

# The Single Plan for Student Achievement

## FARALLONE VIEW ELEMENTARY SCHOOL 2009 – 2014

4168890-6043632  
CDS Code

Date of this revision: May 3, 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 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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CABRILLO UNIFIED SCHOOL DISTRICT

The District Governing Board approved School Plan on August 13, 2009

and the revisions on June 24, 2010, May 12, 2011

## 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 1</b>  <b>Farallone View will increase annually by 16.2% the number of students who achieve at the proficient level or higher on the California Standards Test in English Language Arts. In grades 2-5, 29 students will improve to proficient or higher each year.</b>          (Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>School-wide</p> <p>White</p> <p>Hispanic/Latino</p> <p>Socio-Economically Disadvantaged (SED)</p> <p>English-Learners</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p>The school-wide percent of students achieving at the proficient level or higher on the CST ELA will increase by 16.2% each year. In grades 2-5, 29 students will improve to proficient or higher each year.</p> <p>The percent of White students achieving at the proficient level or higher on the CST ELA will increase by 5% each year. In grades 2-5, 8 students will improve to proficient or higher each year.</p> <p>The percent of Hispanic/Latino students achieving at the proficient level or higher on the CST ELA will increase by 17.3% each year. In grades 2-5, 19 students will improve to proficient or higher each year.</p> <p>The percent of Socio-Economically Disadvantaged (SED) students achieving at the proficient level or higher on the CST ELA will increase by 18.8% each year. In grades 2-5, 14 students will improve to proficient or higher each year.</p> <p>The percent of English Language Learners (ELL) students achieving at the proficient level or higher on the CST ELA will increase by 18.6% each year. In grades 2-5, 19 students will improve to proficient or higher each year.</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <p><u>Analysis of summative and formative assessments:</u>          CST ELA          CMA ELA          CELDT / Title III AMAOs          District Language Arts Trimester Benchmark Assessments          Monthly Informal Running Records          Report Cards          Triennial RESULTS Assessments          Spelling/Site Word inventories          EADMS</p>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST ELA          CMA ELA          CELDT / Title III AMAOs          District Language Arts Trimester Benchmark Assessments          Monthly Informal Running Records          Report Cards          Triennial RESULTS Assessments          Spelling/Site Word inventories          EADMS</p>

<b>GOAL # 1 Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expense</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>I. STANDARDS, ASSESSMENT AND ACCOUNTABILITY</b></p> <p><b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- California English Language Arts Standards</li> <li>- CUSD Reading and Writing Pacing Calendars, which are aligned to the California ELA Standards</li> <li>- CUSD adopted programs: Santillana (ELD), Reading/Writing Workshop (Reading and Writing) and Houghton Mifflin (Skills block)</li> </ul> <p>Farallone View parents will be informed of state-aligned standards. Standards will be posted in the classrooms/on the school website. Daily schedules will be posted in classrooms. Teachers will post and refer to teach points daily.</p> <p><b>Teachers will assess students regularly, using the following formative measures:</b></p> <ul style="list-style-type: none"> <li>- Reviewing student data/work</li> <li>- Conferring, guided reading, small group strategy lessons, informal monthly running records</li> <li>- District Language Arts Trimester Benchmark Assessments</li> <li>- Triennial RESULTS Assessments</li> <li>- Spelling/Site Word inventories</li> <li>- Writing rubrics</li> <li>- On-demand Writing Trimester Assessments</li> <li>- Writing Portfolios</li> </ul> <p>Teachers will use faculty meeting and dedicated professional development time on Tuesday to reflect on summative and formative assessments. This information will be used to modify planning and drive student achievement. Teachers will work individually, by grade level and/or across grade levels to review and reflect on student data and modify planning.</p>		<p>Walkthrough data</p> <p>Standards, teach points and daily schedule posted in classrooms.</p> <p>Professional development completed</p> <p>Data stored on Cruncher</p> <p>On-demand class profiles returned to principal</p> <p>Writing portfolios forwarded to next teacher</p>	<p>Material costs</p>	<p>\$5000 (\$5000 includes math costs - goal 2)</p>	<p>EIA / Title III</p>
<p><b>II. Teaching and Learning</b></p> <p>CUSD will research and examine new materials for adoption in each content area every seven years. Each time a content area is up for adoption, a district-wide committee will be formed to research and examine new materials. Farallone View will have at least two representatives on each committee. Each committee will recommend materials for adoption at a district-wide adoption meeting. Adoptions are approved by district-wide consensus.</p> <p>In accordance with Cabrillo Unified District Policy 6152, Farallone View will make</p>		<p>CUSD curriculum committees</p> <p>District-wide adoption meeting</p>			

