborative programs focusing upon serving the explicit needs of at-risk students (those in below basic and far below basic categories) appear to be aiding in student success.

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

AYP PROFICIENCY LEVEL	All Students			White			African-American			Hispanic			English Learners			Redesignated - Fluent English Proficient			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	100	99	100	100	98	100	100	--	100	100	100	100	--	--	--	100	100	100	100	100	100	100	100	67
Number At or Above Proficient	35	36	46	27	26	31	--	--	--	--	--	--	--	--	--	--	--	--	4	3	--	--	--	--	
Percent At or Above Proficient	58.3	61	78	61.4	60.5	77.5	--	--	--	--	--	--	--	--	--	--	--	--	36.4	27.3	--	--	--	--	
AYP Target	24.4	24.4	24.4	24.4	24.4	24.4	--	--	--	--	--	--	--	--	--	--	--	--	24.4	24.4	--	--	--	--	
Met AYP Criteria	yes	yes	yes	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	

Conclusions indicated by the data:

- 1. The District's only statistically significant subgroups are white and socioeconomically disadvantaged.**
- 2. The District has made adequate yearly progress (AYP) every year by a large margin.**
- 3. Focus upon academic improvement for students within the socioeconomically disadvantaged subgroup is needed to close the gap (approximately 33 percentage points) that exists between this subgroup and the white subgroup.**

Planned Improvement in Student Performance in Reading / Language Arts

*Estimated costs in bold type are repeated throughout this document, but budgeted only once.

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: According to district and state standards, all students, including Educationally Disadvantaged Youth (EDY), English Language Learners (ELL), and Gifted and Talented students (GATE), will demonstrate their ability to receive, process and express written and oral language at or above grade level.</p> <p>Teachers will teach from and students will read and comprehend literature through the Houghton Mifflin curriculum (K-6), through the Holt curriculum (7th-8th), and grade appropriate trade books.</p> <p>Students will write regularly, through a variety of assignments, in all curricular areas using the steps of the writing process, pre-writing, rough draft, editing, revisions and publishing. Teachers may employ the <u>Step Up to Writing</u> curriculum, or use the approved McGraw-Hill curriculum..</p> <p>Students will create documents using word processing and publishing programs.</p> <p>Students will be involved in oral language presentations (poems, choral reading, dramatizations, reader's theatre, debate, speeches, morning sing, etc.)</p> <p>Teachers will construct long-range lesson plans that will</p>	<p>Teachers and students / ongoing</p> <p>Teachers / daily</p> <p>Students, teachers / ongoing</p> <p>Students / ongoing</p> <p>Students, teachers / ongoing</p>	<p>Teacher salaries and benefits</p> <p>Adequate textbooks and textbook related teaching materials</p> <p><u>Step Up to Writing</u> McGraw-Hill curriculum purchased</p> <p>Software purchased.</p> <p>Copies of state content</p>	<p>\$ 386,751* *See note this page.</p> <p>Curriculum purchased in reading adoption year</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>State Aid, Class size reduction funds</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>

<p>clearly indicate how and when each Language Arts standard will be addressed. Daily lesson plans will reflect the long-range plans. Copies of the long-range plans and the daily lesson plans will go to the Principal.</p> <p>Students must show appropriate grade level performance for grade level promotion.</p> <p>* Estimated costs in bold type appear repeatedly throughout this document. Costs listed in plain type are listed only once in this document.</p>	<p>Teachers / weekly for daily plans, annually for long-range plans</p> <p>Teachers / quarterly report cards</p>	<p>standards for each teacher. Standard purchased. Purchase revisions as needed.</p>	<p>\$100</p> <p>None</p>	<p>Title II, Part A funds</p> <p>None</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Students at all levels will be taught with, and will consistently practice Language Arts concepts with, appropriate hands-on materials.</p> <p>Students at all levels will receive direct instruction in phonics and spelling using a district approved curriculum.</p> <p>Students will respond to a variety of fictional and nonfiction texts through various written and oral activities. (<i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i>).</p> <p>Teachers will use a variety of teaching strategies in their efforts to help all students access and be successful with the Language Arts curriculum.</p> <p>Teachers will use specially designed academic instruction in English (SDAIE) to provide English Learners & Students with Disabilities access to the core Language Arts curriculum.</p>	<p>Teachers, students / daily</p> <p>Teachers / daily</p> <p>Students / ongoing</p> <p>Teachers / daily</p> <p>Teachers / daily</p>	<p>Grade-level appropriate hands-on language arts materials purchased. Curriculum materials purchased in reading adoption year</p>	<p>None</p> <p>None</p> <p>\$1500</p> <p>\$1000</p> <p>\$500</p>	<p>None</p> <p>None</p> <p>EIA, State Lottery</p> <p>EIA, State Lottery Title II Part A</p> <p>Title II Part A</p>

<p>Classrooms will integrate use of resources such as the dictionary, encyclopedia and the internet in reading, writing and oral communication.</p> <p>Supplementary materials and equipment, including technology, will be purchased to enhance Language Arts instruction. Such supplementary materials will not be used to replace direct teacher instruction or student usage of the adopted textbooks.</p> <p>Instructional Aide or a Tutor will work with individuals or small groups of students to help insure student success with reading, writing and oral topics and concepts.</p> <p>Instructional Aide/s may provide supplemental services to ELL students through 1-on-1 or small group lessons using the student's primary language, and/or use of supplemental materials.</p> <p>The classroom teacher will provide GATE students with challenging enrichment materials.</p>	<p>Teachers, students / daily</p> <p>Principal, teachers / ongoing</p> <p>Aides / daily as scheduled by teachers</p> <p>Aides / daily as scheduled by teachers</p> <p>Teachers / daily</p>	<p>Supplementary materials and equipment for reading</p> <p>Salaries and benefits for Aides, as funds allow</p> <p>Salaries and benefits for Aides, as funds allow</p> <p>Supplementary classroom materials, \$300 per classroom</p>	<p>None</p> <p>\$1650 per classroom</p> <p>\$ 29,000* See note p. 23</p> <p>\$ 29,000*</p> <p>\$1,200</p>	<p>None</p> <p>Tier III Funds, EIA, REAP, LPTC Donations</p> <p>Gen. Fund, Unrestricted Lottery</p> <p>Gen. Fund, Unrestricted Lottery</p> <p>GATE</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> In order to ensure student improvement in Language Arts, teachers may add instructional minutes to the Language Arts period as needed. Minutes may be taken from the fund of minutes that accumulate as a result of Mission's extended day. Such added time will be used for focused, systematic instruction to reinforce student's grasp of reading, writing and oral concepts and topics. 	<p>Teachers / daily</p>		<p>None</p>	<p>None</p>

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> As per the school Technology Plan, students will have daily access to each classroom's computer mini-lab. Students in 2nd-8th grades will have continuous access to a personally assigned AlphaSmart keyboard. 	Students / daily	Mini-labs (ratio 3 students for every one computer) and AlphaSmarts (one per student) already in place. AlphaSmart supplies	None \$250	None GATE
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> Classroom teachers will take steps to obtain the state required CLAD credential to address the needs of ELL students Both teachers and Aides will be provided with ongoing training to become proficient in the use and presentation of the Language Arts materials. Staff will be provided with training in the use of a variety of teaching strategies designed to help all students to access and to be successful with the Language Arts curriculum. Teachers will collaborate monthly to evaluate programs in place and to brainstorm new methods for ensuring success of identified students. 	<p>Teachers w/o CLAD credential / completed by end of 2nd year in district</p> <p>Workshops and inservice training</p> <p>Workshops and inservice training</p> <p>Teachers / Collaboration Thursdays</p>	<p>(Completion may move teacher to next column in pay schedule.)</p> <p>Workshop fees, inservice presenter fees and supplies</p> <p>Workshop fees, inservice presenter fees and supplies</p>	<p>None</p> <p>\$5,000</p> <p>\$5,000</p> <p>None</p>	<p>None</p> <p>Title II, Improving Teacher Quality</p> <p>Title II, Improving Teacher Quality</p> <p>None</p>

<p>6. Involvement of staff, parents, and community:</p> <ul style="list-style-type: none"> • Parents will be kept informed of student successes and difficulties (by using a student organizer in 3rd-8th grades and teacher notes and phone calls in primary grades) on a timely basis. Classroom websites will offer assignment info as appropriate. • Teachers in grades 3-8 will have access to a web-based grading program and will post grades regularly for easy parent access to information. • Parents will be encouraged to schedule volunteer time or observation time in their child's classroom in order to become aware of the Language Arts curriculum. • Families will be informed of Language Arts curriculum and students' needs through copies of state content standards and grade level expectations at Back-to-School Night, newsletters, letters, flyers, the school website, and parent/teacher conferences. • Homework help links for Language Arts topics will be provided on the school website. • Standardized test scores and information explaining those scores will be mailed out to parents each summer after score reports are received by the district. • At conference time, teachers will explain to parents the significance of standardized test scores and local assessment measures. In addition, sample work of students will be available for parents to examine. 	Teachers, parents, students / ongoing	Student organizer folders	\$200	Restricted Lottery
	Teachers / ongoing	Annual web access fee	\$75	GATE
	Teachers / ongoing		None	None
	Teachers, Principal / ongoing	Publishing costs for various media	\$200	Gen. Fund
	Webmaster / ongoing		None	None
	Principal / annually in August	Mailing costs	\$50	Gen. Fund
	Teachers, parents / biannually at the end of 1 st and 3 rd quarters		None	None

