

The Single Plan for Student Achievement

Las Juntas Elementary School

07617396003842
CDS Code

Date of this revision: 3/1/2010

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 4/26/2010.

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.

Mission Statement:

As a school community it is our belief, each student is a valued individual with unique physical, social, emotional, and intellectual needs.

It is our mission to create a safe and supportive environment in which all students can learn the skills and knowledge needed to reach their potential as contributing members of society.

Las Juntas Motto:

Assuring high levels of learning for all students!

III. School Profile

The experienced and highly respected staff at Las Juntas is committed to improving student achievement. Curriculum and lesson plans are aligned to district and state standards in all content areas, including life-long learning. Consistent examination of student data and student work drives instruction to improve learning for all 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

Professional Learning Communities is a focus of the Martinez Unified School District in an effort to increase the amount of quality learning time and to better meet the needs of historically underserved student populations. District and site administrators and key staff members have been trained in the Professional Learning Communities framework and serve as a leadership team for the district's elementary schools. Each site's leadership team guides and supports the staff in the implementation of Professional Learning Communities processes and procedures at each respective grade level. This Professional Learning Community process is supported by an abundance of education research on the best practices for increasing student achievement. The foundation of this work is centered on collective inquiry, collaboration, working with formative common assessments to provide accurate and timely feedback on student learning.

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 good teaching and learning, 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 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.

Each year the staff at Las Juntas analyzes the student performance data (STAR, report cards, district assessments) to assess the academic needs of students. Staff 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 Las Juntas staff development is in the following areas: Professional Learning Communities professional development to meet the needs of all learners; continued implementation of standards-based English language arts instructional materials; and effective integration of technology with math and language arts instruction

The staff at Las Juntas has been trained in the Professional Learning Community framework to meet needs of all learners. Since time banking has been adopted, staff now has adequate time to analyze student work to determine next steps for improved instruction. Becoming and working as a professional learning community will be the focus of our collective inquiry, and collaboration among the staff at Las Juntas. The majority of our staff has been trained in SDAIE/CLAD strategies to meet the academic needs of our English Learners. A Bilingual Para educator is also on staff to assist with and support out English Learners as well as their parents. After school intervention classes are offered to students not meeting grade level standards

Categorical funds are used to employ a school counselor who assists students with social, emotional and family problems that may impede academic progress. EIA funds support a six hour English Learner Para-educator to support and assist English Learners.

Additionally, the work being done to become and develop as a Professional Learning Community will provide SMART (Strategic Measurable Attainable Research-based Time-bound) Goals for increasing student achievement. These goals will coincide with our goals listed below in the Single Plan for Improved Student Achievement.

The staff at Las Juntas uses the results from the following assessments to modify and improve student achievement: California Standards Test and CAT/6 (STAR Tests), SABE, District writing assessment, CELDT results, Grade level assessments, Report cards, teacher developed assessments and standards based assessments that are provided by the state adopted curriculum.

Additionally, our staff will be using the results of district wide common benchmark assessments three times throughout the year to monitor student progress and make any needed adjustments in instructional practices.

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

V. Description of Barriers and Related School Goals

School, district, and community barriers to improving student achievement:

The state budget deficit has had a negative impact on the services that can be offered to all students at Las Juntas. The decrease of funds to schools has resulted in loss of personnel and programs that assist low achieving students. Fifty percent (50%) of our students are currently on free and reduced lunch. Many of the parents who have children on free and reduced lunch find it difficult to support their child's learning at home, therefore staff must provide much of the support that is not provided at home. Language barriers, excessive absences, and frequent school mobility are also barriers to improving student achievement.

Limitations of the current program that prevent underperforming students from meeting standards:

The main limitations that exist at Las Juntas to enable under performing students to meet standards are excessive absences, low skill levels of students, language barriers, lack of home support, and emotional and behavioral problems.

Unfortunately, the budget crisis has had a negative impact on the programs and personnel that have existed in the past to address and lessen some of these limitations.

