

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **AT WHITETHORN SCHOOL**

### **2012-2013 School Year**

12-63040-6008239  
CDS Code

Date of this revision: December 2011

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

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Position: Principal

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Southern Humboldt Unified School District

The District Governing Board approved this revision of the School Plan on January 12, 2012

## **School Vision and Mission**

Our vision at Whitethorn School is to ensure that the school campus and classroom environments are safe and supportive of each child, in order to support each child to develop to his or her fullest potential.

Parents, teachers, and staff will:

- Provide focus and direction so children are able to be challenged and produce their best work
- Allow for the individual pace and development of each child
- Teach content knowledge in a variety of unique and interesting ways to address a variety of learning modalities
- Develop the whole person through enrichment activities
- Provide social, emotional and academic learning opportunities.

Students will:

- Develop the ability to think logically and creatively and use problem-solving skills
- Develop a strong sense of self-worth
- Take responsibility for their own learning
- Understand their rural roots as well as a global perspective in order to be able to flourish confidently wherever they choose
- Develop a sense of continuity
- View their world with curiosity, joy, and the challenge of discovery
- Develop self-discipline
- Understand their responsibilities as part of their community

## Whitethorn School Profile

Located in the historic Upper Mattole River Valley, Whitethorn School is situated in a sunny clearing on the eastern bank of the river, bordered by large Douglas Fir and redwood trees. There is a generous mix of shaded and sunny play areas, playground equipment, baseball diamond, basketball court, and soccer field. Our rural setting is an enjoyable and healthy place for the approximately 80 children to learn, exercise and interact.

For the 2012-13 school year we will have four teachers, teaching grades K-1, 2-3, 4-5 and 6-7. Each classroom has a Title I instructional assistant for 3 hours per day. A resource specialist teacher and a speech therapist visit our school one day per week. An instructional assistant provides support for resource and speech students on a daily basis. A school nurse visits the school approximately once per trimester. The principal is on-site one day monthly, and other times as needed.

A mobile lab of AlphaWriters serves as the center for learning keyboarding skills and allows students to work on reports and writing assignments at their desks. Each classroom has an internet-accessible computer, with high-speed internet. The 4-6<sup>th</sup> grade class has a promethean board to make learning more accessible and visual.

Whitethorn School is a part of Southern Humboldt Unified School District, which covers an area of 778 square miles---half the size of Rhode Island. Our district has four elementary schools with fewer than 80 students, an elementary school with 315 students, a high school with 300 students in grades 8-12, and a K-12 alternative school.

Students come to Whitethorn School from an approximately 85 square mile attendance area. Rarely do students live close enough to walk to school. Most homes are scattered throughout the hills; the closest community is the ocean-front village of Shelter Cove, a thirty minute drive from our school. Approximately 10% of our students choose to attend Whitethorn School although they live in other attendance areas in our district.

Finding employment is a challenge in this rural area. The timber industry, commercial fishing, ranching and farming have decreased each year for decades. Whitethorn School is one of the major employers. Families work in the building trade, or for the county, state and federal government. Small-scale cottage industries such as fine arts, flower and produce farms, and vineyards/wineries are increasing. Some residents commute to Redway/Garberville for employment. Approximately 48% of our students qualify for free or reduced lunch.

Although there is little ethnic diversity among our school population, family cultures and values are varied. About half of our parents are actively involved in our school, driving on field trips, working on special projects and volunteering in classrooms on a weekly basis. Almost all parents attend parent conferences. Friends of Whitethorn School, our parent association, raises around \$20,000 per year to fund programs otherwise unavailable for our students. Whitethorn School's small size and family-like culture make it a choice school for many of our district's students.

