

The Single Plan for Student Achievement

John Swett Elementary School

07617396003834
CDS Code

Date of this revision: 12/10/2009

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

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

Contact Person: Marjorie Pampe
Position: Principal
Telephone Number: (925) 335-5860
Address: 4955 Alhambra Valley Road
Martinez, CA 94553
E-mail Address: mpampe@martinez.k12.ca.us

School District **Martinez Unified School District**

Superintendent: Rami Muth
Telephone Number: (925) 335-5800
Address: 921 Susana Street
Martinez, CA 94553
E-mail Address: scasey@martinez.k12.ca.us

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

II. Vision and Mission

District Beliefs

- Higher expectations will yield higher results
- Fiscal and academic accountability for all is essential
- All students have the potential to achieve academic, social, and emotional success
- Responsiveness to change, flexibility and a positive attitude lead to success
- Continuous improvement is a priority
- Everyone is a valued member of our learning community
- Responsibility for learning is a cooperative effort between students and adults
- Diversity enriches our community

District Mission Statement

Together we will ensure diverse paths to success and a quest for knowledge

District Focus Areas For Improved Student Achievement

1. Ongoing staff development
 - best practices
 - evaluation
 - classroom management
2. Diverse pathways to learning
 - differentiated instruction
 - alternative options
3. Increase percentage of college ready graduates
4. Close the achievement gap among subgroups district-wide
5. Use of technology to support instruction

District Planning Parameters

Martinez Unified School District's Strategic Planning for Improved Student Achievement Parameters.

The District encourages that the following questions be answered for existing programs.

- Do the needs that led to the initiation of the program still exist?
- Are there other programs that could more effectively meet the identified needs?
- Have the stakeholders participated in the implementation and maintenance of the program?
- If needed, have continued professional development opportunities been afforded?

The District will not accept a new program without.

- The need for the program being defined, at least in part, by an evaluation of criterion referenced or norm-referenced student assessment results.
- Scientific research that supports the effectiveness of the proposed program.
- Stakeholder participation in the development of the proposed program.
- A clearly defined relationship to district/state content standards.
- Provisions for professional development.
- A defined formative and summative evaluation process.

We at John Swett Elementary School believe that students can maximize their potential as life long learners when teachers, family, students, the district, and the community collaborate and communicate to educate children in a safe and supportive environment.

John Swett Elementary School's staff is using the model of Professional Learning Communities for school improvement. We use collective inquiry to continue our own learning. The focus has shifted from an emphasis on teaching to an emphasis on learning. Working collaboratively, first in grade level teams, then across grade levels, and with teachers from the other elementary schools throughout the district, Essential Learnings in English Language Arts and Math have been identified. Teachers work collaboratively using both ongoing formative assessment and summative Common Benchmark Assessments to identify student learning, plan and put into place interventions and extensions, and share and implement best practices for teaching. Teaching and evaluating student learning is ongoing in our commitment to continuous improvement.

III. School Profile (Optional)

John Swett Elementary School is one of four elementary schools in the Martinez Unified School District. It houses 410 Kindergarten through fifth grade students in 18 regular education classrooms and one Special Day Class. The staff is comprised of 20 regular education teachers, one Instructional Support Plan Specialist (who oversees the Learning Center), a PE Specialist and Music Specialist. Additional support staff includes a counselor, a psychologist, a speech pathologist, and a school nurse who are shared with the other school sites in the district.

Other support staff includes the school's library media assistant, the technology specialist, an assistant to the Instructional Support Plan Specialist, an English Language Learner (ELL) paraeducator, two school custodians, a kitchen manager, and a food service worker. Three part-time campus supervisors supervise students during lunch periods.

The school facilities include a computer lab with 30 computers, a school library with over 7,500 titles, and a multi-use room which was recently equipped with a state of the art sound system. There are five computers and a Smart Board in each classroom.

The John Swett community is committed to the success of all of our students.