<p>7. Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Entering kindergarten students will be assessed in the spring prior to school entrance. Based on that assessment, parents will be provided with a summer plan for developmentally appropriate experiences that will help to ease the child's transition from preschool to kindergarten. • Individuals with Exceptional Needs (IWEN) will be identified and tested with parent permission through the Monterey County Office of Education. Based on the results of testing, students will be given the opportunity to be placed in appropriate programs in neighboring districts. 	<p>Kindergarten teacher / annually in April</p> <p>Teachers, Principal, and MCOE personnel / as needed</p>	<p>Testing materials and parent booklets</p> <p>Contracted services with MCOE</p>	<p>\$100</p> <p>variable</p>	<p>EIA Funds</p> <p>Gen. Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The Principal will review and monitor teacher's long-range plans and daily lesson plans to ensure that standards-based curriculum is being taught. • The Principal will visit classrooms periodically to monitor teacher usage of appropriate teaching strategies and materials. • Portfolios of student writing samples will be maintained and reviewed regularly by the principal, teachers, students, and parents. Teachers will formally evaluate student writing samples against a grade-level writing rubric three times annually. • K-8 grade progress in Reading/Language Arts will be measured through the use of benchmark testing. The results of the benchmark testing will be reported to the School Site Council. 	<p>Principal / ongoing</p> <p>Principal / ongoing</p> <p>Teachers, principal, students, parents,ongoing</p> <p>Teachers, SSC / twice per year</p>		<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>

<ul style="list-style-type: none"> Staff, in a collaborative team, will monitor and evaluate these action plan items throughout the school year. Evidence of implementation and student progress will be discussed. Such evidence will include samples of student work scored with rubrics as well as other records of ongoing review and assessment. The School Site Council will conduct an annual review of this school plan and will revise as needed. 	Staff / monthly		None	None
	SSC / annually		None	None
<p>Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Annually, the Principal and the Resource Teacher (if funded) will evaluate student performance from the previous year to determine which students need the specific services of the Resource Teacher. Teachers will evaluate student performance on an ongoing basis and will refer underperforming students (whether due to academic deficiencies or behavior difficulties) to the Principal for a Student Study Team evaluation. Concerned parents may contact their child's teacher, or the Principal to request that their child be referred for a Student Study Team evaluation. 	Principal, Resource Teacher / annually		None	None
	Teachers / ongoing		None	None
	Parents / ongoing		None	None

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

SCHOOL GOAL # 2
 To focus on systematic math instruction, reinforcing student understanding in areas of weakness before moving into new areas; and to increase instruction time in math when necessary to insure student improvement in math procedures. As a result, students will demonstrate confidence and

accuracy in math computation and they will become mathematically powerful problem-solvers and thinkers who understand the integration of mathematics into daily life.	
<p>Student groups and grade levels to participate in this goal:</p> <p>All grade levels, with particular emphasis for students scoring at, or below, the “Basic” math level in the California Content Standards tests and for students scoring below the 50th percentile in the CAT-6 Achievement tests.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Students will progress upwards by one level in the California Content Standards tests (i.e., move up from Basic to Proficient, from Below Basic to Basic, etc.).</p>
<p>Means of evaluating progress toward this goal:</p> <p>Students will be consistently evaluated throughout the year with instruments from the adopted math series or with teacher made instruments to inform teachers of needed adjustments to instruction. Students will also be informed of their progress and of the next steps necessary for continued improvement.</p>	<p>Data to be collected to measure academic gains:</p> <p>Assessment instruments from the adopted math series and teacher made assessment instruments will measure student progress. Annual administration of the California Content Standards tests and the CAT-6 tests will measure the success of Goal #1B.</p>

Table 4: Academic Performance in Mathematics by Ethnicity

API PROFICIENCY LEVEL	ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
	In MATHEMATICS 2006 / 2007 / 2008																				
	All Students			White			African-American			Hispanic			Asian			Other					
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	

API		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR ALL STUDENTS																				
		In MATH 2005 / 2006 / 2007																				
Number (#) and Percent (%) At or Above Proficient	#	31	32	37	23	20	28	0	--	0	3	7	5	--	--	--	5	5	4			
	%	51	54	60	53	47	67	0	--	0	30	70	50	--	--	--	83	83	44			
Number and Percent At Basic	#	20	20	19	15	16	10	0	--	1	4	3	4	--	--	--	1	1	4			
	%	33	34	31	34	37	24	0	--	100	40	30	40	--	--	--	17	17	44			
Number and Percent Below Basic	#	9	4	6	5	4	4	1	--	0	3	0	1	--	--	--	0	0	1			
	%	15	7	9	11	9	9	100	--	0	30	0	10	--	--	--	0	0	12			
Number and Percent Far Below Basic	#	1	3	0	1	3	0	0	--	0	0	0	0	--	--	--	0	0	0			
	%	1	5	0	2	7	0	0	--	0	0	0	0	--	--	--	0	0	0			
TOTAL NUMBER AND PERCENT	#	61	59	62	44	43	42	1	--	1	10	10	10	--	--	--	6	6	9			
	%	100	100	100	100	100	100	100	--	100	100	100	100	--	--	--	100	100	100			

Conclusions indicated by the data:

1. While the overall percentage of all students at proficient or above has risen over the 3 year period, performance by individual student groups is somewhat erratic.
2. Compared to the English-Language Arts statistics, gains in percentage of students at or above proficient in Mathematics are not as dramatic.
3. Improvements need to be made to the math program materials; and instruction to state standards for mathematics needs extra emphasis.

		Grade: _2_			Grade: _3_			Grade: _4_			Grade: _5_			Grade: _6_			Grade: _7_			Grade: _8_		
		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
Number (#) and Percent (%) At or Above Proficient	#	8	5	9	6	4	5	2	4	5	3	6	5	5	7	8	6	5	5	1	1	0
	%	73	100	90	75	40	71	26	67	50	34	67	84	50	70	80	67	64	46	17	9	0

Number and Percent At Basic	#	3	0	1	2	5	2	5	2	5	4	2	1	2	2	2	2	1	4	2	8	4
	%	27	0	10	25	50	29	62	33	50	44	22	16	20	20	20	22	12	36	33	73	50
Number and Percent Below Basic	#	0	0	0	0	1	0	1	0	0	2	1	0	2	0	0	1	1	2	3	1	4
	%	0	0	0	0	10	0	12	0	0	22	11	0	20	0	0	11	12	18	50	9	50
Number and Percent Far Below Basic	#	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0
	%	0	0	0	0	0	0	0	0	0	0	0	0	10	10	0	0	12	0	0	9	0
TOTAL NUMBER AND PERCENT	#	11	5	10	8	10	7	8	6	10	9	9	6	10	10	10	9	8	11	6	11	8
	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Table 5: Academic Performance by Grade Level in Mathematics

Conclusions indicated by the data:

1. Over the three year time span, the district had fewer and fewer students in the far below basic and below basic categories while steadily increasing the total number of students moving into the proficient and advanced categories. In the third year, there were 0 students remaining in far below basic. The percentage of students in proficient and advanced rose from 51% in year 1 to 60% in year 3. However, gains in math are not as high as gains in English-Language Arts. Instruction to state standards should be further emphasized in the math program.
2. Programs in place are yielding good results in student academic improvement.
3. Collaborative programs focusing upon serving the explicit needs of at-risk students (those in below basic and far below basic categories) appear to be aiding in student success.

Table 6: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	All Students	White	African-American	Hispanic	English Learners	Redesignated - Fluent English Proficient	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	100	99	100	100	98	100	100	--	100	100	100	100	--	--	-	100	100	100	100	100	100	100	67	100
Number At or Above Proficient	30	32	36	23	20	27	--	--	--	--	--	--	--	--	-	--	--	--	4	4	--	--	--	--
Percent At or Above Proficient	50	54.2	61	52.3	46.5	67.5	--	--	--	--	--	--	--	--	-	--	--	--	36.4	36.4	--	--	--	--
AYP Target	26.5	26.5	26.5	26.5	26.5	26.5	--	--	--	--	--	--	--	--	-	--	--	--	26.5	26.5	--	--	--	--
Met AYP Criteria	yes	yes	yes	--	--	--	--	--	--	--	--	--	--	--	-	--	--	--	--	--	--	--	--	--

Conclusions indicated by the data:

- 1. The District's only statistically significant subgroups are white and socioeconomically disadvantaged.**
- 2. The District has made adequate yearly progress (AYP) every year by a large margin.**
- 3. Focus upon academic improvement for students within the socioeconomically disadvantaged subgroup is needed to close the gap (approximately 20 percentage points) that exists between this subgroup and the white subgroup. The gap in Mathematics is smaller than the gap in English-Language Arts**