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

- 1. Alignment of curriculum, instruction and materials to content and performance standards:*  
Math and language arts programs currently in use are aligned directly to content standards. Standards addressed are listed on each page. Writing rubrics aligned with standards are used at each grade level. History and science standards are addressed on a rotational basis in our combination classrooms. Appropriate, challenging materials integrate all curricular areas.
- 2. Availability of standards-based instructional materials appropriate to all student groups:*  
Students are using the Open Court language arts program in grades K-1, Houghtin Mifflin grades 2-3, McDougal Littell grades 4-6, which are all state-adopted. The Harcourt math program is used for students K-6 and is state adopted. History-Social Science and Science programs are current state-adopted materials.  
We currently have no English Language Learners. Appropriate materials will be purchased when the need arises.
- 3. Alignment of staff development to standards, assessed student performance and professional needs:*  
Staff development is aligned to standards, as well as student academic and staff professional needs.
- 4. Services and tools provided by the regular program to enable underperforming students to meet standards:*  
Some regular parent volunteers allow students in our combination classes to work in smaller groups on specific individual needs. More would be beneficial. Flexible grouping is based on skills. Manipulative tools are used by students as long as needed to develop concepts. *The Writers Plus* keyboards help with writing; reference books and materials are readily available. Teachers use multiple modalities to address all learning styles.
- 5. Services provided by categorical funds to enable underperforming students to meet standards:*  
Title I-funded instructional assistants provide ongoing support, both individual and small group, for underperforming students in the regular classroom. Underperforming students are encouraged to attend after-school remedial programs. Less than 50 percent of those who qualify take advantage of these programs. A 0.2 FTE resource teacher and 0.2 FTE speech therapist provide services each week, while an instructional assistant continues those services throughout the week.
- 6. Use of state and local assessments to modify instruction and improve student achievement:*  
Annually we analyze our STAR results and district benchmarks and plan instruction accordingly. Results of formal and informal assessment are used on a daily basis to modify instruction. Examples include assessment built into the language arts and math programs, teacher-made tests, and observation.
- 7. Number and percentage of teachers in academic areas experiencing low student performance:*  
There are students experiencing low academic performance in all three classrooms at our school.

8. *Family, school, district and community resources available to assist these students:*  
Friends of Whitethorn School, our Booster Club, provides funding for music, drama, arts, Aikido, field trips and other exciting enrichment programs which enhance student interest in school and improve student learning throughout the curriculum. They raise approximately \$500 per student annually!!! A Family Resource Center at our larger elementary school is available to our students, providing health and counseling services. BLM, Mattole Restoration Council, Sanctuary Forest, and State Parks provide environmental education programs and support collaborative environmental improvement projects, some through specific grants. Community groups such as Rotary support special programs for students.
9. *School, district and community barriers to improvements in student achievement:*  
Although small schools have many benefits for students, teaching multiple grade levels in one classroom provides challenges. The range of development, achievement and emotion in such a setting makes it difficult to address all individual needs. During the 2011-2012 school year only one classroom will have three grade levels. Distance from school to many of our homes makes participation in summer and after-school remediation programs difficult; long bus rides (up to one hour each way) cut into learning and play time. Our students are used to being in large open spaces, so being contained in a classroom can be challenging for some. Many children come to school without much experience around other children or with sharing space. There is a private preschool 30 minutes from our school which a few students have attended, and a playgroup at Shelter Cove provides a venue for children ages 1-5 to interact. Our declining enrollment district has had severe declining funding for at least ten years; the declining state funding has added to the financial problems.  
Family lives of the majority of our underachieving students are affected by substance abuse, mental health issues, poor diet, and/or neglect. Poverty and lack of affordable adequate housing and transportation add to the problems. Social and health-related public services are not available in our rural area.
10. *Limitations of the current program to enable Underperforming students to meet standards:*  
Three grade levels in one classroom frequently creates a noise level which makes learning difficult for underperforming students. Planning for three grade levels in all curricular areas is a challenge. Finding time to work one-on-one with the underachiever is very difficult. The principal is only onsite one day per month, and the teacher-in-charge is responsible for teaching their own class while doing some administrative duties. A teacher or instructional assistant in every grade level would be beneficial in language arts and math.

## STUDENT PERFORMANCE DATA SUMMARY

Since Whitethorn School is a small school with fewer than 10 students at most grade levels and in most subgroups taking state tests, results are not statistically reliable. In most cases group scores are not calculated. However we can use these results as a part of the whole picture, along with district benchmark testing and informal and formal assessment done by teachers.

### Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). *Whitethorn School API is calculated for a small school, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API. Similar Schools Ranks are not calculated for small schools.*

School: Whitethorn Elementary  
 LEA: Southern Humboldt Joint Unified  
 County: Humboldt  
 CDS Code: 12-63040-6008239  
 School Type: Small Elementary  
 Direct Funded Charter School: No

**Met Growth Targets**

**Schoolwide:** Yes  
**All Student Groups:** Yes  
**All Targets:** Yes

**Subgroups:**

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2010-11		2010-11		Met Student Groups	
			2011 Growth	2010 Base	Growth Target	Growth Target	Growth	Target
Schoolwide	44		791	771	5	20		
Black or African American	0	No						
American Indian or Alaska Native	0	No						
Asian	0	No						
Filipino	0	No						
Hispanic or Latino	0	No						
Native Hawaiian or Pacific Islander	0	No						
White	44	No	791	770				
Two or More Races	0	No						

Socioeconomically Disadvantaged	19	No	757	781
English Learners	0	No		
Students with Disabilities	3	No		

**Adequate Yearly Progress (AYP)**

Met 4 of 4 objectives for AYP

**Percent Proficient – Annual Measurable Objectives (AMOs)**

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes				Mathematics Target 68.5 % Met all percent proficient rate criteria? Yes			
	Valid Scores	Number Above Proficient	Percent Above Proficient	Met At or Above AYP Criteria Method	Valid Scores	Number Above Proficient	Percent Above Proficient	Met At or Above AYP Criteria Method
<b>Schoolwide</b>	44	22	50.0	Yes CI	44	24	54.5	Yes CI
Black or African American	0	--	--	--	0	--	--	--
American Indian or Alaska Native	0	--	--	--	0	--	--	--
Asian	0	--	--	--	0	--	--	--
Filipino	0	--	--	--	0	--	--	--
Hispanic or Latino	0	--	--	--	0	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	0	--	--	--
White	44	22	50.0	--	44	24	54.5	--
Two or More Races	0	--	--	--	0	--	--	--
Socioeconomically Disadvantaged	19	9	47.4	--	19	10	52.6	--
English Learners	0	--	--	--	0	--	--	--
Students with Disabilities	3	--	--	--	3	--	--	--

CI = Passed using confidence intervals: Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology.

**Local Measures of Student Performance  
Percentage of Students  
Not Passing Fall Benchmark Tests**

*Please note that tests changed in 2011-12 for grades 2-7*

<b>Reading</b>		2008	2009	2010	2011
Grade					
	K	18%	31%	33%	22%
	1	40%	23%	25%	30%
	2	12%	56%	21%	43%
	3	33%	33%	44%	50%
	4	20%	17%	16%	63%
	5	8%	25%	14%	55%
	6	0%	8%	0%	71%
	7	0%	n/a	n/a	n/a

<b>Math</b>		2008	2009	2010	2011
Grade					
	K	18%	31%	33%	22%
	1	40%	8%	25%	30%
	2	0%	11%	7%	50%
	3	33%	33%	11%	29%
	4	20%	17%	16%	63%
	5	40%	13%	0%	55%
	6	25%	25%	20%	71%
	7	25%	n/a	n/a	n/a

### **Conclusions from Student Performance Data:**

The number of students below proficient on benchmarks in math is almost equal to those in language arts. There is a need for more educational information about the benefits of STAR to be given to parents. There is a need for more information about site-based independent study when students are absent between 5-15 days. The API score rose considerably in 2011 in comparison to scores in 2010.

### **Conclusions from Parent, Teacher and Student Input:**

Low performing students in general may:

- work harder, resulting in fatigue.
- have low self-image, limited confidence and high anxiety.
- lose progress during the summer.
- need more direct instruction---have to be taught things others just "get".
- have limited exposure to rich experiences outside of school.

Low performing students in reading may:

- arrive at school with little experience of print, where others arrive reading.
- have limited attention spans, inability to hear phonemes, and minimal cognitive flexibility.
- have limited exposure to rich vocabulary outside of school.
- need to be taught that reading is an active process that requires regular practice.
- need all content areas taught using multiple modalities with differentiated instruction.

Low performing students in writing may:

- have a limited vocabulary which limits writing abilities.
- have underdeveloped fine-motor skills which can get in the way. Typing can help.
- not know how to using an editing program or edit work on their own.
- struggle with writing fluency.
- not have correct modeling of writing at home.
- have an inability to organize thoughts in a logical sequential manner which can hamper good thoughts.