IV Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Seek Input from Advisory Committee (as needed)

- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- Other Committees Established

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

V. Description of Barriers and Related School Goals

- Excessive absences and tardies
- Parents with limited English who struggle with helping their students
- Small population of EL students (Each teacher is working with a very small population within their classroom rather than using school wide interventions with a larger population.)
- State Budget Cuts

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal for Improved Student Achievement # 1: By June of 2010 increase the percentage of all students scoring at proficient and above in English Language Arts (ELA) to 78% or greater.</p> <p>Spring, 2008 CST ELA: the percentage of all students scoring at proficient and above in ELA was 72.73%. The percentage of students scoring at proficient or above in Spring, 2009 was 70.99%. The goal for June, 2009 was to increase the percentage to 78%. The goal for June, 2010 will remain the same.</p>	
<p>Student groups and grade levels to participate in this goal: Student groups participating in the goal are: All students grades 2nd - 5th</p>	<p>Anticipated annual performance growth for each group: Seventy-three percent of these students will score at the proficient or above level on the California Standards Test (CST).</p>
<p>Means of evaluating progress toward this goal: Ongoing evaluation will be conducted using Common District Benchmark assessments, ongoing informal and formal formative assessments and classroom work. Spring, 2009 and 2010 California Standards Tests will be used to determine if the goals have been met.</p>	<p>Group data to be collected to measure academic gains: School wide, grade level and classroom data from the STAR testing, Common District Benchmark assessments and other formal assessments will be analyzed to measure the gains.</p>

SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Alignment of instruction with district content standards: All teachers use district adopted materials aligned with the state standards in English Language Arts. Standards based instruction is implemented in the English Language Arts curriculum. Staff will use the DATA Director, trimester testing, the materials incorporated into the district adopted textbooks and informal formative assessments to assess (ongoing) the progress of our students. Staff will engage in collaborative planning and development of interventions to address the academic needs of those students who are at risk of not meeting the end of the year goals in ELA. Teacher representatives will participate in the District's adoption process for a new Language Arts series.	On-going August through June	Supplemental Materials & Supplies	\$8,000	PTA SLIP
Improvement of Instructional Strategies and/or Materials: All teachers will use standards based ELA materials for all students. Teachers will use differentiated instruction and have access to needed support materials, supplies, and resources. Computer and Smart Board Technology will be integrated into every classroom. Computer software needed to meet the diverse needs of our students will be researched, purchased and integrated into the ELA program. A library media assistant will provide library services for all students. A technology specialist will oversee the computer lab and provide needed assistance to teachers in their use of the lab to support and extend the curriculum in the classroom. Perceptual motor equipment is available for use with all Kindergartners. Low achieving students in grades 1, 2 & 3 will participate in a Perceptual motor (with a focus on midline interventions) program. Board Language Art will be explored and implemented.	On-going (August through June)	Technology Materials and supplies Library Media Assistant Technology Specialist PE and Arts supplies	Technology Specialist \$23,200 PE/Music Early Rel. Wed. time \$1350. Early Rel. Wed. time \$1650. Technology & Maintenanc e \$5,000	SLIP On-time PE, Art, Music Grant PTA

SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Extended Learning Opportunities and Time: Students not achieving at grade level will receive interventions during the day, before and after school. These interventions will include:</p> <ul style="list-style-type: none"> * In class small group instruction targeting specific ELA standards * Grade level interventions targeting ELA standards before and/or after school * The Read Naturally Program for fluency and basic comprehension * Accelerated Reader for 2nd through 5th and for high ability K and 1st grade students * Lexia (to target individual reading needs) grades K through 3rd * Computer software which targets individual student needs * Instructional Support Program to support students who have been identified by the teachers and Special Ed staff as needing additional support. This support takes place in the Learning Center coordinated by the Resource Specialist. * Additional work time - at lunch daily for students in 4th & 5th grade needing additional time and help 	On-going (Year round)	Materials & Supplies Lexia contract renewal	\$2000 for material, supplies and Lexia contract	SLIP State Intervention Funds
<p>Professional Collaboration Needs: At staff meetings, Early Release Wednesdays, and during common preps, staff will collaborate to analyze student progress, work, and teaching practices with an emphasis on what students are learning. The analysis of assessments will be used to drive instruction. Teachers will share best practices. Substitutes and staff will be provided to enable teachers to observe instruction in other classrooms and schools.</p>	Ongoing (August through June)	Substitute salary	\$2000	SLIP
<p>Professional Development Needs: Staff professional development will focus on professional learning communities, DATA Director, implementation of comprehension and writing strategies, and professional development (conferences and site visits) that improve the skills needed to meet the needs of all students.</p>	Ongoing (August through June)	Professional development conferences and trainings	\$2500	SLIP
<p>Participation by Staff, Parents and Community: Staff members and other qualified staff persons will teach the before and after school intervention programs. Staff and School Site Council will review and analyze assessment information. They will discuss and recommend appropriate interventions, program changes and/or additions. Parents of students not achieving standards will be contacted with information about how to assist their child's learning. Progress Reports will be sent home half way through each trimester to the parents/guardians of students not performing at grade level in Reading . Continuous education and support for parents regarding the importance of attendance and promptness will be communicated through letters, phone calls, newsletters. Teachers will communicate ongoing with students not meeting the grade level standards through conferences, phone calls, notes and emails. They will communicate classroom expectation and parent responsibilities to all students through newsletters and conferences.</p>	Ongoing (August through September)	none	none	SLIP PTA Before and After school Intervention classes paid through Supplemental Hourly Program funding

SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Service needed for Students and Parents: The following services will be provided for students and parents: School district nurse 5th Grade orientation for 6th Grade 5th Grade orientation for Special Ed students entering 6th grade Kindergarten orientation for parents Parent education workshops on campus to address topics of concern Parent workshops specifically for our EL families Notices and report cards sent home in Spanish for our Hispanic families</p>	<p>K orientation - August 5th Gr. orientation - Spring Workshops - Ongoing</p>	<p>Materials refreshment for workshops</p>	<p>\$100</p>	<p>SLIP</p>
<p>Program Effectiveness - Monitoring and Review: The program will be monitored by the principal, School Site Council and staff Results that will be used to evaluate and improve students learning will be: STAR test results, trimester test results, standards based tests, publisher's assessments, ongoing teacher assessments. The principal, classroom teachers and support staff will monitor the achievement of the low performing and high performing students. Special Ed students will be monitored by the Special Ed staff and classroom teacher as to how they are progressing towards proficiency using progress reports on IEP goals and their annual IEP report.</p>	<p>Ongoing monitoring IEP report is annual</p>	<p>none</p>	<p>none</p>	<p>none</p>

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL # 2 (Based on conclusions from Analysis of Program Components and Student Data pages) By June, 2010, increase the percentage of students scoring at proficient or above on Math CST to 84% or greater.</p> <p>Spring, 2008 CST Math: the percentage of all students scoring at proficient and above in Math was 82.17%. Spring, 2009 CST Math: the percentage of all students scoring at proficient and above in Math was 81.91% Goal for June, 2009 was to increase the percentage of students scoring at proficient or above on Math was 84% or greater. This goal was not met. The goal remains the same for June, 2010.</p>	
<p>Student groups and grade levels to participate in this goal: Student groups participating in the goal are: All students grades 2nd - 5th</p>	<p>Anticipated annual performance growth for each group: Eighty-four percent of these students will score at the proficient or above level on the California Standards Test (CST).</p>
<p>Means of evaluating progress toward this goal: Ongoing evaluation will be conducted using Common District Benchmark assessments, ongoing informal and formal formative assessments and classroom work. Spring, 2009 and 2010 California Standards Tests will be used to determine if the goals have been met.</p>	<p>Group data to be collected to measure academic gains: School wide, grade level and classroom data from the STAR testing, Common District Benchmark assessments and other formal assessments will be analyzed to measure the gains.</p>