Planned Improvement in Student Performance in Mathematics

***Estimated costs in bold type are repeated throughout this document, but budgeted only once.**

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> According to district and state standards, all students, including Educationally Disadvantaged Youth (EDY), English Language Learners (ELL), and Gifted and Talented Students (GATE), will demonstrate their understanding of grade level math concepts with an emphasis on accurate computation, problem-solving skills, and application to real-life math experiences. Teachers will teach from and students will use the district and state adopted math textbook series. <p>Teachers will use pacing guide for long-range lesson plans that will clearly indicate how and when each math content standard will be addressed. Daily lesson plans will reflect the long-range plans. The principal will review these plans periodically for compliance.</p> <p>Students must show appropriate grade level performance for grade level promotion</p>	<p>Teachers, students / ongoing</p> <p>Teachers / daily</p> <p>Teachers, Principal / annually for long-range plans and monthly for weekly plans</p> <p>Teachers / quarterly report cards</p>	<p>Teacher salaries and benefits</p> <p>Adequate textbooks and textbook related teaching materials. Newly adopted math series will be in student hands by Fall, 2008.</p> <p>Copies of state content standards for each teacher. Standards purchased. Purchase revisions as needed.</p>	<p>\$ 386,751* See note this page.</p> <p>\$16,000</p> <p>\$100</p> <p>None</p>	<p>State Aid, Class Size Reduction funds</p> <p>CA Instructional Materials; GATE; Inst. Mat. Block Grant; REAP</p> <p>Title II, Improving Teacher Quality funds</p> <p>None</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Students at all levels will be taught with, and will consistently practice math concepts with, appropriate hands-on manipulatives. 	<p>Teachers / daily</p>	<p>Grade-level appropriate math manipulative materials. Purchased.</p>	<p>None</p>	<p>None</p>

<ul style="list-style-type: none"> Teachers will take every opportunity to connect math instruction to real-life situations 	Teachers, students / ongoing		None	None
<ul style="list-style-type: none"> Students will be required to know basic facts and to demonstrate knowledge through daily drills and practice (for example, <u>Daily Oral Math</u>). 	Teachers, students / daily	Supplementary teaching materials purchased Games, activities	\$500	State Lottery, EIA
<ul style="list-style-type: none"> Teachers will use a variety of teaching strategies in their efforts to help all students access and be successful with the math curriculum. 	Teachers / daily	Trainings, Workshops, Mentoring, Curriculum	\$250	Title II Part A
<ul style="list-style-type: none"> Teachers will use specially designed academic instruction in English (SDAIE) to provide English Learners access to the core math curriculum. 	Teachers / daily		None	None
<ul style="list-style-type: none"> Instructional Aides will work with small groups of students to help insure student success with computation skills and problem-solving strategies. 	Aides / daily as scheduled by teachers	Salaries and benefits for Aides, if funds available	\$ 29,000	Gen. Fund, Unrestricted Lottery
<ul style="list-style-type: none"> Instructional Aides may provide supplemental services to ELL students through 1-on-1 or small group lessons using the student's primary language, and/or use of supplemental materials. 	Aides / daily as scheduled by teachers	Salaries and benefits for Aides, if funds available	\$ 29,000	Gen. Fund, Unrestricted Lottery
<ul style="list-style-type: none"> Supplementary materials and equipment, including technology, will be purchased to enhance math instruction. Such supplementary materials will not be used to replace direct teacher instruction or student usage of the adopted textbooks. 	Principal, teachers / ongoing	Supplemental teaching materials and equipment (\$150 per classroom)	\$600	Restricted Lottery
<ul style="list-style-type: none"> Math drill software and websites will be used to motivate at-risk students and to improve their math skills. 	Teachers / daily	Computer software (\$125 per classroom)	\$500	Technology funds
<ul style="list-style-type: none"> The classroom teacher will provide GATE students with challenging enrichment materials. 	Teachers / daily	Supplementary	\$1,200	GATE

		classroom materials (\$300 per classroom)		
3. Extended learning time: <ul style="list-style-type: none"> In order to ensure student improvement in math procedures, teachers may add instructional minutes to the math period as needed. Minutes may be taken from the fund of minutes that accumulate as a result of Mission's extended day. Such added time will be used for either tutoring or focused, systematic instruction to reinforce students' grasp of math concepts. 	Teachers / daily		\$6,000	Supplemental funding sources, REAP, ARRA Funds

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: <ul style="list-style-type: none"> As per the school Technology Plan, students will have daily access to each classroom's computer mini-lab. Students in 2nd-4th grades will have continuous access to a personally assigned AlphaSmart keyboard. 	Students / daily	Mini-labs (ratio 3 students for every one computer) and AlphaSmarts (one per student) already in place. AlphaSmart supplies	\$20,000 \$250	ARRA Funds, LPTC, and Foundation Funds GATE
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> Classroom teachers will take steps to obtain the state required CLAD credential to address the needs of ELL students. 	Teachers w/o CLAD credential / completed by end of 2 nd year in district	(Completion may move teacher to next column in pay schedule)	None	None

<ul style="list-style-type: none"> Staff will be provided with ongoing training to become proficient in the use and presentation of the math program materials. Both teachers and aides will be provided with training in the appropriate use of math manipulatives for the introduction and reinforcement of math concepts. Both teachers and aides will be provided with training in the use of a variety of teaching strategies designed to help all students to access and to be successful with the math curriculum. Teachers will collaborate monthly to evaluate programs in place and to brainstorm new methods for ensuring success of identified students. 	<p>Teachers / summer workshops</p> <p>Workshops and inservice training</p> <p>Workshops and inservice training</p> <p>Teachers / Collaboration Thursdays</p>	<p>Workshop fees</p> <p>Workshop fees, inservice presenter fees and supplies</p> <p>Workshop fees, inservice presenter fees and supplies</p>	<p>\$5,000</p> <p>\$5,000(see above)</p> <p>\$5,000</p> <p>None</p>	<p>Title II, Improving Teacher Quality</p> <p>Title II, Improving Teacher Quality</p> <p>Title II, Improving Teacher Quality</p> <p>None</p>
<p>6. Involvement of staff, parents, and community:</p> <ul style="list-style-type: none"> Parents will be kept informed of student successes and difficulties (by using a student organizer in 3rd-8th grades and teacher notes and phone calls in primary grades) on a timely basis. Classroom websites will offer assignment info as appropriate. Teachers in grades 3-8 will have access to a web-based grading program and will post grades regularly for easy parent access to information. Parents will be encouraged to schedule volunteer time or observation time in their child's classroom in order to become aware of the math curriculum. Families will be informed of math curriculum and students' needs through copies of state content standards and grade level expectations at Back-to-School Night, newsletters, letters, flyers, the school 	<p>Teachers, parents, students / ongoing</p> <p>Teachers / ongoing</p> <p>Teachers / ongoing</p> <p>Teachers, Principal / ongoing</p>	<p>Student organizer folders</p> <p>Annual web access fee</p> <p>Publishing costs for various media</p>	<p>\$200</p> <p>\$75</p> <p>None</p> <p>\$200</p>	<p>Restricted Lottery</p> <p>GATE</p> <p>None</p> <p>Gen. Fund</p>

<p>website, and parent/teacher conferences.</p> <ul style="list-style-type: none"> • Homework help links for math topics will be provided on the school website. • Standardized test scores and information explaining those scores will be mailed out to parents each summer after score reports are received by the district. • At conference time, teachers will explain to parents the significance of standardized test scores and local assessment measures. In addition, sample work of students will be available for parents to examine. 	<p>Webmaster / ongoing</p> <p>Principal / annually in August</p> <p>Teachers, parents / biannually at the end of 1st and 3rd quarters</p>	<p>Mailing costs</p>	<p>None</p> <p>\$50</p> <p>None</p>	<p>None</p> <p>Gen. Fund</p> <p>None</p>
<p>7. Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Entering kindergarten students will be assessed in the spring prior to school entrance. Based on that assessment, parents will be provided with a summer plan for developmentally appropriate experiences that will help to ease the child's transition from preschool to kindergarten. • Individuals with Exceptional Needs (IWEN) will be identified and tested with parent permission through the Monterey County Office of Education. Based on the results of testing, students will be given the opportunity to be placed in appropriate programs in neighboring districts. 	<p>Kindergarten teacher / annually in April</p> <p>Teachers, Principal, and MCOE personnel / as needed</p>	<p>Testing materials and parent booklets</p> <p>Contracted services with MCOE</p>	<p>\$100</p> <p>variable</p>	<p>EIA funds</p> <p>Gen. Fund, ARRA, SELPA</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The Principal will review and monitor teacher's long-range plans and daily lesson plans to ensure that standards-based curriculum is being taught. • The Principal will visit classrooms periodically to 	<p>Principal / ongoing</p> <p>Principal / ongoing</p>	<p></p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>

<p>monitor teacher usage of appropriate teaching strategies and materials.</p> <ul style="list-style-type: none"> Teachers will formally evaluate student cumulative math tests against grade level benchmarks as a local learning assessment. The Principal and Staff, in a collaborative team, will monitor and evaluate these action plan items throughout the school year. Evidence of implementation and student progress will be discussed. Such evidence will include samples of student work scored against grade level benchmarks as well as other records of ongoing review and assessment The School Site Council will conduct an annual review of this school plan and will revise as needed. 	<p>Teachers / ongoing</p> <p>Staff / monthly</p> <p>SSC / annually</p>		<p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Annually, the Principal and the Resource Teacher (if funded) will evaluate student performance from the previous year to determine which students need the specific services of the Resource Teacher. Teachers will evaluate student performance on an ongoing basis and will refer underperforming students (whether due to academic deficiencies or behavior difficulties) to the Principal for a Student Study Team evaluation. Concerned parents may contact their child's teacher, or the Principal to request that their child be referred for a Student Study Team evaluation. 	<p>Principal, Resource Teacher / annually</p> <p>Teachers / ongoing</p> <p>Parents / ongoing</p>		<p>As Needed</p> <p>None</p> <p>None</p>	<p>REAP, Title II Part A, ARRA Funds, General Funds</p> <p>None</p> <p>None</p>