Strategies to increase parental involvement through means such as family literacy services:

The staff at Las Juntas recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education the following practices and communications are implemented at Las Juntas Elementary School:

- A Parent/Student handbook is distributed to each family annually that outlines school's policies, practices and procedures. This handbook is also translated in Spanish.
- A weekly newsletter is distributed in both English and Spanish that includes a Principal's message, upcoming activities, news from our specialists, and student work.
- A counselor is hired to work with students and families to assist students in being more successful academically and socially.
- A translator is provided when necessary for conferences, IEP's, and meetings.
- Parents are given ways they can support their child's academic success at parent/teacher conferences as well as in teacher and principal newsletters.
- Parents are encouraged to serve as volunteers in the school, attend school performances and school meetings, and participate on School Site Council, PTA, and other advisory councils.

Plans for assisting preschool children in the transition from early childhood programs:

In the spring, the school assists with transition of children from preschool to kindergarten by conducting parent and student school visitations. Reciprocal communication between the school and preschools occurs prior to kindergarten enrollment and throughout the kindergarten year. Kindergarten teachers conduct, for the parents of preschool children, transition meetings at the preschools. After a child enrolls in kindergarten, student records are transferred and reviewed by the site staff. Each spring the district conducts a kindergarten registration process. Available at the registration sessions are representatives of the English Learner program, health services, and educational services. By federal mandate the district must conduct an annual preschool "seek and find" special education effort. This process is coordinated with the local preschools with initial assessment and referral occurring at the preschool site. Martinez Adult Education conducts preschool parenting classes and supports the operation of the Martinez Unified School Districts Cooperative Preschool. The district partners with the Contra Costa County Headstart Program. Headstart currently rents three classrooms from the district. Headstart preschool services are available to all attendance area preschool children who meet the eligibility criteria. In addition, the Headstart program provides integration services to the district preschool special day class.

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:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) By June of 2011 increase the percentage of all students scoring at proficient and above on Math CST to 86% or greater.	
<ul style="list-style-type: none"> • By June 2009, increase percentage to 74% (Met June 2009 @ 76%) • By June 2010, increase percentage to 81% • By June 2011, increase percentage to 86% 	
Student groups and grade levels to participate in this goal: All students in grades 2-5.	Anticipated annual performance growth for each group: 5% incremental growth rate
Means of evaluating progress toward this goal: STAR Test Results will be used to determine progress toward goal, as well as district common benchmark assessments.	Group data to be collected to measure academic gains: CST scores

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: The staff at Las Juntas has maintained alignment of all instruction to the state content standards. Standards based curriculum is fully implemented in this curricular area. The staff will continue to analyze all assessments results and student achievement data to monitor student learning needs to adjust instruction and programs accordingly. The staff has created and refined the kindergarten through fifth grade essential learning standards with vertical and horizontal alignment taken into consideration.	Ongoing	None	N/A	N/A
Improvement of instructional strategies and/or materials: Standards Based Math materials will maintain a full implementation throughout the time period of these goals. The staff of Las Juntas will continue to develop appropriate instructional strategies based on student learning needs. Additionally, the school will continue to focus on using technology as a medium for delivering effective instruction. Staff has been trained in the Professional Learning Communities framework and will continue using this as a tool to allow all students appropriate access to grade level curriculum. The staff will make students aware of standards being taught through daily lessons and curricular units.	Ongoing	Professional Development	1,000	Title 1 funds & district professional development budget

