

# The Single Plan for Student Achievement

## John Muir Elementary School

07617396003826  
CDS Code

Date of this revision: February 23, 2010

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

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

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### School District **Martinez Unified School District**

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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.

### John Muir Elementary Mission Statement

We promote student achievement and prepare students to become contributing members of a diverse society by sustaining a safe and supportive learning environment where each student is a valued individual.

### **III. School Profile (Optional)**

The 08-09 School Accountability Report Card is available for review on the website February 19, 2009.

### **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**

Consistent attendance is gradually improving. As of this report, John Muir's average daily attendance is 94.16%. The average daily attendance rate for elementary schools is 96.01%. The office staff contacts families daily to verify absences. The principal utilizes the School Attendance and Review Team (SART) and School Attendance Review Board (SARB) to meet with parents of habitually tardy or absent students. We continue to build stronger partnerships between home, school, and outside agencies, to improve the average daily attendance rate. Currently, staff is exploring various incentive programs to increase student attendance.

## 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:

<b>SCHOOL GOAL # 1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Students will write with a command of standard English conventions appropriate to this grade-level.	
<b>Student groups and grade levels to participate in this goal:</b> Students in kindergarten and grades 1-5; students with disabilities; English Learners; Hispanic/Latino; socio-economic/disadvantaged.	<b>Anticipated annual performance growth for each group:</b> 5%
<b>Means of evaluating progress toward this goal:</b> Monitor district writing assessments; California English-Language Arts (ELA) Content Standards test (CST) results; district ELA common benchmark assessments; ELA essential learnings	<b>Group data to be collected to measure academic gains:</b> Analyze district ELA common benchmark assessments; CST, district and site writing assessments

<b>SCHOOL GOAL # 1</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of instruction with state content standards:</b> The John Muir staff will align writing instruction to the California English-Language Content Standards. Staff will analyze all formative and summative standards-based assessments and adjust instruction to improve student achievement.	Sept 2009 ongoing	printing	to be determined	MUSD John Muir
<b>Improvement of instructional strategies and/or materials:</b> <ul style="list-style-type: none"> <li>- Utilize Word software</li> <li>- Co-writer and Write Out Loud software</li> <li>- KidPix Deluxe 4 software</li> <li>- Board Language</li> <li>- English Language Development strategies</li> <li>- Differentiated Instruction strategies</li> <li>- Use of SMART Board</li> <li>- Lexia Primary Reading</li> <li>- Lexia Strategies for Older Students</li> </ul>	Sept 2009  ongoing	software	\$600	General  Donations  Grants
<b>Extended learning time:</b> <ul style="list-style-type: none"> <li>- Learning Center support for students below grade-level proficiency</li> <li>- Targeted instruction opportunities for all students</li> <li>- Students offered intervention and enrichment classes within the school day</li> <li>- Homework class</li> <li>- Summer school opportunities for students with disabilities</li> </ul>	Sept 2009 ongoing	intervention support	\$5,000	MUSD  John Muir staff

<b>SCHOOL GOAL # 1</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Increased educational opportunity:</b> - School-wide writing activities - Learning partners - Small group instruction - Cross-grade level buddies	Sept 2009  ongoing			
<b>Professional development needs:</b> - Benicia/Martinez School Leadership  Professional Learning Community Academy training - Board Language training - Differentiated Instruction training - Data Director training	Aug 2009 ongoing	substitutes  in-service registration	to be determined	MUSD  General
<b>Professional collaboration needs:</b> - Professional Learning Communities time for district and site collaboration time - Grade-level meetings - Cross grade level team meetings - K-5 agreement on ELA essential learnings	Sept 2009  ongoing	substitutes	to be determined	MUSD  John Muir
<b>Participation by staff, parents and community:</b> - Review and interpret student assessment data - Pace standards-based curriculum for each trimester - Send student progress reports for Trimesters 1 & 2 - Parent-teacher conferences - CARE team meetings	Aug 2009 ongoing	printing	to be determined	
<b>Service needed for students and parents:</b> (If appropriate include references to transitions from preschool, elementary and middle school).				
<b>Program effectiveness monitoring and/or review:</b> - District and site review of state, district, site assessment data - Grade-level team meetings - Cross-grade level meetings - Student writing portfolios	Aug 2009  ongoing	substitutes	to be determined	MUSD  John Muir