<sup>1</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

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









<b>GOAL # 1 Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expense</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>supports student self-management)</p> <ul style="list-style-type: none"> <li>- co-teaching with the teacher and reflecting on the practices.</li> <li>- assisting teachers to match appropriate resources, materials and tasks to student needs</li> <li>- utilizing a variety of strategies selectively, in order to assist individual teachers.</li> </ul> <p><i>Support for Groups of Teachers:</i> To work collaboratively with groups of teachers by:</p> <ul style="list-style-type: none"> <li>- observing, planning, modeling lessons and reflecting with groups of teachers working on a common goal.</li> <li>- providing professional development workshops in areas of common interest and need.</li> <li>- leading groups in studying professional literature and looking at student work.</li> <li>- meeting with grade levels and study groups and providing for the work of the group.</li> </ul> <p>Teachers will have the opportunity to partner with the literacy coach for coaching and push-in support during Reading or Writing Workshop. Coaching and push-in support will center on a focused number of EL strategies for target students during Reading or Writing Workshop.</p> <p>Coaching and push-in support will be on a volunteer basis by grade level. The literacy coach will teach a section during ELD in order to lower the number of students in EL sections during ELD.</p> <p>Our goal is to offer each grade level the opportunity for coaching and push-in support during an entire monthly unit. In addition, individual teachers will have the opportunity to partner with the literacy coach on targeting a focused number of EL strategies during Reading and/or Writing Workshop.</p> <p><b>2) 2 adult tutors and 2 adult teachers/tutors for Homework Club – 1 or 2 hours a day. Funded in part by EIA and Title III</b></p> <p><b>Description of Homework Club:</b>  Homework Club will provide .5 hours of homework support and .5 hours of academic support 3 days a week for up to 40 1<sup>st</sup>-3<sup>rd</sup> grade students and up to 20 4-5 the grade students who are performing below benchmark in reading and/or math.</p>		<p>Tutors/teachers during HWC</p>	<p>See above</p>	<p>See above</p>	<p>See Above</p>

<b>GOAL # 1 Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expense</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>IV. PROFESSIONAL DEVELOPMENT</b></p> <p><b>The 2011-12 Farallone View Staff Development Plan will dedicate professional development time to:</b></p> <ul style="list-style-type: none"> <li>- <b>District-wide professional development in <i>Everyday Math</i></b></li> <li>- Training for staff on Professional Learning Communities</li> <li>- Time for grade levels to review CST data, assess ELA strengths / weaknesses and establish ELA target standards. The literacy coach will train staff on how to use the ELD/ELA standards map in their planning to support struggling EL students.</li> <li>- Grade levels will use CELDT scores and Spring 2009 ELD groups to create Fall 2011 ELD groups.</li> <li>- Grade levels will review CST data, assess strengths/ weaknesses in math and identify target standards</li> <li>- Grade levels will reflect on CST data and the CST blueprint in order to refine ELA and math target standards for the year and April's test prep review</li> <li>- Grade levels will pull test prep questions to support the test release questions and reflect on critical academic vocabulary</li> <li>- Consult with Dr. Jose Lopez on how to unpack, address and resolve existing issues with ELD and English-learner population. For example, aligning ELD/ELA standards during ELD.</li> <li>- Targeting English-learner (EL) strategies during Reading and Writing Workshop</li> <li>- Test prep</li> </ul> <p><b>Other professional development support:</b></p> <ul style="list-style-type: none"> <li>- Full-time literacy coach to provide teachers with coaching in Reading and Writing Workshop as well as in targeting EL strategies during Reading and Writing Workshop,</li> <li>- Monthly grade level meetings in math. Time to plan, review and reflect on <i>Everyday Math</i>, using the 4 essential questions of a PLC.</li> <li>- Monthly grade level meetings - teacher directed topic</li> <li>- BTSA support for new staff</li> <li>- Writing Workshop Induction for new staff</li> <li>- EL Strategy, Reading/Writing Workshop training for the literacy coach</li> <li>- Reading and Writing Workshop Institute opportunities for staff</li> </ul> <p>Training for paraprofessional aides /parent volunteers will be provided by classroom teachers. Training for Sp Ed paras will be provided by the School Psychologist, behaviorist, classroom/RSP teacher. The Site Administrator will be trained in professional learning communities, <i>Everyday Math</i>, Reading/Writing Workshop, staff observations/ evaluations, English-learner strategies, and student discipline.</p>		<p>Agendas for:</p> <p>Tuesday Staff Development Days</p> <p>Wednesday Faculty Meetings</p> <p>Monthly grade level math meetings</p> <p>Teachers from each grade level cycled through coaching and push-in support during an entire monthly unit. Individual teachers partnered with the coach on targeting a focused number of EL strategies during Reading or Writing Workshop.</p>	<p>Consultant fees</p>	<p>\$1208</p>	<p>EIA / Title III</p>