SCIENCE

<p>SCHOOL GOAL # 3 Fourth through eighth grade students will become proficient in accessing and evaluating information in a content-area textbook. Students will engage in research activities that culminate in hands on activities, and written, illustrated, and oral presentations. Long-range plans for the District’s rotational Science curriculum will be drawn from the CST Science blueprints for 5th and 8th grades to ensure that critical grade level concepts are reinforced every year.</p>	
<p>Student groups and grade levels to participate in this goal: Fourth through eighth grade students</p>	<p>Anticipated annual performance growth for each group: Improved scores in areas relating to reading comprehension are expected.</p>
<p>Means of evaluating progress toward this goal: Students will be consistently evaluated on science content standards throughout the year with instruments from the adopted science series or with teacher made instruments to inform teachers of needed adjustments</p>	<p>Data to be collected to measure academic gains: Assessment instruments from the adopted science series and teacher-made assessment instruments will measure student progress and the success of School Goal #3. Higher percentile rankings in the STAR tests</p>

API	ACADEMIC PERFORMANCE INDEX (API) DATA FOR 5 TH AND 8 TH GRADE STUDENTS In SCIENCE and SOCIAL STUDIES 2006 / 2007 / 2008
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<p>to instruction. Students will also be informed if their progress and of the next steps necessary for continued improvement. Fifth and eighth grade student performance on the California Standards Test for Science will also provide a measure of progress toward School Goal #3.</p>	<p>measuring reading comprehension will also be an indicator of the success of School Goal #3. A final indicator of success will be 5th and 8th grade scores on the California Content Standards test for Science.</p>
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		Science Grade 5			Science Grade 8			Social Studies Grade 8											
		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	#	6	3	6	--	6	4				2	9	4						
	%	66	33	100	--	54	51				34	82	51						
Number and Percent At Basic	#	2	5	0	--	5	2				3	1	3						
	%	23	56	0	--	46	25				50	9	37						
Number and Percent Below Basic	#	1	1	0	--	0	2				1	0	0						
	%	11	11	0	--	0	24				16	0	0						
Number and Percent Far	#	0	0	0	--	0	0				0	1	1						
	%				--														

Below Basic	%	0	0	0	--	0	0				0	9	12							
TOTAL NUMBER AND PERCENT	#	9	9	6	--	11	8				6	11	8							
	%	100	100	100	--	100	100				100	100	100							

Table 7: Academic Performance in Science and Social Science by Grade Level

Conclusions indicated by the data:

1. Scores over the three year period are very inconsistent. A pattern of improvement and growth cannot be verified.
2. The science and social studies programs need close analysis to pinpoint weaknesses.
3. Instruction needs to be aligned more closely with the CST blueprints for science and social studies tests. Analysis of released test questions would be a good starting point.

Planned Improvement in Student Performance in Science

*Estimated costs in bold type are repeated throughout this document, but budgeted only once.

Description of specific actions to Improve Student Achievement in Science and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> • According to district and state standards, all students, including Educationally Disadvantaged Youth (EDY), English Language Learners (ELL), and Gifted and Talented students (GATE), will be given appropriate materials to meet a variety of learning styles, will demonstrate their understanding of grade level science concepts within the strands of Earth, Life and Physical Science. 	Teachers, students / ongoing	Teacher salaries and benefits	\$ 386,751	State Aid, Class size reduction funds
	Teachers / ongoing		None	None

<ul style="list-style-type: none"> • Because the district's classrooms all contain at least 2, grade levels (1-8), the science curriculum will be rotated from year to year (i.e. in a 2nd/3rd grade classroom, the entire class will receive 2nd grade science curriculum in one year, then the entire class will receive 3rd grade science curriculum in the next, etc.). In this way, the entire class may receive whole group instruction in this subject. Expectations for written testing performance and hands-on projects will be different for the different grade levels within the classroom. • Because of the rotational component in the district's science curriculum, teachers will regularly supplement the science textbook with additional grade-appropriate resource materials in order to address the issue of the readability of the textbook for the younger students. • To achieve grade level objectives in science, students will be instructed using curriculum aligned with state standards, through real world experiences, experiments, and using the scientific process where applicable. • Teachers will teach from and students will use the district and state adopted science textbook series. Third through eighth grade teachers will teach specific skills related to accessing information in a content area textbook. • Teachers will construct long-range lesson plans that will clearly indicate how and when each science content standard will be addressed. Daily lesson plans will reflect the long-range plans. Copies of the long-range plans and the daily lesson plans will go to the Principal. Long range plans will be presented to the Site Council each fall. 	Teachers / ongoing	Manipulatives	\$1000	Supplemental Funds lottery, SIP, ARRA, REAP
	Teachers / ongoing	Consumable supplies for experiments	Variable	
	Teachers / daily	Adequate textbooks and textbook related teaching materials.	Textbooks purchased in science adoption year.	None
	Teachers, Principal / annually for long-range plans and weekly for daily plans	Lesson plan books and copies of state content standards for each teacher. Purchase revision as needed.	\$100	Title II, Improving Teacher Quality

<ul style="list-style-type: none"> Students must show appropriate grade level performance for grade level promotion. 	Teachers / quarterly report cards		None	None
<p>2. Use of standards-aligned instructional materials and strategies: Teachers will use a variety of teaching strategies in their efforts to help students access and be successful with the science curriculum.</p> <p>Students will perform research using library and internet resources and will present the results of their research in a variety of ways: written reports, graphs and tables, concrete models, and oral reports.</p> <p>Teachers will utilize a classroom garden as a supplementary tool for achieving objectives of the state content standards in science.</p> <p>Supplemental materials and equipment, including technology and Life Lab curriculum will be purchased to provide extension lessons in science.</p>	<p>Teachers / daily</p> <p>Students / at least one assigned project per quarter</p> <p>Teachers, students / weekly</p> <p>Principal, staff / as needed</p>	<p>Purchase additional library books on appropriate research topics</p> <p>Raised bed garden boxes in place. Purchase tools and seeds as required</p> <p>Supplementary materials and equipment; Life Lab curriculum purchased.</p>	<p>None</p> <p>\$2,000</p> <p>\$2,000</p> <p>None</p>	<p>None</p> <p>SIP & Libraries,</p> <p>Garden Grant</p> <p>None</p>
<p>3. Extended learning time: The fifth/sixth grade class will be provided an opportunity to attend environmental science camp.</p>	5 th /6 th grade students / every other year	Transportation and tuition for Science Camp.	\$4,500	General fund, donations

Description of specific actions to Improve Student Achievement in Science and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased educational opportunity: Teachers will use specially designed academic instruction in English (SDAIE) to provide English Learners access to the core science curriculum.</p>	Teachers / daily		None	None

<p>Instructional Aides will work with small groups of students to help ensure student success with the science curriculum.</p>	<p>Aides / daily, as scheduled by teachers</p>	<p>Salaries and benefits for Aides, if funds available</p>	<p>\$ 29,000</p>	<p>Gen. Fund, SIP and Libraries, Unrestricted Lottery</p>
<p>Instructional Aides may provide supplemental services to ELL students through 1-on-1 or small group lessons using the student's primary language, and/or use of supplemental materials.</p>	<p>Aides / daily, as scheduled by teachers</p>	<p>Salaries and benefits for Aides, if funds available</p>	<p>\$ 29,000</p>	<p>Same as above</p>
<p>The classroom teacher will provide GATE students with challenging enrichment materials.</p>	<p>Teachers / daily</p>	<p>Supplementary classroom materials (\$200 per classroom)</p>	<p>\$1,000</p>	<p>GATE</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Classroom teachers will take steps to obtain the state required CLAD credential to address the needs of ELL students.</p> <p>Both teachers and aides will be provided with training in the appropriate use of constructivist activities; i.e., a classroom garden, microscope technology, life labs, workshops, etc. to achieve science content standards.</p> <p>Both teachers and aides will be provided with training in the use of a variety of teaching strategies designed to help all students to access and to be successful with the science curriculum.</p> <p>Teachers will collaborate monthly to evaluate programs in place and to share new methods for ensuring success of curriculum for the whole school and especially targeted students.</p>	<p>Teachers w/o CLAD credential / completed by end of 3rd year in district</p> <p>Life Lab and Lasers workshops</p> <p>Workshops and inservice training</p> <p>Teachers / Collaboration Thursdays</p>	<p>(Completion may more teachers to next column in pay schedule.)</p> <p>Workshop and inservice presenter fees and supplies</p> <p>Workshop fees, inservice presenter fees and supplies</p>	<p>Variable</p> <p>\$3,500</p> <p>\$3,500</p> <p>None</p>	<p>Title II Improving Teacher Quality</p> <p>Title II, Improving Teacher Quality</p> <p>Title II, improving Teacher Quality</p> <p>None</p>