Low performing students in math may:

- find math vocabulary challenging.
- not have as much experience with time and money as other students.
- not find California Math Standards developmentally appropriate.
- need concrete math instruction and practice for a longer period of time.
- need concepts presented at a slower pace and the curriculum slowed down.
- need extra support and practice with math facts.

## **School Goals for Improving Student Achievement**

**Goal #1:**

78.4% of students will score proficient or above, meeting the state target, on the CST in ELA in 2012. This will be an increase of 28.4%

**Goal #2:**

79% of students will score proficient or above, meeting the state target, on the CST in mathematics in 2012. This will be an increase of 24.5%

**Goal #3:**

78.4% of students will write clear, coherent, and focused pieces appropriate to their grade level, as measured by a score of “proficient” in the writing strategies cluster skill for their grade in 2012.

**Goal #4:**

Average daily attendance for students will be over 92% in the 2012-2013 school year.

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

<p><b>GOAL # 1 for Improving Student Achievement: 78.4% of students will score proficient or above, meeting the state target, on the CST in ELA in 2012. This will be an increase of 23.9%.                      Student groups participating in this goal: School-wide Title One Students                      Performance gains expected for these students: Subcategories of AYP will be met.                      Means of evaluating progress toward this goal: CST results/AYP/API                      Group data needed to measure academic gains: CST results/AYP/API</b></p>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:                      The current language arts program is aligned to the content standards. Teachers will review content standards for reading and will continue to use materials that are aligned with the standards. Teachers will use Classy Wednesday time to meet in grade level groups to assess alignment and best teaching practices.                      Teachers will incorporate released STAR questions into their lessons.                      Teachers will spend time looking at standard's blue prints                      Teachers will spend time analyzing data using LARS/MARS                      Teachers will attend curriculum committee meetings.</p>	<p>Principal                      Teachers                      Wednesdays                      Teachers                      Teachers                      Assoc. Supt.                      Teachers                      Teachers</p>	<p>Materials                      Substitutes                      Materials                      Instructional Assistants                      Technology</p>	<p>\$13,000</p>	<p>State Instructional materials fund</p>
<p>Improvement of instructional strategies and materials:                      Instructional assistants in each classroom will provide one-on-one and small group support to low performing students to increase time spent on fluency, comprehension and decoding skills.                      Interactive materials purchased: Promethean Board, Accelerated Reader, English in a Flash</p>	<p>Teachers                      Instructional Assistants                      Ongoing</p>	<p>Materials                      Instructional Assistants                      Technology</p>	<p>\$25,042</p>	<p>SBCP                      Title 1                      SBCP</p>

<p>Extended learning time:  Identified students will be expected to attend after-school remediation and/or summer school (when available).  Students may attend after school program for homework time.</p>	<p>Teachers  Principal  FRC/RAP</p>	<p>Teacher stipend  Personnel Wage</p>		<p>Title One  SBCP  RAP Grant</p>
<p>Increased educational opportunity:  Accelerated Reader  Small group activities for low performing students to follow whole group lessons.  English in a Flash  Library and computer lab maintained  GATE students given instruction at differentiated rate.</p>	<p>Coordinator  Instr. Assistants  Teachers  Coordinator/EL  Coordinator  Teachers</p>	<p>materials, subscription, instruction aide salary  materials, subscription, pd materials, pd</p>		<p>LEA  Title One  Title One  Title One</p>
<p>Staff development and professional collaboration:  Classy Wednesdays will address curricular needs.  District Curriculum Committee Meetings  Teachers will use buy-back day for school-wide staff development  Accelerated Reader</p>	<p>Principal/Assoc.  Superintendent  and teachers.</p>	<p>Materials and professional development training.  Substitute teachers for release time.</p>	<p>Sub Fees</p>	<p>Title One    LEA</p>
<p>Involvement of staff, parents and community:  Parents will be provided with at-home strategies to reinforce lessons at school.  Student progress will be shared with parents at conferences at least once each year. State standards will be presented at Back to School Night. Strategies will be presented in occasional newsletters.</p>	<p>Teachers  Teachers/Parents  Teachers/Parents</p>	<p>Supplies  Supplies</p>		<p>Title One  Title One</p>
<p>Auxiliary services for students and parents:  Student Study Team meetings will be held for students when classroom modifications aren't providing expected results. Special Education referrals will be made when appropriate. Transition meetings will be held for students</p>	<p>Principal  RST/SDC  SST Coordinator  Teachers  Parents</p>	<p>Substitute salaries, materials</p>		<p>Title One</p>