SCHOOL GOAL # 2				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Alignment of instruction with district content standards: All teachers use district adopted materials aligned with the state standards in Math. Standards based instruction is implemented in the Math curriculum. Staff will use the DATA Director, Common District Benchmark assessments, the materials incorporated into the district adopted textbooks and informal formative assessments to assess (ongoing) the progress of our students. Staff will engage in collaborative planning and development of interventions to address the academic needs of those students who are at risk of not meeting the end of the year goals in Math. Teacher representatives will participate in the District's adoption process for a new math series.	Ongoing (August - June)	none	none	
Improvement of Instructional Strategies and/or Materials: All teachers will use standards based Math materials for all students. Teachers will use differentiated instruction and have access to needed support materials, supplies, and resources. Computer and Smart Board Technology will be integrated into every classroom. The computer specialist will aid teachers in their use of math technology. Staff will continue to develop, implement, and share Math instructional strategies that are standards based and best meet the diverse needs of our students. Strategies such as Board Math will be explored and used to ensure that the math concepts spiral and that there is common language used within and between grade levels.	Ongoing (August - June)	Materials and supplies Cost of Board Math training is unknown at this time.	\$500	SLIP PTA
Extended Learning Opportunities and Time: Students not achieving at grade level will receive interventions during the day, before and after school. These interventions will include: <ul style="list-style-type: none"> * In class small group instruction targeting specific Math standards * Grade level interventions targeting Math standards before and/or after school * Computer software which targets individual student needs * Instructional Support Program to support students who have been identified by the teachers and Special Ed staff as needing additional support. This support takes place in the Learning Center coordinated by the Resource Specialist. * Additional work time - at lunch daily for students in 4th & 5th grade needing additional time and help 	Ongoing (August - June)	Supplies and materials	\$500 Supplies and materials	SLIP

SCHOOL GOAL # 2				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Professional Collaboration Needs: At staff meetings, Early Release Wednesdays, and during common preps, staff will collaborate to analyze student progress, work, and teaching practices with an emphasis on what students are learning. The analysis of assessments will be used to drive instruction. Teachers will share best practices. Substitutes and staff will be provided to enable teachers to observe instruction in other classrooms and schools.	Ongoing (August - June)	in Goal 1		
Professional Development Needs: Staff professional development will focus on professional learning communities, DATA Director, implementation of the newly adopted math series, and professional development (conferences and site visits) that improve the skills needed to meet the needs of all students.				
Participation by Staff, Parents, and Community: Staff members and other qualified staff persons will teach the before, after and during the school day intervention programs. Staff and School Site Council will review and analyze assessment information. They will discuss and recommend appropriate interventions, program changes and/or additions. Parents of students not achieving standards will be contacted with information about how to assist their child's learning. Progress Reports will be sent home half way through each trimester to the parents/guardians of students performing below grade level in math. Continuous education and support for parents regarding the importance of attendance and promptness will be communicated through letters, phone calls, newsletters. Teachers will communicate ongoing with students not meeting the grade level standards through conferences, phone calls, notes and emails. They will communicate classroom expectation and parent responsibilities to all students through newsletters and conferences.	Ongoing (August - June)	in Goal 1		

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 3

(Based on conclusions from Analysis of Program Components and Student Data pages)

By June, 2010, increase the percentage of all statistically significant subgroups scoring proficient or above on ELA CST by 5% or greater.

Spring, 2009 CST ELA showed:

- * A decrease in percentage of All Students scoring at proficient or above. (Total tested: 293)
- * A decrease of 8.77% of Special Ed students scoring at proficient or above. (Total tested: 29)
- * A decrease of 1.72% of Socioeconomically Disadvantaged students scoring at proficient or above. (Total tested: 10)
- * A decrease of 8.1% of Limited English Proficient students scoring at proficient or above. (Total tested: 15)

Our goal to increase the percentage of all statistically significant subgroups scoring proficient or above on ELA CST by 5% or greater by Spring, 2009 was not met.

Note: In the Special Ed., Socioeconomic, and Limited English Proficient subgroups the data shows that students are moving out of the Far Below Basic and Below Basic into one or two levels above. The percentage of students in the Basic range increased in each subgroup. Students in the Basic level are a focus for 2009-2010.