<p>6. Involvement of staff, parents, and community:</p> <ul style="list-style-type: none"> • Parents will be kept informed of student successes and difficulties on a timely basis with the use of student planners in K-6th grades and teacher Connect Ed calls and notes in all the grades. Classroom websites will offer assignment information as appropriate. • Teachers in all grades will have access to a web-based grading program and may post grades regularly for easy parent access to information. • Parents will be encouraged to schedule volunteer time or observation time in their child's classroom in order to become aware of the science curriculum. • Families will be informed of science curriculum and students' needs through copies of state content standards and grade level expectations, newsletters, letters, flyers, the school website, and parent/teacher conferences. • Parents will gain an understanding of the district science curriculum by participating in science oriented school activities. 	<p>Teachers, parents, students / ongoing</p> <p>Teachers / ongoing</p> <p>Teachers / ongoing</p> <p>Teachers and Principal / ongoing</p> <p>Parents, teachers, students / ongoing</p>	<p>Student organizer folders</p> <p>Annual web access fee</p> <p>Publishing costs for various media</p> <p>Supplies</p> <p>Supplies necessary for Science Fair</p>	<p>\$400</p> <p>\$200</p> <p>None</p> <p>\$200</p> <p>\$200</p>	<p>Restricted lottery</p> <p>GATE</p> <p>None</p> <p>Gen. Fund</p> <p>REAP, Fundraiser money</p>
<p>7. Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Individuals with Exceptional Needs (IWEN) will be identified and tested with parent permission through the Monterey County Office of Education. Based on the results of testing, students will be given the opportunity to be placed in appropriate programs in neighboring districts. 	<p>Teachers, Principal, and MCOE personnel / as needed</p>	<p>Contracted services with MCOE</p>	<p>Variable</p>	<p>ARRA, SELPA, Gen. Fund</p>

8. Monitoring program effectiveness: <ul style="list-style-type: none"> The Principal will review and monitor teachers' long-range plans and daily lesson plans to ensure that standards-based curriculum is being taught. The Principal will visit classrooms periodically to monitor teacher usage of appropriate teaching strategies and materials. Staff, in a collaborative team, will monitor and evaluate these action plan items throughout the school year. Evidence of implementation and student progress will be discussed. Such evidence will include samples of student work scored with rubrics as well as other records of ongoing review and assessment. The School Site Council will conduct an annual review of this school plan and will revise as needed. 	Principal / ongoing		None	None
	Principal / ongoing	Substitutes for Kindergarten for Principal to observe both informally and formally at least 3 times per class per year	\$1200	Title II Part A
	Staff / monthly		None	None
	School Site Council / annually		None	None

SOCIAL SCIENCE

SCHOOL GOAL # 4 Fourth through eighth grade students will become proficient in accessing and evaluating information in a content-area textbook. Students will engage in research based activities that culminate in hands on activities, and written, illustrated, and oral presentations. Long-range plans for the District's rotational Social Science curriculum will be drawn from the CST Social Science blueprints for each grade (with particular attention to grades 5 and 8) to ensure that critical grade level concepts are reinforced every year.	
Student groups and grade levels to participate in this goal: First through eighth grade students	Anticipated annual performance growth for each group: Improved scores in areas relating to reading comprehension are

API	ACADEMIC PERFORMANCE INDEX (API) DATA FOR 5 TH AND 8 TH GRADE STUDENTS In SCIENCE and SOCIAL STUDIES 2006 / 2007 / 2008									
										expected.
<p>Means of evaluating progress toward this goal:</p> <p>Students will be consistently evaluated on social science content standards throughout the year with instruments from the adopted social science series or with teacher-made instruments to inform teachers of needed adjustments to instruction. Students will also be informed of their progress and of the next steps necessary for continued improvement. Eighth grade student performance on the California Standards Test for Social Science will also provide a measure of progress toward School Goal #4.</p>										<p>Data to be collected to measure academic gains:</p> <p>Assessment instruments from the adopted social science series and teacher-made assessment instruments will measure student progress and the success of School Goal #4. Higher percentile rankings in the STAR tests measuring reading comprehension will also be an indicator of the success of School Goal #4. A final indicator of success will be 8th grade scores on the California Content Standards Test for Social Science.</p>

		Science Grade 5			Science Grade 8			Social Studies Grade 8											
		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	#	3	6	8	6	4	5				9	4	5						
	%	66	33	100	--	54	51				34	82	51						
Number and Percent At Basic	#	2	5	0	--	5	2				3	1	3						
	%	23	56	0	--	46	25				50	9	37						

Number and Percent Below Basic	#	1	1	0	--	0	2				1	0	0								
	%	11	11	0	--	0	24				16	0	0								
Number and Percent Far Below Basic	#	0	0	0	--	0	0				0	1	1								
	%	0	0	0	--	0	0				0	9	12								
TOTAL NUMBER AND PERCENT	#	9	9	6	--	11	8				6	11	8								
	%	100	100	100	--	100	100				100	100	100								

Table 7: Academic Performance in Science and Social Science by Grade Level

Conclusions indicated by the data:

1. Scores over the three year period are very inconsistent. A pattern of improvement and growth cannot be verified.
2. The science and social studies programs need close analysis to pinpoint weaknesses.
3. Instruction needs to be aligned more closely with the CST blueprints for science and social studies tests. Analysis of released test questions would be a good starting point.

Planned Improvement in Student Performance in Social Science

*Estimated costs in bold type are repeated throughout this document, but budgeted only once.

Description of specific actions to Improve Student Achievement in Social Science and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> • According to district and state standards, all students, including Educationally Disadvantaged Youth (EDY), English Language Learners (ELL), and Gifted and Talented students (GATE), will be given appropriate materials to meet a variety of learning styles, will 	Teachers, students / ongoing	Teacher salaries and benefits	\$386,751	State Aid, Class size reduction funds

<p>demonstrate their understanding of diverse cultures, historic periods, and grade level content standards in social science.</p> <ul style="list-style-type: none"> Because the district's classrooms all contain at least 2 grade levels, the social science curriculum will be rotated from year to year (i.e. in a 2nd/3rd grade classroom, the entire class will receive 2nd grade social science curriculum in one year, then the entire class will receive 3rd grade social science curriculum in the next, etc.). In this way, the entire class may receive whole group instruction in this subject. Expectations for written testing performance and hands-on projects will be different for the different grade levels within the classroom. Because of the rotational component in the district's social science curriculum, teachers will regularly supplement the social science textbook with additional grade-appropriate resource materials in order to address the issue of the readability of the textbook for the younger students. To achieve grade level objectives in social science, students will be instructed using curriculum aligned with state standards and through real world experiences. Teachers will teach from and students will use the district and state adopted social science textbook series, as well as additional methods (field trips, guest speakers, history day events). First through eighth grade teachers will teach specific skills related to accessing information in a content area textbook. Teachers will construct long-range lesson plans that will clearly indicate how and when each social science 	Teachers / ongoing		None	None
	Teachers / ongoing		None	None
	Teachers / ongoing		None	None
	Teachers / daily	Field Trips, Guest Speakers, History Day Event, Historical Fiction novels and Core *Textbooks purchased in social science adoption year.	\$3,000 to *\$20,000	Lottery Funds, Gen. Fund, EIA, Student Body Funds, REAP
	Teachers, Principal / annually for long-range plans and	Lesson plan books and	\$100	Title II, Improving Teacher Quality

<p>content standard will be addressed. Daily lesson plans will reflect the long-range plans. The Principal will make periodic checks of the teachers' lesson plans to ensure that state standards are addressed.</p> <ul style="list-style-type: none"> Students must show appropriate grade level performance for grade level promotion. 	<p>weekly for daily plans</p> <p>Teachers / quarterly report cards</p>	<p>copies of state content standards for each teacher. Purchase revision as needed.</p> <p>Projects, tests, quizzes, daily work</p>		<p>None</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Teachers will provide a variety of learning opportunities for students including the adopted textbook, library and internet materials, software programs, school site visits by community resource people, and field trips. Cultural and ethnic holidays will be recognized and observed to varying degrees, depending upon their relationship to grade level curriculum. A "Living History Day" will be held to assist in the hands on learning for each grade level, and as a cumulative presentation to the community. Teachers will plan and encourage service learning activities within their classes. 	<p>Teachers / ongoing</p> <p>Teachers, students, parents / ongoing</p> <p>Teachers, students, parents / annually</p> <p>Teachers / ongoing</p>	<p>Materials, supplies, transportation costs</p> <p>Supplementary materials and supplies</p>	<p>\$500</p> <p>None</p> <p>\$500</p> <p>None</p>	<p>Gen. Fund, Student Body funds</p> <p>None</p> <p>GATE</p> <p>None</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Student groups will meet voluntarily at lunch time and after school to plan for such events as "Living History Day" and field trips. 	<p>Student Council members, and Advisors / as needed</p>	<p>Binders for each member</p>	<p>\$25</p>	<p>Student Body Funds</p>

Description of specific actions to Improve Student Achievement in Social Science and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>4. Increased educational opportunity:</p> <ul style="list-style-type: none"> Students will participate in the political process through involvement in student council. <p>Teachers will use specially designed academic instruction in English (SDAIE) to provide English Learners access to the core science curriculum.</p> <p>Instructional Aides will work with small groups of students to help ensure student success with the science curriculum.</p> <p>Instructional Aides may provide supplemental services to ELL students through 1-on-1 or small group lessons using the student's primary language, and/or use of supplemental materials.</p> <p>The classroom teacher will provide GATE students with challenging enrichment materials.</p>	<p>Staff, students / monthly</p> <p>Teachers / daily</p> <p>Aides / daily, as scheduled by teachers</p> <p>Aides / daily, as scheduled by teachers</p> <p>Teachers / daily</p>	<p>Salaries and benefits for Aides, if funds available</p> <p>Salaries and benefits for Aides, if funds available</p> <p>Supplementary classroom materials (\$200 per classroom)</p>	<p>None</p> <p>None</p> <p>\$29,000</p> <p>\$29,000</p> <p>\$1,000</p>	<p>None</p> <p>None</p> <p>Gen. Fund, Unrestricted Lottery</p> <p>Gen. Fund, Unrestricted Lottery</p> <p>GATE</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Classroom teachers will take steps to obtain the state required CLAD credential to address the needs of ELL students.</p> <p>Both teachers and aides will be provided with training in the use of a variety of teaching strategies designed to help all students to access and to be successful with the science curriculum.</p> <p>Teachers will collaborate monthly to evaluate programs in place and to brainstorm new methods for ensuring success of identified students.</p>	<p>Teachers w/o CLAD credential / completed by end of 2nd year in district</p> <p>Workshops and inservice training</p> <p>Teachers / Collaboration Thursdays</p>	<p>(Completion may more teacher to next column in pay schedule.)</p> <p>Workshop and inservice presenter fees and supplies</p>	<p>Variable</p> <p>\$3,500</p> <p>None</p>	<p>None</p> <p>Title II, Improving Teacher Quality</p> <p>None</p>