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 time: Students may be offered after school intervention classes in the content areas they are not meeting standards. Homework Club is available to students in grades 4 and 5. Students qualifying for the GATE program will continue to receive during the day instruction and extension of their grade level curriculum. Other students may receive intervention support from our Learning Support Room as part of our tiered response to intervention strategies.</p> <p>As a Professional Learning Community, Las Juntas will continue analyzing all programs to address providing the most effective intervention possible for all students.</p>	Ongoing	None	N/A	N/A
<p>Professional development needs: Staff needs ongoing staff development in effective instructional strategies, pacing and sequencing of instruction, and implementation of technology as a medium for instruction. Additionally, staff development will be centered and focused on the development of a successful Professional Learning Community including the building of collaborative teaching teams focused on student achievement.</p>	Ongoing	Professional Development	1,500	Title 1 funds & district professional development budget
<p>Professional collaboration needs: As a result of time banking, staff will have time to collaborate several times a month to discuss and analyze student work as well as discuss strategies to improve achievement. Staff will work as collaborative teams focused on student learning by analyzing student learning data and applying those findings to our instructional programs and strategies. Our staff has additionally committed to meeting for vertical and horizontal collaboration sessions once every month.</p>	Ongoing	None	N/A	N/A
<p>Participation by staff, parents and community: The staff, school site council, and parent teacher association will continue to use many sources of information and data to analyze school achievement data. Through this analysis stakeholders will be able to contribute their input and help provide direction and focus for the continued development of student learning.</p>	Ongoing	None	N/A	N/A
<p>Service needed for students and parents:</p> <ul style="list-style-type: none"> • A bilingual paraeducator is available for both written and verbal translations. • Martinez Adult School offers classes for parents to develop English skills. • Parents of incoming Kindergarten students are offered an orientation in the spring prior to child entering as well as written information. • Counseling services for both students and parents. • Fifth grade students and parents are given an orientation in the spring prior to student entering the junior high. 	Ongoing	.8 Counselor Position & ELL Paraeducator	57,735 & cost of bilingual paraeducator	Title 1 funds & General fund
<p>Program effectiveness monitoring and/or review: Program will be monitored by principal, staff, and school site council.</p> <p>Results that will be used to determine improved student learning will be the STAR tests, Standards-based tests, teacher developed tests.</p>	Ongoing	None	N/A	N/A

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 2011, increase the percent of all students scoring at proficient or above on the ELA CST to a total of 77% or greater.</p> <ul style="list-style-type: none"> • By June 2009 increase percentage to 62% (Met June 2009 @ 67%) • By June 2010, increase percentage to 72% • By June 2011, increase percentage to 77% 	
<p>Student groups and grade levels to participate in this goal: All students in grades 2-5.</p>	<p>Anticipated annual performance growth for each group: 5% incremental growth rate</p>
<p>Means of evaluating progress toward this goal: STAR Test Results will be used to determine if goal was achieved, as well as district common benchmark assessments.</p>	<p>Group data to be collected to measure academic gains: STAR Test Results</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
<p>Alignment of instruction with district content standards: The staff at Las Juntas has maintained alignment of all instruction to the state content standards. Standards based curriculum is fully implemented in this curricular area. The entire staff will continue to analyze all assessments results and student achievement data to monitor student learning needs to adjust instruction and programs accordingly.</p>	Ongoing	None	N/A	N/A

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
<p>Improvement of instructional strategies and/or materials: Standards based Language Arts materials were purchased during the 2003-2004 school year. Staff has been trained in Differentiated Instruction and Houghton Mifflin writing curriculum to meet the varying academic needs of students. During the 2004-2005 school year, staff secured \$21,000 in grant money to purchase supplemental Houghton Mifflin materials to meet the academic needs of all learners. Staff has also met with representatives from Houghton Mifflin to receive support with differentiated instruction.</p> <p>Standards Based Language Arts materials will maintain a full implementation throughout the time period of these goals. The staff of Las Juntas will continue to develop appropriate instructional strategies based on student learning needs. Additionally, the school will continue to focus on using technology as a medium for delivering effective instruction. Students will gain access to Lexia, Accelerated Reader, and STAR Reading assessments to receive needed support in the areas of decoding, reading comprehension, and vocabulary. STAR Reading will allow teachers to assess students reading ability/level quickly and make informed decisions about instructional needs.</p> <p>Staff has been trained in the Professional Learning Community framework and will continue using this as a process to provide all students appropriate access to grade level curriculum. The staff will make students aware of standards being taught through daily lessons and curricular units.</p>	Ongoing	Accelerated Reader, Lexia, and STAR Reading Assessment computer software programs	15,000	ARRA one-time funds
<p>Extended learning time: Students may be offered after school intervention classes in the content areas they are not meeting standards. Homework Club is available to students in grades 4 and 5. Students qualifying for the GATE program will continue to receive during the day instruction and extension of their grade level curriculum.</p> <p>Other extended learning time will be given to students in the following yearly events/activities: Read Across America Project Read Junior Achievement Young Authors Fair</p> <p>As a Professional Learning Community, Las Juntas will continue analyzing all programs to address providing the most effective intervention possible for all students.</p>	Ongoing	None	N/A	N/A
<p>Program effectiveness monitoring and/or review: Program will be monitored by principal, staff, and school site council.</p> <p>Results that will be used to determine improved student learning will be the STAR tests, Standards-based tests, teacher developed tests.</p>	Ongoing	None	N/A	N/A