<b>GOAL # 1 Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expense</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>V. Parent/Community Involvement</b></p> <ul style="list-style-type: none"> <li>- PTO officers are nominated and elected by parents annually. Monthly PTO board meetings are held the first Tuesday of the month in the school library. In addition, 4 parent education nights are held each year. Parents volunteer daily in classrooms. They also generate over \$100,000 for Farallone View, supporting the school librarian, K-3 P.E., K-3 music, HEAL, science and paraprofessional aides in 4-5 classrooms</li> <li>- ELAC parents elect ELAC officers annually. Quarterly ELAC meetings are held at Moonridge to explore school goals, funding as well as school support, interventions and progress with our English learner population</li> <li>- Parents, teachers, classified staff and site administration are elected to the School Site Council each year. The School Site Council works with the Farallone View Leadership Team, staff and parents to oversee the Single Plan for Student Achievement and the plan's categorical funding items</li> <li>- A School Community Liaison acts as a liaison between our Spanish- speaking parents and the school</li> <li>- A PTO elected communication director oversees the monthly school newsletter and coordinates school announcements via letters sent home with students, parent e-mail and automated calls to parents</li> <li>- The district webmaster and site administration maintains the school website, which informs parents and the community about school programs, events and resources</li> <li>- Farallone View partners with the County of San Mateo to provide after-school homework and reading/math intervention support for 1<sup>st</sup>-5<sup>th</sup> grade students below benchmark in reading/math</li> <li>- Farallone View partners with the Half Moon Bay Public Library to organize a summer reading program for students</li> <li>- Farallone View partners with the Chamber of Commerce, Lions Club, San Vicente Watershed, Bay City Nursery and Moonridge to provide a summer "Discovery Camp" for 3<sup>rd</sup> – 5<sup>th</sup> grade students. In this science camp, students explore robotics, gardening and nutrition as well as their local watershed. This summer camp also includes a "family day" where entire families come together in an effort to build a healthy school community</li> <li>- Art in Action provides training to parent volunteers so that they can support Art in Action in the classroom. Parents train each other in hosting "Oceans Week" each spring at Farallone View. Oceans Week is a marine science education</li> </ul>		<p>Agendas for:</p> <p>PTO meetings ELAC meetings Parents Education Nights</p> <p>SSC elections</p> <p>Parent participation in school events and student progress</p> <p>Completed events</p>	<p>Salary</p>	<p>\$20,207</p>	<p>EIA / Title III</p>



<b>GOAL # 1 Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>2</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expense</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>two meetings were used to train the SSC on CDE Site Plan requirements as well as to update them on staff developments with the plan. The third meeting was used to review and approve the final plan to present to the school board for approved in June. Once adopted, the Single Plan for Student Achievement will be communicated to parents at both a PTO and ELAC meeting and it will be posted on our website. Each staff member will get a copy of the plan. The SSC will work with the staff and Leadership Team to review, evaluate progress and revise plan goals and content annually.</p>					

## 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 2 Farallone View will increase annually by 9.2% the number of students who achieve at the proficient level or higher on the California Standards Test in Math. In grades 2-5, 26 students in will need to improve to proficient or above each year.</b> (Based on conclusions from Analysis of Program Components and Student Data pages.)</p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>School-wide</p> <p>White</p> <p>Hispanic/Latino</p> <p>Socio-Economically Disadvantaged (SED)</p> <p>English-Learners</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p>The school-wide percent of students achieving at the proficient level or higher on the CST ELA will increase by 9.2% each year. In grades 2-5, 26 students will improve to proficient or higher each year.</p> <p>The percent of White students achieving at the proficient level or higher on the CST ELA will increase by 4.2% each year. In grades 2-5, 6 students will improve to proficient or higher each year.</p> <p>The percent of Hispanic/Latino students achieving at the proficient level or higher on the CST ELA will increase by 16.3% each year. In grades 2-5, 20 students will improve to proficient or higher each year.</p> <p>The percent of Socio-Economically Disadvantaged (SED) students achieving at the proficient level or higher on the CST ELA will increase by 17.92% each year. In grades 2-5, 14 students will improve to proficient or higher each year.</p> <p>The percent of English Language Learners (ELL) students achieving at the proficient level or higher on the CST ELA will increase by 17.1% each year. In grades 2-5, 17 students will improve to proficient or higher each year.</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <p><u>Analysis of summative and formative assessments:</u> CST Math CMA Math Title III AMAOs District Math Trimester Benchmark Assessments End-of-unit math tests Report Cards EADMS</p>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST Math CMA Math Title III AMAOs District Math Trimester Benchmarks Assessments End-of-unit math tests Report Cards EADMS</p>