<p>6. Involvement of staff, parents, and community:</p> <ul style="list-style-type: none"> • Parents will be kept informed of student successes and difficulties on a timely basis with the use of student organizers in K -6th grades and teacher calls and notes in the primary grades. Classroom websites will offer assignment info as appropriate. • Teachers in grades 4-8 will have access to a web-based grading program and will post grades regularly for easy parent access to information. • Parents will be encouraged to schedule volunteer time or observation time in their child's classroom in order to become aware of the social science curriculum. • Families will be informed of social science curriculum and students' needs through copies of state content standards and grade level expectations, newsletters, letters, flyers, the school website, and parent/teacher conferences. • Parents will gain an understanding of the district social science curriculum by participating in social science oriented school activities. Teachers will solicit family participation to enhance the curricular objectives by providing real life stories, experiences, and ancestry information, and by assisting in the planning of multicultural activities. 	Teachers / as appropriate	Student organizer folders	\$600	Restricted Lottery
	Teachers / ongoing	Annual web access fee	\$75	GATE
	Teachers, parents / ongoing		None	None
	Teachers, Principal / ongoing	Publishing costs for various media	\$100	Parent Club Donations
	Teachers, parents, students / ongoing		None	None
<p>7. Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Individuals with Exceptional Needs (IWEN) will be identified and tested with parent permission through the Monterey County Office of Education. Based on the results of testing, students will be given the 	Teachers, Principal, and MCOE personnel	Contracted services with MCOE	Variable	Gen. Fund

<p>opportunity to be placed in appropriate programs in neighboring districts.</p>				
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The Principal will review and monitor teachers' long-range plans and daily lesson plans to ensure that standards-based curriculum is being taught. • The Principal will visit classrooms periodically to monitor teacher usage of appropriate teaching strategies and materials. • The Principal with the Staff, in a collaborative team, will monitor and evaluate these action plan items throughout the school year. Evidence of implementation and student progress will be discussed. Such evidence will include samples of student work scored with rubrics as well as other records of ongoing review and assessment. • The School Site Council will conduct an annual review of this school plan and will revise as needed. 	<p>Principal / ongoing</p> <p>Principal / ongoing</p> <p>Staff / monthly</p> <p>School Site Council / annually</p>		<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>

FINE ARTS

<p>SCHOOL GOAL # 5 All students will demonstrate their understanding of artistic skills and appreciation of the art forms of music, visual art, dance, and drama.</p>	
<p>Student groups and grade levels to participate in this goal: All grade levels</p>	<p>Anticipated annual performance growth for each group: It is expected that positive student achievement in these areas will serve</p>

to enrich the student and to boost self-esteem, translating into improved performance in academic areas.

Planned Improvement in Student Performance in Fine Arts

***Estimated costs in bold type are repeated throughout this document, but budgeted only once.**

Description of specific actions to Improve Student Achievement in Fine Arts and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> All students will develop awareness of the variety of forms of artistic expression and artistic traditions of historical and contemporary cultures. Instruction in fine arts will follow the guidelines of the state framework. Visual and performing arts will be integrated throughout the curriculum. 	<p>Students, Teachers / ongoing</p> <p>Teachers / ongoing</p> <p>Teachers / ongoing</p>	<p>Specific Art Lessons by a paid art teacher</p> <p>Art Teacher</p> <p>Performing Arts Instructor</p>	<p>\$1500</p> <p>See Above</p> <p>\$1200</p>	<p>Parent Club Donations</p> <p>Parent Club Donations</p> <p>Parent Club Donations</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Monterey Cultural Council’s Professional Artists in the Schools program may be utilized to provide students with specific instruction in fine arts as well as role models of persons with careers in the arts.</p> <p>Supplementary materials to provide students opportunities to produce artwork will be purchased.</p> <p>An Annual Art and Talent Show will showcase student work and talents</p>	<p>Principal, Teachers, Cultural Council / annually</p> <p>Principal, teachers / ongoing</p> <p>Principal, teachers / Art Teacher, Dance Instructor</p>	<p>Professional Artists in the Schools Program</p> <p>Art materials (\$125 per classroom)</p> <p>Art Materials, Dance Music, Costumes</p>	<p>\$1,800</p> <p>\$500</p> <p>\$1,000</p>	<p>LPTC</p> <p>EIA, Art & Music Block Grant, REAP, Parent Club Donations</p> <p>SIP & GATE, REAP</p>

3. Extended learning time: <ul style="list-style-type: none"> An Annual Art and Talent Show will showcase student work and talents Students will be provided the opportunity to participate in performances such as Living History Day, Mission Parent Teacher Club presentations, and community events. 	Art teacher / Dance Instructor and teachers yearly Teachers	Possible fees for hall rental, refreshments Scripts, props, and costumes	\$1200 \$1500	GATE, REAP, ARRA Funds, Parent Club Contributions

Description of specific actions to Improve Student Achievement in Fine Arts and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased educational opportunity: <ul style="list-style-type: none"> Students will be exposed to visual art, theatre, and dance. Exhibits and performance troupes will be brought to the school and/or field trips for such exposure will be scheduled. 	Principal, teachers / ongoing	Fees for exhibits, troupes, and field trip expenses	\$500	Student body funds, REAP
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> A partnership with the Monterey Cultural Council will be maintained. As teachers participate in classroom lessons presented by professional artists, various art techniques will be explored and methods for teaching such techniques will be observed. Teachers and aides will be provided with training in the use of a variety of teaching strategies designed to help all students to access and to be successful with the fine arts curriculum. 	Principal, Cultural Council / ongoing Workshops and inservice training	Workshop fees, inservice presenter fees and supplies	None \$3,500	None Title II, Improving Teacher Quality

<p>6. Involvement of staff, parents, and community: Families, staff, and the general community will be invited to attend student-centered fine art performances and an annual Art Fair. Refreshments will be provided.</p>	Teachers, Principal / ongoing	Cost of notices, refreshments	\$100	General fund
<p>7. Auxiliary services for students and parents: Individuals with Exceptional Needs (IWEN) will be identified and tested with parent permission through the Monterey County Office of Education. Based on the results of testing, students will be given the opportunity to be placed in appropriate programs in neighboring districts.</p>	Teachers, Principal, and MCOE personnel	Contracted services with MCOE	Variable	General Fund
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The Principal will review and monitor teacher’s long-range plans and weekly lesson plans to ensure that standards-based curriculum is being taught. • The Principal will visit classrooms periodically to monitor teacher usage of appropriate teaching strategies and materials. • The Principal and the Staff, in a collaborative team, will monitor and evaluate these action plan items throughout the school year. Evidence of implementation and student progress will be discussed. Such evidence will include samples of student work scored against grade level rubrics as well as other records of ongoing review and assessment. • The School Site Council will conduct an annual review of this school plan and will revise as needed. 	<p>Principal / ongoing</p> <p>Principal / ongoing</p> <p>Staff / monthly</p> <p>SSC / annually</p>		<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>

PHYSICAL EDUCATION / HEALTH

SCHOOL GOAL # 6 Systematically planned and implemented programs in health and fitness based on the California State PE Standards will serve to raise student awareness of and student participation in healthy activities and choices for living.	
Student groups and grade levels to participate in this goal: All grade levels	Anticipated annual performance growth for each group: It is expected that positive student achievement in these areas will serve to enrich the student and to boost self-esteem, translating into improved performance in academic areas.
Means of evaluating progress toward this goal: Improved scores in the 5 th and 7 th grade student assessments for the State Physical Fitness Test	

Planned Improvement in Student Performance in Physical Education / Health

*Estimated costs in bold type are repeated throughout this document, but budgeted only once.