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 development needs: Staff needs ongoing staff development in effective instructional strategies, pacing and sequencing of instruction, and implementation of technology as a medium for instruction. Additional, staff development will be centered and focused on the development of a successful Professional Learning Community, and building collaborative teaching teams focused on student achievement.	Ongoing	Professional Development	2,500	Las Juntas Budget possible District supported staff development & Title 1 money
Professional collaboration needs: As a result of time banking, staff will have time to collaborate several times a month to discuss and analyze student work as well as discuss strategies to improve achievement. Staff will work as collaborative teams focused on student learning by analyzing student learning data and applying those findings to our instructional programs and strategies.	Once per week	None	N/A	N/A
Participation by staff, parents and community: The staff, school site council, and parent teacher association will continue to use many sources of information and data to analyze school achievement data. Through this analysis stakeholders will be able to contribute their input and help provide direction and focus for the continued development of student learning.	Ongoing	None	N/A	N/A
Service needed for students and parents: <ul style="list-style-type: none"> • ELL paraeducator is available for both written and verbal translations • Martinez Adult School offers classes for parents to develop English skills • Parents of incoming Kindergarten students are offered an orientation in the spring prior to child entering as well as written information • Counseling Services for both students and parents • Fifth grade students and parents are given an orientation in the spring prior to student entering the junior high. 	Ongoing	.8 Counselor & ELL paraeducator	57,735 & cost of bilingual paraeducator	Title 1 funds & general fund

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 3 (Based on conclusions from Analysis of Program Components and Student Data pages) By June of 2011, increase percentage of all statistically significant subgroups scoring proficient or above on ELA CST by 15% or greater.	
<ul style="list-style-type: none"> • By June 2009, increase percentage by 5% or greater • By June 2010, increase percentage by additional 5% or greater • By June 2011, increase percentage by additional 5% or greater 	
Student groups and grade levels to participate in this goal: English Language Learners, Students with disabilities, Low Socioeconomic, and White students (of Non-Hispanic Origin)	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> • By June 2009, increase percentage by 5% or greater • By June 2010, increase percentage by additional 5% or greater • By June 2011, increase percentage by additional 5% or greater
Means of evaluating progress toward this goal: STAR Test Results will be used to determine progress toward this goal, as well as common benchmark assessments.	Group data to be collected to measure academic gains: STAR Test Results

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: The staff at Las Juntas aligned all their instruction to the state content standards during the 2002-2003 school year. Standards based curriculum was purchased and implemented during the 2003-2004 school year. They will continue to analyze all assessments as it pertains to standards and adjust instruction to improve student achievement.	Ongoing	None	N/A	N/A
Improvement of instructional strategies and/or materials: Standards based Language Arts materials were purchased during the 2003-2004 school year. During the 2004-2005 school year, staff secured \$21,000 in grant money to purchase supplemental Houghton Mifflin materials to meet the academic needs of all learners. Staff has also met with representatives from Houghton Mifflin to receive support with differentiated instruction. Staff has been trained in the Professional Learning Communities framework to meet the varying academic needs of students. Staff will continue to analyze practices related to successful instructional strategies for second language learners. Staff will continue to purchase instructional materials that improve the access to curriculum of statistically significant subgroups. Money will be allocated for the continued updating and restocking of Las Juntas Library books/media collection.	Ongoing	None	13,350	Title 1 funds & ARRA one-time funds