Student groups and grade levels to participate in this goal:

Student groups participating in the goal are:
English Language Learners, Hispanic, Socioeconomic Disadvantage, Students with Disabilities and White (non-Hispanic) students grades 2nd - 5th

Anticipated annual performance growth for each group:

By June, 2010 a 5% increase in the percentage of each subgroup scoring at the proficient or greater

Means of evaluating progress toward this goal:

Ongoing evaluation will be conducted using Common District Benchmark assessments, ongoing informal and formal formative assessments and classroom work. Spring, 2009 and 2010 California Standards Tests will be used to determine if the goals have been met.

Group data to be collected to measure academic gains:

School wide, grade level and classroom data from the STAR testing, Common District Benchmark assessments and other formal assessments will be analyzed to measure the gains.

SCHOOL GOAL # 3

Actions to be Taken to Reach This Goal (37)

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)

Start Date(38) Completion Date

Proposed Expenditures (39)

Estimated Cost

Funding Source

Alignment of Instruction with District Content Standards:
All teachers use district adopted materials aligned with the state standards in English Language Arts and Math. Standards based instruction is implemented in the English Language Arts and Math curriculums. Staff will use the DATA Director, Common District Benchmark assessments and the materials incorporated into the district adopted textbooks to assess (ongoing) the progress of students in the significantly reported subgroups. Staff will engage in collaborative planning and development of interventions to address the academic needs of those students who are at risk of not meeting the end of the year goals in ELA.

Ongoing
(August - June)

none

none

none

Improvement of Instructional Strategies:
Teachers will use differentiated instruction with ELA and math materials designed for English Language learners provided by the publishers of our adopted programs for the EL and Hispanic students. Teachers will use differentiated instruction, publisher's extra support and other appropriate materials to help identified special ed students be successful in general ed program. All of the above will also be used as appropriate to help the economically disadvantaged students meet grade level standards. The Instructional Support Program will be used to support students who have been identified by the teachers and Special Ed staff as needing additional support. This support takes place in the Learning Center coordinated by the Resource Specialist.

Ongoing
(August - June)

None

None

SCHOOL GOAL # 3				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
<p>Extended Learning Opportunities and Time: Students not achieving at grade level will receive interventions during the day, before and after school. These interventions will include:</p> <ul style="list-style-type: none"> * In class small group instruction targeting specific ELA and Math standards * Grade level interventions targeting ELA and Math standards before and/or after school * The Read Naturally Program for fluency and basic comprehension * Accelerated Reader for 2nd through 5th * Lexia (to target individual reading needs) grades K through 3rd * Computer software which targets individual student needs * Learning Center interventions for referred students * Additional work time - at lunch daily for students in 4th & 5th grade needing additional time and help <p>The Resource Specialist, Speech Pathologist, Psychologist and EL assistant will collaborate with the general ed teachers and as appropriate, using the Learning Center, to ensure that our EL, Hispanic, Special Ed, and economically disadvantaged students are achieving their curricular goals. Students will also have the opportunity to participate in enrichment classes offered by the PTA. If the family can't afford the classes, scholarships will be provided. EL students at the beginning and intermediate level will receive instructional support from the EL assistant. Identified Special Ed students and will receive support from the Learning Center as set out in their IEP goals.</p>	Ongoing (August - June)	Materials for the EL and Learning Centers	\$500	SLIP
<p>Professional Collaboration Needs: At staff meetings, Early Release Wednesdays, and during common preps, staff will collaborate to analyze student progress, work, and teaching practices with an emphasis on what students are learning. The analysis of assessments will be used to drive instruction. Teachers will share best practices. Substitutes and staff will be provided to enable teachers to observe instruction in other classrooms and schools.</p>	Ongoing (August - June)	see Goal 1		
<p>Professional Development Needs: Staff professional development will focus on professional learning communities, DATA Director, implementation of comprehension, writing and math strategies, and professional development (conferences and site visits) that improve the skills needed to meet the needs of the students.</p>	Ongoing (August - June)	see Goal 1		