with IEPs as they transition into Redway School. EL students will receive services weekly.	EL Aide	EL aide/translator	\$13,202	
Monitoring program implementation and results: School Site Council will review benchmark results and implementation of student plan and support services will be modified and provided as needed. Principal/Associate Superintendent will review benchmark results.	SSC Teachers Principal			

**GOAL # 2 for Improving Student Achievement:** 79% of students will score proficient or above, meeting the state target, on the CST in mathematics in 2012. This will be an increase of 22.8%.  
 Student groups participating in this goal: School-wide Title One Students  
 Performance gains expected for these students: Subcategories of AYP will be met.  
 Means of evaluating progress toward this goal: CST results/AYP/API  
 Group data needed to measure academic gains: CST results/AYP/API

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: The current math program is aligned to the content standards. Teachers will review content standards for reading and will continue to use materials that are aligned with the standards. Teachers will use Classy Wednesday time to meet in grade level groups to assess alignment and best teaching practices. Teachers will incorporate released STAR questions into their lessons. Teachers will spend time looking at standard's blue prints Teachers will spend time analyzing data using LARS/MARS Teachers will attend curriculum committee meetings.	Principal Teachers  Classy Wednesdays  Teachers  Teachers Assoc. Supt. Teachers Teachers	Materials      Substitutes		State Instructional materials fund
Improvement of instructional strategies and materials: Students will have an appropriate balance between use of concrete materials and activities to support their understanding of more abstract math concepts. Instructional assistants in each classroom will provide one-	Teachers Instructional Assistants	Materials Instructional Assistants		SBCP Title 1 SBCP

<p>on-one and small group support to low performing students to increase time spent on fluency, comprehension and decoding skills. Interactive materials purchased: Promethean Boards Accelerated Math, Accelerated Scanners</p>	<p>Ongoing</p>	<p>Technology</p>	<p>BOND LEA</p>
<p>Extended learning time: Identified students will be expected to attend after-school remediation and/or summer school (when available). Students may attend FRC after school program for homework time.</p>	<p>Teachers Principal FRC</p>	<p>Teacher stipend Personnel Wage Personnel Wage, Coaches Stipend, AD Stipend</p>	<p>Title One SBCP FRC Grant</p>
<p>Increased educational opportunity: Accelerated Math Small group activities for low performing students to follow whole group lessons. Library and computer lab maintained GATE students given instruction at differentiated rate.</p>	<p>Coordinator Instr. Assistants Teachers Teachers</p>	<p>materials, subscription, professional development (pd) instruction aide salary materials materials</p>	<p>LEA Title One Title One Title One Title One</p>

<p>Staff development and professional collaboration:  Classy Wednesdays will address curricular needs.  District Curriculum Committee Meetings  Teachers will use buy-back day for school-wide staff development  Accelerated Math Training</p>	<p>Principal/Assoc.  Superintendent  and teachers.</p>	<p>Materials and professional development training.  Substitute teachers for release time.</p>	<p>Title One</p>
<p>Involvement of staff, parents and community:  Parents will be provided with at-home strategies to reinforce lessons at school.  Student progress will be shared with parents at conferences at least once each year. State standards will be presented at Back to School Night. Strategies will be presented in occasional newsletters.</p>	<p>Teachers  Teachers/Parents  Teachers/Parents</p>	<p>Supplies  Supplies</p>	<p>Title One  Title One</p>
<p>Auxiliary services for students and parents:  Student Study Team meetings will be held for students when classroom modifications aren't providing expected results. Special Education referrals will be made when appropriate. Transition meetings will be held for students with IEPs as they transition into Redway School. EL students will receive regular weekly services.</p>	<p>Principal  RST  SST Coordinator  Teachers  Parents  Ongoing</p>	<p>Substitute salaries  EL Instructional Assistant</p>	<p>Title One</p>
<p>Monitoring program implementation and results:  School Site Council will review benchmark results and implementation of student plan and support services will be modified and provided as needed.  Principal/Associate Superintendent will review benchmark results.</p>	<p>SSC  Teachers  Principal</p>		