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
Extended learning time: Students will be offered after school intervention classes in the content areas in which they are not meeting standards.	Ongoing	None	N/A	N/A
Increased educational opportunity: Staff will implement specially designed English Learning (EL) curriculum and provide thirty (30) minutes of dedicated instruction to EL students each day. Staff will work to create Universal Access Time in classrooms to support the growth of EL students. Push-in and pull-out models will be used simultaneously to maximize the learning opportunities for all second language students and other statistically significant subgroups. As needed, students will receive intervention support from our Learning Support Room as part of our tiered response to intervention.	Ongoing	None	Cost of paraeducator & Learning Support Staff	General fund
Professional development needs: Staff needs to have ongoing staff development in differentiated instructional strategies as well as pacing and sequencing of instruction. Staff will continue to participate in collaboration and professional development based on the Professional Learning Community framework.	Ongoing	Professional Development (PLC model) and Coaching	8,000	ARRA one-time money
Professional collaboration needs: As a result of time banking, staff will have time to collaborate several times a month to discuss and analyze student work as well as discuss strategies to improve achievement. Staff will also collaborate to share differentiated instruction strategies as well as share what is working and not working in the classrooms. As a Professional Learning Community our staff has committed to vertical and horizontal collaboration every month.	Once a week	None	N/A	N/A
Participation by staff, parents and community: In the spring of 2005, staff, parents and community members met to review and several five focus areas were developed. In the Fall of 2005, the Las Juntas Site Planning team met to review and analyze school data and developed three goals for improved student achievement. Spanish translator office hours have been established to promote the ongoing communication between staff and parents of Spanish speaking families.	ongoing	None	Cost of bilingual paraeducator	General fund

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
Service needed for students and parents: <ul style="list-style-type: none"> • Bilingual Paraeducator is available for both written and verbal translations. • Martinez Adult School offers classes for Hispanic parents to develop English skills. • Spanish translator office hours have been established to promote the ongoing communication between staff and parents of Spanish speaking families. • Parents of incoming Kindergarten students are offered an orientation in the spring prior to child entering as well as written information. • Counseling Services for both students and parents. • Paraeducator support for multiple combination classes to help meet the academic needs of each individual student. • Fifth grade students and parents are given an orientation in the spring prior to student entering the junior high. 	ongoing	Paraeducator support (including additional paraeducator for combination classes) & .8 Counselor	57,735 & cost of bilingual paraeducator	Title 1 funds, ARRA one-time funds, & general fund
Program effectiveness monitoring and/or review: Program will be monitored by principal, staff, and school site council. Results that will be used to determine improved student learning will be the STAR tests, Standards-based tests, teacher developed tests.	ongoing	None	N/A	N/A

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	213	195	189	107	97	84	6	6	6	4	3	5
Growth API	786	837	858	791	829	868						
Base API	770	787	833	788	789	822						
Target	5	5	A	5	5	A						
Growth	16	50	25	3	40	46						
Met Target	Yes	Yes	Yes	No	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	69	67	73	58	53	54	108	96	88	35	25	34
Growth API	777	834	833				772	813	813			
Base API	745	779	833				736	771	814			
Target	5	5	A				5	5	A			
Growth	32	55	0				36	42	-1			
Met Target	Yes	Yes	Yes				Yes	Yes	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%
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	97	99	100	96	97	100	100	100	100	100	100	100
Number At or Above Proficient	100	118	127	51	57	59	--	--	--	--	--	--
Percent At or Above Proficient	48.3	59.3	67.2	49.5	58.2	70.2	--	--	--	--	--	--
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	98	100	99	97	100	99	99	98	99	83	97	98
Number At or Above Proficient	32	40	43	29	30	33	49	55	48	12	11	24
Percent At or Above Proficient	47.8	57.1	58.9	51.8	53.6	61.1	45.8	56.7	54.5	37.5	35.5	70.6
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	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	99	100	99	97	99	100	100	100	100	100	100	100
Number At or Above Proficient	135	145	142	68	67	66	--	--	--	--	--	--
Percent At or Above Proficient	64.0	72.1	75.5	64.8	67.0	78.6	--	--	--	--	--	--
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	99	100	100	99	93	100	98
Number At or Above Proficient	42	53	51	37	41	40	68	67	59	19	18	24
Percent At or Above Proficient	60.9	75.7	70.8	63.8	73.2	74.1	63.0	67.7	67.0	52.8	56.3	70.6
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	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	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	4	19	7	33	6	29	4	19				21
2	1	7	7	47	5	33	1	7	1	7		15
3	1	8	6	46	5	38			1	8		13
4	1	10	3	30	4	40	1	10	1	10		10
5	2	22	4	44	3	33						9
Total	9	13	27	40	23	34	6	9	3	4		68

