

The Single Plan for Student Achievement

SCHOOL: Chinese Camp

County-District School (CDS) Code 55 72363 6054852

Principal: Diane Dotson

Date of this revision: May 2011

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Jamestown School District

The District Governing Board approved this revision of the SPSA on June 29, 2011.

_____, Jamestown Board President

Form A: 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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #1 At least fifty-five percent of Chinese Camp students in grades 2-6 will score advanced or proficient on the California Standardized Test in Language Arts.	
What data did you use to form this goal (findings from data analysis)? This goal was developed after examining the results of previous STAR Testing in Language Arts	How does this goal align to your Local Educational Agency Plan goals? The goal is consistent with the LEA Plan which states that at least seventy-five percent of students will attain proficiency or better on the CST in Language Arts, but it has been modified based on specific results specific of Chinese Camp students.
What did the analysis of the data reveal that led you to this goal? The data shows that Language Arts scores lag behind those in mathematics and that there has been a drop over the last several years in this content area.	Which stakeholders were involved in analyzing data and developing this goal? The teachers reviewed the test data for their students and the school as a whole. Members of the Site Council reviewed the goal prior to approving the plan.
Who are the focus students and what is the expected growth? The focus students are those who scored below proficient or advanced on the CST	What data will be collected to measure student achievement? Reading fluency results, Dibels data, CST scores
What process will you use to monitor and evaluate the data? Student improvement will be monitored by administering Dibels testing, Read Naturally tests and fluency assessment for all students twice each year. assessed using Read Naturally	Actions to improve achievement to exit program improvement (if applicable). Not applicable.

Strategies/Actions to Implement this Goal Provide the Read Naturally Program to targeted students.	Start/Completion Date/Personnel Read Naturally will be implemented by an Instructional Aide from September-May	Each Funding Source/Amount State EIA funds	Process for Evaluation of Implementation Data will be analyzed by the Reading Specialist annually. Results of this analysis will be submitted to the Site Council and the Governing Board
Fully Implement Kids Lit in the After School Program	Program Assistants will deliver this program as an After School Enrichment activity	ACES funding	The After School Program Director will conduct at least four lesson observations during the school year. CST Data will be examined at least once each year.
Professional development about the SIPPS Program, Accelerated Reader, Step Up to Writing and district/state-adopted textbooks will be offered to Chinese Camp staff.	The Reading Specialist will review program components with teachers during the fall of 2011	General Fund	Review of participants.
Early release Mondays will provide teachers time to collaborate on standards based instruction in language arts.	The teachers will devote one week each month to examine student-writing samples, benchmark results.	General Fund	Examine Team meeting minutes.

<p>School Goal #1</p> <p>At least sixty percent of Chinese Camp students in grades 2-6 will score advanced or proficient on the California Standardized Test in Mathematics.</p>
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>This goal was developed after examining the results of previous STAR Testing in Mathematics.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>The data shows that Mathematics scores shows that there has been a drop over the last several years in this content area.</p>
<p>Who are the focus students and what is the expected growth?</p> <p>The focus students are those who scored below proficient or advanced on the CST</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Student improvement will be monitored by administering Dibels testing for all students twice each year.</p>

<p>Strategies/Actions to Implement this Goal</p> <p>Provide Math Score to individualize students independent practice opportunities.</p>	<p>Start/Completion Date/Personnel</p> <p>Math Score will be implemented in both classrooms and the After School Program between September-May</p>	<p>Each Funding Source/Amount</p> <p>General Fund ACES</p>	<p>Process for Evaluation of Implementation</p> <p>Data from the program will be analyzed by teachers annually. Results of this analysis will be submitted to the Site Council and the Governing Board</p>
<p>Professional development about Math Score and Accelerated Math will be offered to Chinese</p>	<p>Leadership Team Principal</p>	<p>General Fund</p>	<p>Review of participants.</p>

Professional development about Math Score and Accelerated Math will be offered to Chinese Camp staff.	Leadership Team Principal	General Fund	Review of participants.
Early release	The teachers will	General Fund	Examine Team meeting minutes.

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has examined the planned program improvements and adopted the following program goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Jamestown School District expends 100% of funding from the Consolidated Application on direct student services at school sites. There are no centralized or administrative expenditures.

Program Support Goal # 1 To support student achievement through professional learning community activities.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Certificated and classified staff		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal: Regular reports to the Governing Board		Group data to be collected to measure gains:		
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Plan and implement a Professional Development focused on needs identified by teacher preference and student achievement data Monitor and review staffing patterns to ensure compliance with high qualified teacher standards	August-November			Title II

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (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 Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$

<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: School wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$

<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/>	Other federal funds (list and describe) ³	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). Jamestown and Chinese Camp Schools have Shared School Site Council approved through a waiver by the California Board of Education. The current make-up of the SSC is as follows:⁴

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dr. Brenda Chapman	X				
Christi Hammerbeck				X	
Gil Hammerbeck				X	
Jeanette Wilson				X	
Angela Brunton				X	
Cheryl Holm				X	
Betsy Spring		X			
Kevin Jedlicka		X			
Scott Francek			X		
Numbers of members in each category	1	2	1	5	

⁴ At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

___ State Compensatory Education Advisory Committee _____ Signature

___ English Learner Advisory Committee _____ Signature

___ Special Education Advisory Committee _____ Signature

___ Gifted and Talented Education Advisory Committee _____ Signature

___ Liaison Team for schools in Program Improvement _____ Signature

___ Compensatory Education Advisory Committee _____ Signature

___ Departmental Advisory Committee (secondary) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on: May 13, 2011.

Attested:

Diane Dotson

Typed name of School Principal

Signature of School Principal

Date

Christie Hammerbeck

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix C: School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the School Site Council (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Race and Ethnicity
- Table 2: English-language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Multi-Purpose Form

Table 1: API by Race and Ethnicity (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api>).

	ACADEMIC PERFORMANCE INDEX (API) DATA BY SIGNIFICANT STUDENT GROUP																							
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum
API Growth Values																								

Trends indicated by the data: possible challenges, if any, and additional information needed

There were no numerically significant student groups at Chinese Camp School.

* Data not available.

Table 2: English-language Arts AYP Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																							
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
AYP Target																												
Percent At or Above Proficient																												
Met AYP Criteria																												

Trends indicated by the data: possible challenges, if any, or additional information needed

There were no numerically significant student groups at Chinese Camp School.
 *Data not available.

Table 3: Mathematics AYP Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																							
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
AYP Target																												
Percent At or Above Proficient																												
Met AYP Criteria																												

Trends indicated by the data: possible challenges, if any, or other information needed

There were no numerically significant student groups at Chinese Camp School.

*Data not available.

Grade	CELDT Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
Total											

Conclusions indicated by the data: 1. 2. 3.
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