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL # 2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Students will write clear and coherent sentences and paragraphs that develop a central idea.	
<b>Student groups and grade levels to participate in this goal:</b> Students in kindergarten and grades 1-5; students with disabilities; English Learners; Hispanic/Latino; socio-economic/disadvantaged.	<b>Anticipated annual performance growth for each group:</b> 5%
<b>Means of evaluating progress toward this goal:</b> Monitor district writing assessments; California ELA Content Standards test data; Houghton-Mifflin assessments; district ELA common benchmark assessments; other.	<b>Group data to be collected to measure academic gains:</b> Analyze district writing assessments; state standardized test data; theme tests

<b>SCHOOL GOAL # 2</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of instruction with state content standards:</b> The John Muir staff will align writing instruction to the California English-Language Content Standards. Staff will analyze all standards-based assessments and adjust instruction to improve student achievement.	Sept 2009 ongoing			
<b>Improvement of instructional strategies and/or materials:</b> <ul style="list-style-type: none"> <li>- Utilize Word software to write letters and essays</li> <li>- Utilize Power Point software with students researching and writing information</li> <li>- Co-writer and Write Out Loud software</li> <li>- KidPix Deluxe 4 software</li> <li>- Differentiated Instruction</li> <li>- English Language Development strategies</li> <li>- Board Language</li> <li>- Use of SMART board</li> </ul>	Sept 2009 ongoing	substitutes	to be determined	MUSD Donations
<b>Extended learning time:</b> <ul style="list-style-type: none"> <li>- Learning Center support for students below grade-level proficiency</li> <li>- Students offered intervention and enrichment classes within the school day.</li> <li>- Targeted instruction opportunities for all students</li> <li>- Homework club</li> <li>- Summer school opportunities for students with disabilities</li> </ul>	Sept 2009 ongoing		to be determined	MUSD General
<b>Increased educational opportunity:</b> <ul style="list-style-type: none"> <li>- Participation in school-wide writing activities</li> <li>- Small groups</li> <li>- Learning partners</li> <li>- Homework Club</li> </ul>	Oct 2009 ongoing		\$300	
<b>Professional development needs:</b> <ul style="list-style-type: none"> <li>- District and site grade level and cross grade level meetings</li> <li>- Board Language training</li> <li>- Data Director training</li> <li>- Benicia/Martinez Professional Learning Community Academy training</li> </ul>	Aug 2009 ongoing	substitutes	\$1,500	MUSD General

<b>SCHOOL GOAL # 2</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Professional collaboration needs:</b> - K-5 agreement on ELA essential learnings - Grade level meetings - Cross grade level team meetings - Professional Learning Communities; district and site	Aug 2009 ongoing	substitutes	to be determined	MUSD General
<b>Participation by staff, parents and community:</b> - Review and interpret student assessment data - Pace standards-based curriculum for each trimester - Student progress reports for Trimesters 1 & 2 - Parent-teacher conferences and CARE team meetings	Aug 2009 ongoing	substitutes	to be determined	General
<b>Service needed for students and parents:</b> (If appropriate include references to transitions from preschool, elementary and middle school)				
<b>Program effectiveness monitoring and/or review:</b> - Review of state, district, site assessment data - Grade-level team meetings - Cross-grade level meetings - Student writing portfolios	Aug 2009 ongoing	substitutes	to be determined	General Staff awards