SCHOOL GOAL # 3				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Participation by Staff, Parents, and Community: Staff members and other qualified staff persons will teach the before and after school intervention programs. Staff and School Site Council will review and analyze assessment information. They will discuss and recommend appropriate interventions, program changes and/or additions. Parents of students not achieving standards will be contacted with information about how to assist their child's learning. Progress Reports will be sent home half way through each trimester to the parents/guardians of students performing below grade level. Continuous education and support for parents regarding the importance of attendance and promptness will be communicated through letters, phone calls, newsletters. Teachers will communicate ongoing with students not meeting the grade level standards through conferences, phone calls, notes and emails. They will communicate classroom expectation and parent responsibilities to all students through newsletters and conferences.	Ongoing (August - June)	see Goal 1		

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL # 4 (Based on conclusions from Analysis of Program Components and Student Data pages) Ninety percent or more of the students at each grade level who scored in the Advanced Proficiency bank on the Spring, 2009 California Standards Test ELA will remain at the Advanced Proficiency level in Spring, 2010.</p> <p>Spring, 2009 all grade levels, except 3rd, had 90% or the student who scored in the Advanced Proficient bank in Spring, 2009 remain in the Advanced Proficient bank.</p> <ul style="list-style-type: none"> * 2nd grade from 22.86% to 21.74% * 3rd grade from 27.63% to 23.61% * 4th grade from 51.90% to 66.22% * 5th grade from 40.98% to 39.74% <p>The Goal will remain the same for June, 2010.</p>				
<p>Student groups and grade levels to participate in this goal: Students in the advanced range on the 2010 CST ELA test grades 2nd - 5th</p>		<p>Anticipated annual performance growth for each group:</p>		
<p>Means of evaluating progress toward this goal: Ongoing evaluation will be conducted using Common District Benchmark Assessments, ongoing informal and formal formative assessments and classroom work. Spring, 2009 and 2010 California Standards Tests will be used to determine if the goals have been met.</p>		<p>Group data to be collected to measure academic gains: School wide, grade level and classroom data from the STAR testing, Common District Benchmark assessments and other formal assessments will be analyzed to measure the gains.</p>		
<p>SCHOOL GOAL # 4</p>				
<p>Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date(38) Completion Date</p>	<p>Proposed Expenditures (39)</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Alignment of instruction with district content standards: All teachers use district adopted materials aligned with the state standards in English Language Arts. Standards based instruction is implemented in the English Language Arts curriculum. Staff will use the DATA Director, Common District Benchmark assessments and the materials incorporated into the district adopted textbooks to assess (ongoing) the progress of our students. Staff will engage in collaborative planning and development of interventions to address the academic needs of those students who are at the advanced level.</p>	<p>Ongoing (August - June)</p>	<p>none</p>	<p>none</p>	
<p>Improvement of Instructional Strategies and/or Materials: High achieving students will be given standards based challenge activities provided by the publishers, and other appropriate materials to provide higher level instruction and activities. The GATE students will participate in the District GATE program as well as . Computer and Smart Board Technology will be integrated into the instruction. Computer software needed to meet the needs of our advanced students will be researched, purchased and integrated into the ELA program. A library media assistant research and purchase high level reading materials. A technology specialist will over see the computer lab and provide needed assistance to teachers in their use of the lab to support and extend the curriculum for the advanced students in the classroom.</p>	<p>Ongoing (August - June)</p>	<p>supplies and materials</p>	<p>\$200</p>	<p>SLIP PTA</p>
<p>Extended Learning Opportunities and Time: Differentiated instruction will increase the opportunity for high achieving students to be challenged in their learning. Book clubs, higher level novels will be tagged in the library, and the District GATE program will be accessible to these students. Qualified GATE students will participate in the District's GATE program.</p>	<p>Ongoing (August - June)</p>	<p>Supplies and materials Library books purchased through PTA</p>	<p>\$200</p>	<p>SLIP PTA</p>

SCHOOL GOAL # 4				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Professional Collaboration Needs: At staff meetings, Early Release Wednesdays, and during common preps, staff will collaborate to analyze student progress, work, and teaching practices with an emphasis on what students are learning. The analysis of assessments will be used to drive instruction. Teachers will share best practices. Substitutes and staff will be provided to enable teachers to observe instruction in other classrooms and schools.	Ongoing (August - June)	none	none	