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)

Alignment of curriculum, instruction, and instructional materials to content and performance Standards.

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. Las Juntas' 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.

Use of effective instructional methodology and strategies based on scientific research that strengthens the core academic program, increase the amount of quality learning time and meet the needs of historically underserved student populations.

Professional Learning Communities is a focus of the Martinez Unified School District in an effort to increase the amount of quality learning time and to better meet the needs of historically underserved student populations. District and site administrators and key staff members have been trained in the Professional Learning Community framework and serve as a leadership team for the district's elementary schools. Each site's leadership team guides and supports the staff in the implementation of Professional Learning Community teamwork at each respective grade level. The Professional Learning Community process is supported by an abundance of education research on the best practices for increasing student achievement. The foundation of this work is centered on collective inquiry, collaboration, working with formative common assessments to provide accurate and timely feedback on student learning.

Each year the staff at Las Juntas analyzes the student performance data (STAR, report cards, district assessments) to assess the academic needs of students. Staff 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 Las Juntas staff development is in the following areas: Differentiated instruction to meet the needs of all learners; continued implementation of standards-based English language arts instructional materials; and effective integration of technology with math and language arts instruction

The staff at Las Juntas uses the results from the following assessments to modify and improve student achievement: California Standards Test (STAR Tests), SABE, district writing assessment, CELDT results, grade level assessments, report cards, teacher developed assessments, and standards based assessments that are provided by the state adopted curriculum. Additionally, our staff will be using the results of the district wide common benchmark assessments three times throughout the year to monitor student progress and make any needed adjustments in instructional practices.

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)

Instruction by highly qualified teachers.

All Las Juntas Elementary School teachers are highly qualified by the mandates and regulations of No Child Left Behind. In an effort to assist teachers meet these expectations, the Director of Personnel Services and his Administrative Assistant met with each staff member to share information regarding Highly Qualified Subject Matter Competence from the NCLB Resource Guide. Checklist forms from the Resource Guide were used to help determine the Highly Qualified status of each teacher. A "Highly Qualified Teacher" matrix form developed by the Contra Costa County Office of Education was used to assist each teacher in calculating the 100 points toward subject matter competence in their individual subject areas. Teachers then provided follow up documentation to the Personnel Office verifying their Highly Qualified status. The district issued "Highly Qualified Teacher" certificates for each teacher whose HQ status was verified through documentation.

The Personnel Office then counseled with each teacher who had not yet attained highly qualified status to create a plan for them to attain HQ status by the end of the 2005-06 school year. The Personnel Office then monitored the completion of the individual goals of each teacher to attain HQ status.

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 good teaching and learning, 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 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.

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)

The staff at Las Juntas has been trained in the process of collaboration through Professional Learning Communities to ensure the needs of all learners are met. Since time banking has been adopted, staff has adequate time to analyze student work to determine next steps for improved instruction. Becoming and working as a professional learning community continues to be the focus of our collective inquiry, and collaboration among the staff at Las Juntas. The entire staff of Las Juntas has been properly trained and certificated in SDAIE/CLAD strategies to meet the academic needs of our English Learners. A bilingual paraeducator is also on staff to assist with and support out English Learners as well as their parents. After-school intervention classes are offered to students not meeting grade level standards.