<p><b>GOAL # 3 for Improving Student Achievement: 78.4% of students will write clear, coherent, and focused pieces appropriate to their grade level, as measured by a score of "proficient" in the writing strategies cluster skill for their grade in 2012.</b></p> <p>Student groups participating in this goal: School-wide Title One Students  Performance gains expected for these students: Subcategories of AYP will be met.  Means of evaluating progress toward this goal: CST results/AYP/API  Group data needed to measure academic gains: CST results/AYP/API</p>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:  The current language arts program is aligned to the content standards. Teachers will review content standards for reading and will continue to use materials that are aligned with the standards. Teachers will use Classy Wednesday time to meet in grade level groups to assess alignment and best teaching practices.  Teachers will incorporate released STAR questions into their lessons.  Teachers will spend time looking at standard's blue prints  Teachers will spend time analyzing data using LARS/MARS  Teachers will attend curriculum committee meetings.</p> <p>Improvement of instructional strategies and materials:  Instructional assistants in each classroom will provide one-on-one and small group support to low performing students to increase time spent on writing.  Daily Oral Language or Open Court warm-ups will be used to review grammar and mechanics.  Vocabulary-rich literature will be read to students.  Students will be taught using Step Up To Writing Process</p>	<p>Principal Teachers  Classy Wednesdays  Teachers  Teachers  Assoc. Supt.  Teachers  Teachers  Teachers  Instructional Assistants  Teachers  Teachers/Aides  Teachers</p>	<p>Materials  Instructional Assistants  Materials  Books/HERC  Step Up Materials</p>		<p>State Instructional materials fund  Title One  Title One  Title One</p>

<p>Extended learning time:  Identified students will be expected to attend after-school remediation and/or summer school (when available).  Students may attend after school program for homework time.</p>	<p>Teachers  Principal  FRC</p>	<p>Teacher stipend  Personnel Wage</p>	<p>Title One  SBCP  FRC Grant</p>
<p>Increased educational opportunity:  Small group activities for low performing students to follow whole group lessons.  English in a Flash  Step Up to Writing  Library and computer lab maintained  GATE students given instruction at differentiated rate.</p>	<p>Instr. Assistants  Teachers  Coordinator/EL  Staff  Teachers</p>	<p>materials, subscription, materials, instruction aide salary  subscription  materials,  computers, printers, subscription materials</p>	<p>Title One  Title One  Title One  Title One  Title One  Title One</p>
<p>Staff development and professional collaboration:  Classy Wednesdays will address curricular needs.  District Curriculum Committee Meetings  Teachers will use buy-back day for school-wide staff development</p>	<p>Principal/Assoc.  Superintendent  and teachers.</p>	<p>Materials and professional development training.  Substitute teachers for release time.</p>	<p>Title One</p>
<p>Involvement of staff, parents and community:  Parents will be provided with at-home strategies to reinforce lessons at school.  Student progress will be shared with parents at conferences at least once each year. State standards will be presented at Back to School Night. Strategies will be presented in occasional newsletters.</p>	<p>Teachers  Teachers/Parents  Teachers/Parents</p>	<p>Supplies  Supplies</p>	<p>Title One  Title One</p>
<p>Auxiliary services for students and parents:  Student Study Team meetings will be held for students when classroom modifications aren't providing expected results. Special Education referrals will be made when appropriate. Transition meetings will be held for students with IEPs as they transition into Redway School. EL students will receive regular weekly services.</p>	<p>Principal  RST  SST Coordinator  Teachers  Parents  Ongoing</p>	<p>Substitute salaries  EL Instructional Assistant</p>	<p>Title One</p>
<p>Monitoring program implementation and results:  School Site Council will review benchmark results and implementation of student plan and support services will be modified and provided as needed.  Principal/Associate Superintendent will review benchmark results.</p>	<p>SSC  Teachers  Principal</p>		