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	295	282	282	213	195	192	11	13	13	10	13	18
Growth API	855	892	893	871	921	916						
Base API	855	855	887	886	872	914						
Target	A	A	A	A	A	A						
Growth	0	37	6	-15	49	2						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	45	43	44	16	17	15	45	38	27	26	26	23
Growth API												
Base API	764											
Target	5											
Growth												
Met Target												

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability

District Data						
PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	218	196	250			
Percent with Prior Year Data	100%	100%	96.8%			
Number in Cohort	218	196	242	117	95	133
Number Met	147	99	165	64	30	66
Percent Met	67.4%	50.5%	68.2%	54.7%	31.6%	49.6%
NCLB Target	48.7%	50.1%	51.6%	48.7%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	202	207	205	154	160	151	5	7	7	--	7	14
Percent At or Above Proficient	68.5	73.1	72.7	72.3	81.6	78.6	45.5	53.8	53.8	--	53.8	77.8
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	98	100	100	95	100	100	94	100	100	94
Number At or Above Proficient	22	20	22	6	5	4	21	22	13	18	10	6
Percent At or Above Proficient	48.9	46.5	50.0	37.5	29.4	26.7	46.7	57.9	48.1	48.6	37.0	26.1
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	206	233	238	158	168	172	6	9	9	--	10	16
Percent At or Above Proficient	69.8	82.3	84.4	74.2	85.7	89.6	54.5	69.2	69.2	--	76.9	88.9
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	98	100	100	95	100	100	94	100	100	94
Number At or Above Proficient	22	30	27	6	9	4	24	26	17	19	14	6
Percent At or Above Proficient	48.9	69.8	61.4	37.5	52.9	26.7	53.3	68.4	63.0	51.4	51.9	26.1
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1			4	80	1	20						5
2					5	100						5
3			*****	***	*****	***						3
4	2	33	1	17	3	50						6
5	2	50			1	25	1	25				4
Total	4	17	6	26	12	52	1	4				23

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Martinez Unified School District has adopted content standards aligned to the state standards and frameworks in the following areas: language arts, mathematics, history and social science, health, science, visual and performing arts, and physical education. John Swett Elementary School's class/course content and activities adhere to the standards as appropriate for each grade level and course. Each content area is reviewed and updated every seven years to assure compliance with the state education code, district policy and state standards. A teacher(s) and parent from the school serve on the district's Curriculum Advisory Council (CAC) which is responsible for reviewing curricular issues and policies.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

One hundred percent of the teachers at John Swett Elementary School meet the No Child Left Behind definition of Highly Qualified. In addition all, except one, are CLAD or SB395 certified.

Each year the district adopts a staff development plan. The plan is based on the following design elements:

- A. Student Data: Uses standards-based student performance and achievement data, including student feedback, teacher/staff observation, and analysis of student work and test scores, as part of the process for individual and organizational learning.
- B. Planning: Uses a coherent long-term professional development planning process, connected to the district and/or site strategic plans that reflect both site-based priorities and individual learning needs.
- C. Time: Provides time for professional learning to occur in a meaningful manner.
- D. Leadership: Respects and encourages the leadership development of teachers and support staff.
- E. Content & Pedagogy: Develops, refines and expands employee's pedagogical repertoire, content knowledge and the skill to integrate both in a standards based system.
- F. Inquiry: Provides for and promotes the use of continuous inquiry and reflection.
- G. Collaboration: Provides for collaboration and collegial work, balanced with opportunities for individual learning.
- H. Adult Learning: Follows the principles of best practices in teaching, including providing comfortable, respectful environments conducive to adult learning.

- I. Support: Creates broad-based support of professional development from all sectors of the organization and community through reciprocal processes for providing information and soliciting feedback.
- J. Accountability: Builds in accountability practices and evaluation of professional development programs to provide a foundation for future planning.
- K. Research: Uses research to validate and/or create standards-based educational practices supporting student learning.