Categorical funds are used to employ a school counselor who assists students with social, emotional, and family problems that may impede academic progress. EIA funds support a six-hour English Learner paraeducator to support and assist English Learners.

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 staff at Las Juntas has been trained in the process of collaboration through Professional Learning Communities to ensure the needs of all learners are met. Since time banking has been adopted, staff has adequate time to analyze student work to determine next steps for improved instruction. Becoming and working as a professional learning community will continue to be the focus of our collective inquiry and collaboration among the staff at Las Juntas. The entire staff of Las Juntas has been properly trained and certificated in SDAIE/CLAD strategies to meet the academic needs of our English Learners. A bilingual paraeducator is also on staff to assist with and support out English Learners as well as their parents. After-school intervention classes are offered to students not meeting grade level standards.

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)

Services provided by categorical funds to enable underperforming students to meet standards.

Categorical funds are used to employ a school counselor who assists students with social, emotional, and family problems that may impede academic progress. EIA funds support a six-hour English Learner paraeducator to support and assist English Learners.

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.	\$36,145
<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 checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): GATE	\$237
Total amount of state categorical funds allocated to this school:	\$36,382

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 checked="" type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$76,600
<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 checked="" type="checkbox"/>	Other Federal Funds (list and describe(42) American Recovery and Reinvestment Act (ARRA)	\$41,324
Total amount of federal categorical funds allocated to this school:		\$117,924
Total amount of state and federal categorical funds allocated to this school:		\$154,306

(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	36,145	76,600		

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 (Las Juntas 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: 3/1/2010

Attested:

Aaron Tarzian

Typed name of school principal

Signature of school principal

Date

Sharon Geernaert

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.

LAS JUNTAS SCHOOL LEARNING COMPACT

A Learning Compact is a written statement of what schools and parents are supposed to do to help students achieve. Each school that receives Title I monies, which Las Juntas does, must have a compact. The compact lists the specific duties of school staff, parents, and students. With a compact, everyone knows what they are supposed to do and what others are supposed to do. It helps everyone keep on track in support of students. The Las Juntas Learning Compact was designed with the help of students, staff, and parents.

STUDENT PLEDGE

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will get enough rest so I can do my best at school.
- I will attend school regularly and on time.
- I will complete my make-up work when I am absent.
- I will complete my homework and classwork and turn it in on time.
- I will follow school and classroom rules.
- I will listen to the teacher, follow directions, and ask questions if I don't understand.
- I will respect all staff members and school property.
- I will not say or do anything to another student that I do not want said or done to me.
- I will be responsible for my behavior and my learning.

THE PARENT PLEDGE

I realize that my child's elementary years are very important and I understand that my participating in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will make sure my child is in school regularly and on time.
- I will encourage and support my child in completing his/her homework.
- I will review all communications and complete and return forms promptly.
- I will attend Back-To-School Night, Parent-Teacher-Student Conferences, Open House and other school events.
- I will encourage my student to engage in reading activities for at least 30 minutes every day.
- I will provide a quiet place/time for my student to do homework.
- I will make sure my student is well groomed, gets adequate sleep, and has a nutritional breakfast before coming to school.
- I will participate in my child's school activities as much as possible.

THE TEACHER PLEDGE

I understand the importance of the school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a safe, positive, and healthy learning environment for all students.
- I will reflect a personal enthusiasm for learning.
- I will teach grade level skills and concepts.
- I will strive to address the individual needs of all students.
- I will assist students to make appropriate choices.
- I will communicate with students and parents in a regular and positive manner regarding successes, problems, and proposed solutions.
- I will teach all necessary concepts to children before regular homework is assigned.
- I will communicate homework, classwork, and behavior expectations to students and parents.
- I will correct and respond appropriately to classwork and homework in a timely manner.

Appendix G - School Site Council Membership: Las Juntas 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
Aaron Tarzian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharon Geernaert	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cyndi Reiley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Quinn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chauna Rullier-Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karalee Beaty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dyanna Tuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Becky Schoenfeld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Naomi Adair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle West	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	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.