Description of specific actions to Improve Student Achievement in Physical Education / Health and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> The General Population, Educationally Disadvantaged Youths (EDY), English Language Learners (ELL) and Gifted and Talented Students (GATE) will be provided with a minimum of 200 minutes of comprehensive 	Teachers / ongoing		None	None

<p>physical fitness activities within a ten school day period according to Education Code 51223.</p> <ul style="list-style-type: none"> Students in 5th and 7th grades will be assessed annually with the California Schools Physical Fitness Test. Prior to assessment, these students will undergo a detailed program of exercise and conditioning to prepare them for the assessment. Students at identified grade levels determined by the county nurse will receive instruction in physical development and in public health issues, such as AIDS and sexual maturation. Students at the grade levels determined by the county nurse will be given annual vision, hearing and scoliosis testing. 	<p>5th and 7th grade teachers / ongoing</p> <p>Principal and MCOE Health Nurse / annually</p> <p>Principal and MCOE Health Nurse / annually</p>	<p>Teaching materials and testing materials</p> <p>District contract with MCOE for Health Services</p> <p>District contract with MCOE for Health Services</p>	<p>None</p> <p>Variable</p> <p>Variable</p>	<p>None</p> <p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Purchase supplementary materials and equipment to introduce/reinforce fine and gross motor development. Gross motor skills and specific skill development will be the focus of kindergarten through eighth grades. Emphasis will be placed on cooperative games, activities and active involvement of all children. In 4th through 8th grades, an extra emphasis will be placed on learning and following rules for a variety of sports. Good Sportsmanship will be emphasized at all times. Health education will focus upon guiding students to value proper nutrition and exercise as a means for achieving and maintaining lifelong health. 	<p>Teachers, Principal / ongoing</p> <p>Teachers / ongoing</p> <p>Teachers, Aides / ongoing</p> <p>Teachers / ongoing</p>	<p>Continue to purchase replacement equipment as old materials become unusable.</p> <p>Rule books</p>	<p>\$500</p> <p>\$50</p> <p>None</p>	<p>REAP, Student Body Funds, Parent Club Donations</p> <p>Arts/Music/PE materials fund</p> <p>None</p>

3. Extended learning time: 5 th /6 th grade students will biannually attend a week long Outdoor School which focuses upon both Science education and extensive physical activity.	Principal, 5 th /6 th grade teacher, 5 th /6 th grade students / annually	Tuition for attending students	\$4500	General Fund, and Parent Donations

Description of specific actions to Improve Student Achievement in Physical Education / Health and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased educational opportunity: Students will participate in annual community events, such as Jump Rope for Heart, or Track and Field Day, which foster physical fitness.	Teachers, Principal / annually		None	None
5. Staff development and professional collaboration aligned with standards-based instructional materials: Teachers and aides will be provided with training in the use of a variety of teaching strategies designed to help all students to access and to be successful with the PE and Health curriculum.	Workshops and inservice training	Workshop fees, inservice presenter fees and supplies	\$3,500	Title II, Improving Teacher Quality
6. Involvement of staff, parents, and community: Families will be encouraged to attend school wide physical fitness events. The school will sponsor annual family physical fitness events (e.g. Softball game, family field day, skating party). Funds will be provided for refreshments and materials.	Principal, Teachers / ongoing Principal, Teachers / ongoing	Cost of notices and refreshments Materials and refreshments	\$50 \$50	General fund Student body funds, general fund
7. Auxiliary services for students and parents: Individuals with Exceptional Needs (IWEN) will be identified and tested with parent permission through the Monterey County Office of Education. Based on the results of testing, students will be given the opportunity to be placed in appropriate programs in	Teachers, Principal, and MCOE personnel	Contracted services with MCOE	Variable	General Fund

neighboring districts.				
8. Monitoring program effectiveness: <ul style="list-style-type: none"> The Principal will review and monitor teacher's long-range plans and daily lesson plans to ensure that standards-based curriculum is being taught. The Principal will visit classrooms periodically to monitor teacher usage of appropriate teaching strategies and materials. Staff, in a collaborative team, will monitor and evaluate these action plan items throughout the school year. Evidence of implementation and student progress will be discussed. Such evidence will include observed effort and participation. In addition, in certain activities (such as "running the mile") a time-record will be kept to track progress. The School Site Council will conduct an annual review of this school plan and will revise as needed. 	Principal / ongoing		None	None
	Principal / ongoing		None	None
	Staff / monthly		None	None
	SSC / annually		None	None

SCHOOL GOAL # 7

Student achievement in all areas will be supported by a program promoting Schoolwide effectiveness. Main components of this program include identification of “gifted” and “at risk” students for the purpose of providing instruction suited to their needs, recognition of student achievement and effort, and accountability of staff for implementing the single plan.

Planned Improvement in Student Performance in Schoolwide Effectiveness

***Estimated costs in bold type are repeated throughout this document, but budgeted only once.**

Description of specific actions to Improve Student Achievement in Schoolwide Effectiveness and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> Teachers will provide the Principal with Standards Based grade level lesson plans in core subjects that clearly tie planned units of study to the State Content Standards. Teachers will use the approved curriculum pacing guides to assure that all subject material is taught. 	<p>Teachers, Principal / annually</p> <p>Teachers, Principal / weekly</p>	<p>Copies of State Content Standards and Curriculum Frameworks for each core subject for every teacher and administrator. Purchase revisions as necessary. Curriculum Pacing Guide Software.</p>	<p>None</p> <p>None(Free with purchase of curriculum)</p>	<p>None</p> <p>None</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> For students having difficulty, the Student Study Team (SST), composed of classroom teacher, administrator, support staff, parent and student, may convene to provide information that evaluated, prescribes and recommends a program of instruction and behavior modification that meets individual student needs. Teachers at all grade levels will identify within their classes those students who qualify as “gifted and talented” individuals. This identification will not 	<p>Members of SST / as needed</p> <p>Teachers / ongoing</p>	<p>Copies of needed implementation checklists, referral forms, and SST plan forms in Staff Handbook</p>	<p>\$50</p> <p>None</p>	<p>General Fund</p> <p>None</p>

<p>become public knowledge; however, teachers will provide differentiated instruction to those students, which will challenge their abilities and take them beyond the classroom curriculum.</p> <ul style="list-style-type: none"> Teachers at all grade levels will identify within their classes those students who qualify as “academically at risk” individuals. This identification will not become public knowledge; however, teachers will provide differentiated instruction to those students, which will enable them to be successful with the classroom curriculum. These students will additionally be referred to the Resource Teacher (if funds allow for the hiring of such a teacher) for specific help with needed remediation. Student certificates, awards, incentives and rewards – such as Student of the Month, Perfect Attendance, Honor Roll, and end of the year awards will be provided as a means of formally recognizing student effort and achievement and to motivate students to strive for high goals. Student achievement will be recognized and honored by all staff on an ongoing basis with verbal praise and recognition. Student effort will be recognized and promoted by all staff on an ongoing basis with verbal praise and recognition. 	<p>Teachers / ongoing</p> <p>Teachers, Principal / ongoing</p> <p>All Staff / ongoing</p> <p>All Staff / ongoing</p>	<p>Certificates, Tag Recognitions, Trophies, nameplates for perpetual plaques, etc.</p>	<p>None</p> <p>\$500</p> <p>None</p> <p>None</p>	<p>None</p> <p>Restricted Lottery, REAP,</p> <p>None</p> <p>None</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Funding will be provided for educationally based, standards aligned field trips, assemblies, and presentations. Such funding will pay for fees, transportation costs, and materials to provide an enriched curriculum. 	<p>Board of Trustees approved budget / annual</p>	<p>Entrance fees, transportation costs, supplementary materials</p>	<p>\$3,000-\$6000</p>	<p>Student Body Funds, LPTC, and donations</p>

Description of specific actions to Improve Student Achievement in Schoolwide Effectiveness and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • A variety of programs such as small group counseling, crisis intervention, class lessons on conflict resolution, friendship skills, self-esteem, and anger management, will be conducted as needed. Necessary materials will be purchased. • Students will be given the opportunity to participate in student government and in any supplemental programs, which stimulate participation in the democratic process. • The district Library Plan will continue to be implemented to provide expansion and modernization of the current library collection. • The district Technology Plan will continue to be fully implemented to provide all students with technology skills and opportunities for integration of technology with day-to-day classroom activities. • Equipment, supplies, and furniture (i.e. computers, Alphasmarts, printers, cables, CD-ROMs, overhead projectors) will be purchased, maintained, and/or replaced as needed in order to maintain a high-quality learning environment. • Funds will be provided to update and maintain the school's computer network at the optimum level of performance. A computer technician will service the computers and the network as needed. 	<p>Teachers / ongoing</p> <p>Students, teachers / ongoing</p> <p>Principal, School Site Council / ongoing</p> <p>Teachers / ongoing</p> <p>Technology Coordinator / ongoing</p> <p>Technology Coordinator / ongoing</p>	<p>Program materials and supplies, teacher training in such programs</p> <p>Converting PreSchool building to a Library/Media Center and purchasing tables, chairs, carpet, book shelves, carts, and new Library Books</p> <p>Computers (5 replaced annually) & Programs</p>	<p>\$1,000</p> <p>\$50</p> <p>\$4,000</p> <p>Various</p> <p>\$3500</p> <p>\$2,500</p>	<p>School Safety and Violence Prevention</p> <p>Student Body Funds, Restricted Lottery</p> <p>SIP, Parent Club Donations, Mission Foundation Donations, REAP</p> <p>Donations, grants REAP</p> <p>REAP, SIP, Gen. Fund</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> Funds will be provided for staff to attend administratively approved workshops and conferences. Professional development days will be planned and conducted beyond the regular school days. Time will be provided for instructional staff to collaboratively plan and evaluate instructional programs, strategies and student needs. Time will be provided for instructional staff to collaboratively evaluate Schoolwide student progress measured by periodically administered local measures of achievement (i.e. reading benchmark testing, writing rubrics, math benchmark assessments). Staff will be provided with ongoing safety training (i.e. First Aid and CPR). The District will require credentialed staff to have or to obtain CLAD certification, which will authorize them to work with English Language Learners. The district will provide funds for staff to attend workshops and conferences that focus on meeting the needs of English Language Learners. 	<p>Teachers, Principal / ongoing</p> <p>Staff / weekly</p> <p>Staff / weekly</p> <p>Staff / biannually</p> <p>Teachers w/o CLAD certificate / completed by end of 2nd year in district</p>	<p>Workshop and conference fees, presenter fees, stipends, and refreshments</p> <p>Trainer fees, stipends and refreshments</p> <p>(Completion may move teacher to next column in pay schedule.)</p>	<p>\$3,500</p> <p>None</p> <p>None</p> <p>No Cost to District</p> <p>Variable</p>	<p>Title II, Improving Teacher Quality</p> <p>None</p> <p>None</p> <p>None</p> <p>State Aid, CSR funds</p>
<p>6. Involvement of staff, parents, and community:</p> <ul style="list-style-type: none"> Funds will be provided to pay for digital camera memory cards, toner, and paper to produce photographs of school activities. 	<p>Principal / ongoing</p>	<p>Memory cards, toner, paper</p>	<p>\$500</p>	<p>Donations, Restricted Lottery</p>