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL # 3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Students will understand and use grade-level appropriate concepts and skills in measurement and geometry to analyze and solve problems.	
<b>Student groups and grade levels to participate in this goal:</b> Students in Grade 5; students with disabilities; English Learners; Hispanic/Latino; socio-economically disadvantaged.	<b>Anticipated annual performance growth for each group:</b> 5%
<b>Means of evaluating progress toward this goal:</b> Monitor district math common benchmark assessments; California Math Content Standards test data.	<b>Group data to be collected to measure academic gains:</b> Analyze common benchmark assessments; chapter tests; student work

<b>SCHOOL GOAL # 3</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of instruction with state content standards:</b> The John Muir staff will align math instruction to the California Math Content Standards. Staff will analyze all standards-based assessments and adjust instruction to improve student achievement.	Aug 2009 ongoing	to be determined	to be determined	MUSD General
<b>Improvement of instructional strategies and/or materials:</b> <ul style="list-style-type: none"> <li>- Pace (map) benchmarks</li> <li>- Use math vocabulary</li> <li>- Board Math</li> <li>- Student journals</li> <li>- Use of SMART board</li> <li>- Hands-on materials</li> <li>- Utilize MacMillan/McGraw Math Website and others</li> </ul>	Aug 2009 ongoing	to be determined	to be determined	General
<b>Extended learning time:</b> <ul style="list-style-type: none"> <li>- Students below grade-level proficiency</li> <li>- Students offered intervention and enrichment classes within the school day</li> <li>- Targeted instruction opportunities for all students</li> <li>- Homework club</li> <li>- Summer school opportunities</li> </ul>	Oct 2009 ongoing	intervention classes	to be determined	MUSD
<b>Increased educational opportunity:</b> <ul style="list-style-type: none"> <li>- Integrate math into other core curricula</li> <li>- Teach mini lessons as part of daily routines and throughout the school day, within and outside of the classroom</li> <li>- Cooperative learning groups, peer tutors</li> <li>- Family math activities and games</li> <li>- Glencoe Math Intervention Strategies and Activities software (diagnose, re-teach and assess)</li> <li>- Macmillan/McGraw math materials and website</li> <li>- Harcourt School Math Website and password for home.</li> <li>- Cooperative learning groups, peer tutors</li> </ul>	Sept 2009 ongoing	to be determined	to be determined	General

<b>SCHOOL GOAL # 3</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Professional development needs:</b> - Benicia/Martinez Professional Learning Community Academy training for teachers and principal - Board Math training - SMART board training, multi-level - Macmillan/McGraw and Glencoe Math Adoption trainings	Sept 2009  ongoing		\$2,000	MUSD  General  Donations
<b>Professional collaboration needs:</b> - Professional Learning Communities  District and site collaboration - Agree on K-5 district-wide math essential learnings per grade level - Grade-level meetings at site and district levels - Cross-grade level team meetings at site and district levels	Sept 2009  ongoing	to be determined	to be determined	
<b>Participation by staff, parents and community:</b> - Home projects - Parent information, including terminology - Student Progress Reports for Trimesters 1 & 2 - Info parents and staff of MacMillan/McGraw Math Website - Parent-teacher conferences; CARE team meetings	Sept 2009 ongoing	Printing costs	\$200	General  MUSD
<b>Service needed for students and parents:</b> (If appropriate include references to transitions from preschool, elementary and middle school)				
<b>Program effectiveness monitoring and/or review:</b> - Review state, district and school assessment data, teacher made tests; survey results - Student math portfolios - review pacing calendar - Review math essential learnings			to be determined	

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL # 4</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> <b>All teachers and students</b> (including ELL, Title I, GATE and special needs students) will use technology resources as instructional and learning tools to help implement the California Content Standards in English/Language Arts, Mathematics, and Science.	
<b>Student groups and grade levels to participate in this goal:</b> Staff and students in Kindergarten-grades 1-5; students with disabilities; English Learners; Hispanic/Latino; socio-economic/disadvantaged.	<b>Anticipated annual performance growth for each group:</b> 5%
<b>Means of evaluating progress toward this goal:</b> Monitor school benchmark assessments; state standardized test data; STAR Reading and Accelerated Reader student progress reports; Lexia Primary Reading; Reading for Older Students	<b>Group data to be collected to measure academic gains:</b> Analyze Data Director reports; CSTs in English-Language Arts, Science, and Mathematics; STAR Reading data