GOAL # 4 for Improving Student Achievement: Average daily attendance for students will be over 92% in the 2012-2013 school year.				
Student groups participating in this goal: School Wide Title One students				
Performance gains expected for these students: ADA over 92%				
Means of evaluating progress toward this goal: School attendance reports				
Group data needed to measure academic gains: School attendance reports in partnership with CST data				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <p>Students with excessive absences will receive reports and reminders about attendance.</p> <p>Students will be taken to a pre-SARB meeting with the principal after the third truancy letter.</p> <p>Students will be taken to the SARB board after the third truancy letter and scheduled meeting to come up with a contract for improvement.</p> <p>Principal will refer student to the DA's office if attendance continues to be a problem.</p>	<p>Principal</p> <p>Secretary</p> <p>Attendance Clerk</p>	<p>Materials and Postage</p>		SBCP
<p>Involvement of staff, parents and community:</p> <p>Student attendance records will be shared with parents at least once each year. Students with excessive absences will be taken to the SARB board.</p>	<p>Teachers</p> <p>Parents</p> <p>Principal</p>	<p>Materials and Postage</p>		SBCP
<p>Auxiliary services for students and parents:</p> <p>SARB meetings will be held to create a contract for improvement once a student has received a third truancy letter.</p>	<p>SARB Board</p>			
<p>Monitoring program implementation and results:</p> <p>SSC will monitor student attendance results throughout the year.</p>	<p>Principal</p> <p>SSC</p>			



## CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

### State Programs

<b>Economic Impact Aid/ State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program.	<b>Amount: \$14,304</b>
<b>Economic Impact Aid/ English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners.	<b>Amount: \$0</b>
<b>Miller-Unruh Special Reading Program</b> Purpose: Prevent and correct reading disabilities at the earliest time for all students.	<b>Amount: \$0</b>
<b>Professional Development</b> Purpose: Promote school improvement by long-term professional development of school staff.	<b>Amount: \$0</b>
<b>School Improvement Program</b> Purpose: Improve school response to educational, personal and career needs of all students.	<b>Amount: \$0</b>
<b>GATE</b>	<b>Amount: \$0</b>
<b>Block Grant Funds (Res 0045)</b>	<b>Amount: \$1,421</b>
<b>Other State and Local Funds (Res 0212)</b> Purpose: Instructional Material Block Grant set aside for text books.	<b>Amount: \$5,649</b>
<b>(Res 9012)</b> Purpose: Carry over for art and general education supplies	<b>Amount: \$8,817</b>

### Federal Programs

<b>Elementary and Secondary Education Act:</b>	
<b>Title I: School wide Program (Res 3010)</b> Purpose: Upgrade the entire educational program of the school.	<b>Amount: \$20,079</b>
<b>Title V: Innovative Programs</b> Purpose: Support educational improvement, library, media, and at-risk students.	<b>Amount: \$0</b>
<b>Other Federal Funds (list and describe):</b>	<b>Amount: \$0</b>

*Total amount of state and federal categorical funds allocated to this school: \$50,270*

## SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Julie Johansen	X				
Erica Gray		X			
Teal Henniger		X			
Shelby Messenger		X			
Reta Riley			X		
Karman Willner				X	
Spring Cogswell				X	
Datso Perkins				X	
Maurie Hobbs				X	
Julie Bowman				X	
Numbers of members of each category	1	3	1	5	

## RECOMMENDATIONS AND ASSURANCES

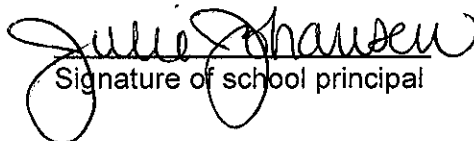
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other—FOWS

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

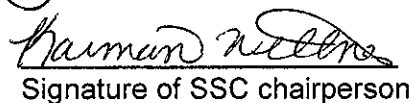
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was open for public comment, viewing and recommendation on: December 14, 2011
6. This school plan was adopted by the school site council on: December 14, 2011
7. Attested:

Julie Johansen  
Typed name of school principal

  
Signature of school principal

12/14/11  
Date

Karman Willner  
Typed name of SSC chairperson

  
Signature of SSC chairperson

12/14/11  
Date