<ul style="list-style-type: none"> Existing digital cameras will be maintained in working order or replaced as necessary in order to facilitate the production of photographs of school activities. 	Principal / ongoing	Maintenance, repair, or replacement of cameras	\$300	REAP
<ul style="list-style-type: none"> Photographs of school activities will be published on the school website and in an annual yearbook, when funds allow. 	Staff, students / ongoing	Software in place	None	None
<ul style="list-style-type: none"> The annual yearbook may be produced as a collective effort of staff, students, parents, and community. Purchase price of the yearbook will cover the costs of production. 	Staff, students, parents / annually	Collection of digital pictures from all sources	None	None
<ul style="list-style-type: none"> A monthly calendar and lunch menus, published by the food services unit, will be sent home with students. 	Principal, teachers / monthly	Copying costs, paper	\$100	Gen. Fund
<ul style="list-style-type: none"> Periodicals and text materials will be purchased for staff and parent use on effective teaching and parenting skills. 	Principal / ongoing		\$100	SIP & Libraries
<ul style="list-style-type: none"> Funding will be provided to supplement tuition fees collected for preschool services for the community through Sugarloaf Preschool. Residents of the school district will not be charged tuition. 	Principal, Preschool Director / annually	Preschool utilities, supplement teacher salary / benefits	\$1,000	General Fund
<ul style="list-style-type: none"> Designated "Room Parents" will coordinate classroom celebrations and activities under the direction of the teacher. Funds will be provided to purchase necessary materials and supplies. 	Teachers, parents / ongoing	Craft supplies, refreshments (\$125 per classroom)	\$500	REAP
<ul style="list-style-type: none"> Staff members will have regular opportunities to discuss budgets, budget priorities, and program coordination with the Principal. 	Principal, staff / ongoing		None	None
<ul style="list-style-type: none"> A Staff Handbook will be maintained and updated 				

<p>annually by the Principal with calendars, grading and discipline policies, field trip procedures, and school safety information.</p>	<p>Principal / annually</p>	<p>Binders, copying costs, paper</p>	<p>\$200</p>	<p>General Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Ongoing evaluation of all students will take place throughout the year. Results of evaluations will be shared with students, parents and appropriate staff. Schoolwide State Testing results will be shared with staff, school site council, and the School Board. • Instructional staff will collaboratively review student achievement on local assessment measures three times annually (i.e. reading benchmark testing, writing rubric, and math benchmark assessments). • The district Technology Plan will be updated every three years and will be file with the Monterey County Office of Education and with the State Department of Education. • The district Library Plan will be included in the School Plan for Student Achievement and updated annually. • The Safe School Plan will be reviewed annually and updated as needed by the School Site Council. • The Disaster Preparedness Plan will be reviewed annually and updated as needed by the School Site Council. • The school will conduct a coordinated compliance self-review (CCR, CPM) every three years in preparation for the following year's state sanctioned CCR (CPM) audit. 	<p>Teachers / ongoing</p> <p>Teachers / 3 times annually</p> <p>Principal, Site Council / every 3 years</p> <p>Principal, Site Council / annually</p> <p>Principal, Site Council / annually</p> <p>Principal, Site Council / annually</p> <p>Principal, staff / as scheduled by State Dept. of Education</p>		<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>

<ul style="list-style-type: none"> • The School Site Council will meet regularly to insure a safe school environment and continued inservice with staff to maintain a safe school. 	Site Council / at least quarterly		None	None
<ul style="list-style-type: none"> • The Site Council will review the implementation of the Single Plan for Student Achievement (combined with the LEA Plan into one document) and will revise the plan as necessary. 	Site Council / at least annually		None	None
<ul style="list-style-type: none"> • The Site Council will refer the LEA Plan (Single Plan for Student Achievement) to the Board of Trustees for approval annually. 	Site Council, Board of Trustees / annually		None	None

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

The Mission Elementary School District has no English Learners and receives no Title III funding. For this reason, no description of Planned Improvement in Programs for LEP Students and immigrants will be included in this school plan.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

SCHOOL GOAL # 8

The District teaching staff will continue to be comprised of 100% highly qualified teachers. Teachers will be required to part days. Choice of training topics for inservice days will be guided by student achievement data. Teachers will be encouraged professional development by attending other local and regional conferences and workshops as they become available. As will pay registration fees (and possibly room costs) for approved workshops and conferences.

Planned Improvements for Professional Development (Title II)

Please see p. in the School Plan for planned Professional Development and Collaboration activities in Reading / English-Language Arts.

Please see p. in the School Plan for planned Professional Development and Collaboration activities in Mathematics.

Please see p. in the School Plan for planned Professional Development and Collaboration activities in Social Science.

Please see p. in the School Plan for planned Professional Development and Collaboration activities in Science.

Please see p. in the School Plan for planned Professional Development and Collaboration activities in Fine Arts.

Please see p. in the School Plan for planned Professional Development and Collaboration activities in PE / Health.

Please see p. in the School Plan for planned Professional Development and Collaboration activities to increase schoolwide effectiveness. Although the district has no English Learner students and receives no Title III funds, the district requires teachers to have (or get) a CLAD certificate because the scaffolding techniques learned in CLAD classes are perceived by the district as being basic to exemplary instruction for all students.

First Aid / CPR training is provided to all staff every two years.

All planned Professional Development activities seek to address the need for teachers to be aware of a wide variety of teaching strategies and of when a particular strategy would be effective for a particular student or group of students.

Differentiation of instruction within a single classroom in order to allow students at every level of ability to access and be successful with the core curriculum is stressed in the school plan. Training teachers to be proficient at differentiating instruction is a specific goal of the plan for Professional Development.

The Professional Development activities mentioned above will be funded by Title II, Improving Teacher Quality funds, by School Safety and Violence Prevention funds, and by district General Funds.

Collaboration of staff on Schoolwide projects such as "Living History Day", on Schoolwide assessment of writing samples and math assessments, and upon collegial study of research on best practices for effective instruction is scheduled weekly on an early release day. Additionally, partnerships are planned with the Professional Artists in Residence program.

Based upon the school's Technology Plan, inservices are planned to instruct teachers in the development of class web pages linked to the school website and to support teachers in the regular usage of these web pages for the purpose of enhanced communication with parents and students and to showcase student projects.

Also based upon the school's Technology Plan, inservices are planned to support teachers in their efforts to integrate technology into the everyday workings of the classroom.

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Entitlements for Title IV and TUPE funds equal approximately \$150 per program for this district.

The Mission Elementary School District, under the Alternative Uses of Funds Authority of NCLB, has transferred 100% of its Title IV Safe and Drug Free Schools and Communities funds and 100% of its TUPE funds to other programs. For this reason, no description of any Title IV, Part A or TUPE programs will be included in this school plan.

Performance Goal 5: *All students will graduate from high school.*

The Mission Elementary School District is a Kindergarten – 8th grade district and operates no high school programs. For this reason, no description of any planned improvements in high school graduation rates or in student access to advanced placement opportunities will be included in this school plan.

Mandatory Title I Descriptions

The Mission Elementary School District receives no Title I funding and does not currently have any Title I Program Improvement schools. For this reason, Title I Descriptions are not applicable and will not be included in this school plan.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the

SEA that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

is enforcing the operation of such technology protection measure during any use of such computers by minors; and

has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

- Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

The SSD has a plan for keeping the school safe and drug-free that includes:

Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
Security procedures at school and while students are on the way to and from school.

Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

A crisis management plan for responding to violent or traumatic incidents on school grounds.

A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

- Allows a teacher to communicate effectively with all students in the class.
- Allows all students in the class to learn.
- Has consequences that are fair, and developmentally appropriate.
- Considers the student and the circumstances of the situation.
- Is enforced accordingly.

The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110).

Other

The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

Elizabeth Bozzo
Print Name of Superintendent

David E. Fleming
Signature of Superintendent

June 22, 2010

School Site Council Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: May 18, 2010.

Attested:

Elizabeth Bozzo
Typed name of school principal

Signature of school principal

6/22/2011
Date

Julie Santos
Typed name of SSC chairperson

Signature of SSC chairperson

6/22/2010
Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

- 5.2 **Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the SSD in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>
- Guide and Template for the Single Plan for Student Achievement
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
- Guide and Template for the Local Educational Agency Plan
<http://www.cde.ca.gov/nclb/sr/le/>