In addition to making sure staff development plans incorporate as many of the design elements as possible, plans must identify funding resources to support annual professional development activities and address content and grade level articulation whenever appropriate. The development of professional learning communities are a focus for professional development district wide. Professional development needs are determined in relation to the student performance needs and shared with the district Curriculum Advisory Council to coordinate professional development on a district wide basis. Based on the student and staff needs, the current focus of the John Swett Elementary School professional development is in the following areas:

Professional learning communities, Data Director, Math instructional strategies and knowledge to reinforce student learning for those performing below the proficient level; implementation of standards-based English language arts instructional materials; effective integration of technology with math and language arts instruction; training and implementation of differentiated instructional strategies; training in improving student writing, and site visits, collaboration, book studies focused on the comprehension strategies found developed by Ellin Keene in Mosaic of Thought.

Teaching and Learning

- 9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
- 11. Lesson pacing schedule (EPC)
- 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Using the adopted materials that align with the state standards the emphasis is on learning. Students are assessed in English Language Arts and Math on a formal basis each trimester. On-going formal and informal assessments and classwork are used to evaluate the instruction, place students in the Learning Center, set individual student goals, plan instruction and make curriculum adjustments. Instruction is revised and reteaching occurs as needed to ensure that all students meeting grade level expectations. Teachers and administrators collaborate regularly to design and implement instruction that exemplifies best practices. Standard areas where students need more assistance are targeted and intervention classes focusing on specific math and language arts standards are planned using the performance data.

Some of the assessment tools that are used are: teacher observation and informal assessments, STAR test, publisher tests, District writing sample, chapter tests, perceptual motor screening, and Accelerated Reader assessments.

Opportunity and Equal Educational Access

- 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- 15. Research-based educational practices to raise student achievement at this school (NCLB)
- 16. Opportunities for increased learning time (Title I SWP and PI requirement)
- 17. Transition from preschool to kindergarten (Title I SWP)

The school district has a strong and long standing commitment to providing current instructional materials to all Martinez students (GATE, English language learners, Title I students). In almost all content areas the district provides each student with a textbook. In addition, class sets of books are sometimes purchased to support the instructional needs of students. Included in the instructional materials selection process is educational technology aligned to the materials adopted.

In order to enable under performing students to meet standards, the district has implemented class size reduction, counseling services, summer interventions. At John , 504 program, CARE meetings, leveled subjects, intervention classes, Read Naturally, Accelerated Reader, parent volunteers, perceptual motor classes , music classes and the Learning Center.

Students not meeting standards are brought into the Learning Center for standards interventions. They also have the opportunity to enroll in before and after school intervention classes. The Resource Specialist Program, the Speech & Language program, the ELL program, the Occupational Therapist program, and instructional aides are all used to meet the needs of students on IEPs or those learning English.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The district adopts core textbooks district wide, assuring continuity of and equal access to standards-based materials for all students. In adoption years, a district instructional materials selection committee, consisting of teachers and administrators, reviews the instructional materials adopted by the state for specific subjects. The instructional materials selection committee determines which texts/materials best meet the instructional needs of all students. The committee recommends several series to be reviewed by teachers and the community. All materials considered for adoption are evaluated using the content standards. Once all evaluations are tabulated, the committee makes a recommendation to the school board for adoption.

Funding

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

School funding comes from Categorical Funding (SLIP, Art/Music/PE one time grant, Art/Music ongoing grant), our General Fund and Community and Martinez Ed Foundation donations. Our PTA also support many of our programs and our technology purchases.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$49,327 with \$1761 carryover from 06-07
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school:	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe(42))	
Total amount of federal categorical funds allocated to this school:	

Total amount of state and federal categorical funds allocated to this school:	\$51,088
--	-----------------

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2009-10 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs	\$51,088			
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (John Swett Elementary School)

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

Other (**list**)

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 Local Improvement 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 on: 12/19/2007 and revised 01/05/10

Attested:

Marjorie Pampe

Typed name of school principal

Signature of school principal

Date

Debra Carey and/or Jennifer
Clausen

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - School Site Council Membership: John Swett Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly House	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cindy Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Moberg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paula Troy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Clauson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Cerri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Roque	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marissa Rangel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Carey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JoAnn Buccellato	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marjorie Pampe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	2	5	

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