SCHOOL GOAL # 4				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38)</b> <b>Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of instruction:</b> The John Muir Technology Plan will align to the Martinez Unified School District Technology Plan, 2007-2010.	2009-10 ongoing			
<b>Improvement of instructional strategies and/or materials/equipment:</b> <ul style="list-style-type: none"> <li>- Purchase 39 classroom computers</li> <li>- Purchase 5 SMART Boards</li> <li>- Purchase 1 scanner</li> </ul>	March 2010 ongoing		\$18,000	Donations
<b>Extended learning time:</b> <ul style="list-style-type: none"> <li>- Targeted instruction opportunities</li> <li>- Offer intervention classes within the school day to all students</li> <li>- Use Read Naturally; Lexia; and Co-writer and Write Outloud; Accelerated Reader and STAR program software in the classroom and lab</li> </ul>	Sept 2009 ongoing		to be determined	MUSD General
<b>Increased educational opportunity:</b> <ul style="list-style-type: none"> <li>- Access to the computer lab</li> <li>- Access to classroom computer stations</li> <li>- Expand Accelerated Reader book titles</li> </ul>	Aug 2009 ongoing		to be determined	Donations
<b>Professional development needs:</b> <ul style="list-style-type: none"> <li>- Grade level meetings</li> <li>- Cross grade level meetings</li> <li>- Technology trainings               <ul style="list-style-type: none"> <li>SMART Board training</li> <li>Ed1stop</li> <li>Data Director</li> <li>Macmillian/McGraw Hill resources</li> <li>Parent Link</li> </ul> </li> </ul>	Oct 2009 ongoing	substitutes	\$1,200	MUSD General

<b>SCHOOL GOAL # 4</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Professional collaboration needs:</b> - Professional Learning Communities district and site collaboration - Grade level meetings - Cross grade level meetings	Aug 2009 ongoing		substitutes to be determined	MUSD
<b>Participation by staff, parents and community:</b> - Review technology survey results - Offer technology trainings - Staff analyzes data - Utilize free websites	Aug 2009 ongoing	Supplies Printing	to be determined	General
<b>Service needed for students and parents:</b> (If appropriate include references to transitions from preschool, elementary and middle school)				
<b>Program effectiveness monitoring and/or review:</b> - Research projects - Student portfolios - Technology surveys, state, district, site - Evaluations - District and site goals	Oct 2009 ongoing		\$300	General

## 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	232	235	225	149	141	130	13	15	16	3	5	7
Growth API	807	817	807	813	832	836						
Base API	765	809	811	784	809	831						
Target	5	A	A	5	A	A						
Growth	42	8	-4	29	23	5						
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	58	64	56	31	36	31	70	85	75	37	30	37
Growth API	795	803	774				751	760	762			
Base API	733	809	789				703	763	750			
Target	5	A	5				5	5	5			
Growth	62	-6	-15				48	-3	12			
Met Target	Yes	Yes	No				Yes	No	Yes			

**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%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**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	99	100	99	100	100	100	100	100	100
Number At or Above Proficient	124	126	123	87	84	82	1	3	4	--	--	--
Percent At or Above Proficient	53.4	52.9	54.7	58.4	59.6	63.1	7.7	18.8	25.0	--	--	--
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	99	100	100	100	100	99	99	100	100	98	100
Number At or Above Proficient	28	33	26	13	14	14	30	32	30	7	9	11
Percent At or Above Proficient	48.3	50.8	46.4	41.9	38.9	45.2	42.9	36.8	40.0	17.5	27.3	29.7
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 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	147	158	145	94	101	93	6	5	7	--	--	--
Percent At or Above Proficient	63.4	66.1	64.4	63.1	71.6	71.5	46.2	31.3	43.8	--	--	--
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	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	38	40	33	16	22	17	34	47	40	15	19	14
Percent At or Above Proficient	65.5	60.6	58.9	51.6	61.1	54.8	48.6	53.4	53.3	37.5	55.9	37.8
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 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	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>							*****	***				1
<b>1</b>	3	33			5	56			1	11		9
<b>2</b>			2	29	3	43	2	29				7
<b>3</b>	1	20	1	20	3	60						5
<b>4</b>	2	18	4	36	5	45						11
<b>5</b>			*****	***	*****	***						3
<b>Total</b>	6	17	8	22	18	50	3	8	1	3		36

## **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)

### 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)

### 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)

### 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)

### 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)

### Funding

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

## 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 checked="" 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.	\$39,674
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
<b>Total amount of state categorical funds allocated to this school:</b>	<b>\$39,674</b>

<b>Federal Programs under No Child Left Behind (NCLB)</b>		<b>Allocation</b>
[ ]	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[ ]	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[ ]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
[X]	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$74,109
[ ]	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	
[ ]	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[ ]	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[ ]	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	
[ ]	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[ ]	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[ ]	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[X]	Other Federal Funds (list and describe(42) One-time only federal funds, Title I American Recovery and Reinvestment Act (ARRA) funds, to be used in the 2009-2010 school year, to improve student achievement specific to identified Title I (at-risk) students.	\$35,112
<b>Total amount of federal categorical funds allocated to this school:</b>		<b>\$109,221</b>

<b>Total amount of state and federal categorical funds allocated to this school:</b>	<b>\$148,895</b>
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(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				
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	<b>Director of Special Programs:</b> 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	<b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.				
2422	<b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support				
2442	<b>Technician:</b> Provides network support for language arts intervention programs				
2452	<b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support				
2432	<b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.				
2932	<b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	<b>Employee Benefits:</b> Certificate and classified benefits				
4000	<b>Supplies:</b> Programming curriculum materials, office supplies, computer software				
5000	<b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing				
	<b>TOTALS</b>				

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 Muir 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:

Attested:

Kathlean Kizziee

Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Melinda Metcalf

Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### Student Pledge:

#### The student responsibilities are to:

- ... come to school ready to learn
- ... attend classes on time
- ... follow school and classroom rules
- ... not interfere with the rights of others
- ... accept responsibility for your own behavior
- ... finish assigned homework on time and return it
- ... discuss notes from school with your parents
- ... communicate with your parents, guardians, and teacher
- ... respect school property, staff, others and yourself.

### Parents Pledge:

#### The parent responsibilities are to:

- ... be involved in your child's education
- ... encourage in your child a desire to learn
- ... guide your child to develop acceptable behavior including self- control and accountability for his or her actions
- ... know, understand and support school and classroom rules your child must follow
- ... make sure your child is in school regularly and on time
- ... encourage your child to complete his/her homework
- ... encourage your child to engage in reading activities
- ... ensure that your child is well-groomed, has a healthy diet, and adequate sleep
- ... respect and support all staff

### Staff Pledge:

#### The staff responsibilities are to:

- ... reflect a personal enthusiasm for learning
- ... assist students to make the appropriate choices
- ... communicate with students and parents in a regular and positive manner regarding successes, problems and proposed solutions
- ... assist in the development, communication and enforcement of the rules
- ... establish a system of mutual support in the development of student self-management
- ... offer a program that provides for individual differences

Revised November 5, 2008 by the John Muir School Site Council.

## Appendix G - School Site Council Membership: John Muir 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
Wesley Brinkman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Carroll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Julian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathlean Kizziee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mona Kolodzie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melinda Metcalf	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Silberman	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Morrill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sylvia Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chuck Yaeger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

(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.