<b>GOAL # 2 Actions to be Taken to Reach This Goal<sup>3</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>4</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>I. STANDARDS, ASSESSMENT AND ACCOUNTABILITY</b>  <b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- California Math Standards</li> <li>- CUSD Math Pacing Calendars, which are aligned to the California Math Standards</li> <li>- CUSD adopted program: Everyday Math</li> </ul> <p>Farallone View parents will be informed of state-aligned standards. Standards will be posted in the classrooms/on the school website. Daily schedules will be posted in classrooms. Teachers will post and refer to teach points daily.</p> <p><b>Teachers will assess students regularly, using the following formative measures:</b></p> <ul style="list-style-type: none"> <li>- Reviewing student data/work</li> <li>- District Math Trimester Assessments</li> <li>- End-of-unit math tests</li> <li>- Conferring</li> </ul> <p>Teachers will use faculty meeting and dedicated professional development time on Tuesday to reflect on summative and formative assessments. This information will be used to modify planning and drive student achievement. Teachers will work individually, by grade level and/or across grade levels to review and reflect on student data and modify planning.</p> <p><b>II. Teaching and Learning</b></p> <p><b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- CUSD adopted program: Everyday Math</li> </ul> <p><b>The following interventions will be put in place for students below benchmark in reading and/or math:</b></p> <ul style="list-style-type: none"> <li>- Homework Club will provide .5 hours of homework support and .5 hours of academic support 3 days a week for up to 40 1<sup>st</sup>-3<sup>rd</sup> grade students below benchmark in reading and/or math.</li> <li>- Summer School</li> </ul> <p><u>Other interventions:</u></p> <ul style="list-style-type: none"> <li>- Summer pre-k program for students entering Kindergarten. Priority is given to students who did not attend pre-school.</li> </ul>		<p>Walkthrough data</p> <p>Standards, teach points and daily schedule posted in classrooms.</p> <p>Professional development completed</p> <p>Data stored on EADMS</p> <p>Walkthrough data</p> <p>Students are enrolled in interventions and monitored for progress</p>	<p>Material costs</p>	<p>\$5000 (\$5000 includes ELA/ELD costs – goal 1)</p>	<p>EIA / Title III</p>

<sup>3</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

<b>GOAL # 2 Actions to be Taken to Reach This Goal<sup>3</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>4</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>The following interventions will be put in place for target students identified by Site Plan Goals 1-4.</b></p> <ul style="list-style-type: none"> <li>- Track monthly progress of target students using formative assessments. Teachers will use information to modify planning and drive achievement.</li> </ul> <p><b>The following assessment measures will be used to identify students for intervention support and monitoring their progress:</b></p> <ul style="list-style-type: none"> <li>CST Math / CMA Math</li> <li>Title III AMAOs</li> <li>District Math Trimester Assessments</li> <li>Report Cards</li> <li>Student data/work</li> <li>Conferring</li> <li>End-of-unit math tests</li> </ul> <p><b>The following is the recommended daily instructional time for:</b></p> <ul style="list-style-type: none"> <li>Literacy = 2.5 hours (Reading Workshop, Writing Workshop, Literacy skills block, ELD)</li> <li>Math = 1 hour</li> <li>Science = 45 minutes</li> <li>Social Studies = 45 minutes</li> </ul> <p><b>III. STAFFING</b></p> <p><b>Farallone View will ensure all teachers are “highly qualified,” holding a multiple subject credential with a CLAD or BCLAD emphasis. To date, all Farallone View teachers are “highly qualified.” (June 2009).</b></p> <p><b>The following positions are funded from categorical programs:</b></p> <ol style="list-style-type: none"> <li>1) Full-time literacy coach – 8 hours funded in part by EIA and Title III</li> <li>2) 2 adult tutors and 2 adult teachers/tutors for Homework Club – 1 or 2 hours a day, funded in part by EIA and Title III</li> </ol> <p><b>IV. PROFESSIONAL DEVELOPMENT</b></p> <p><b>The 2010-11 Farallone View Staff Development Plan will dedicate professional development time to:</b></p> <ul style="list-style-type: none"> <li>- District-wide professional development in <i>Everyday Math</i></li> <li>- Training for staff on Professional Learning Communities</li> <li>- Grade levels will review CST data, assess strengths/ weaknesses in math and identify target students and standards</li> <li>- Grade levels will reflect on CST data and the CST blueprint in order to refine ELA and math target standards for the year and April’s test prep review</li> <li>- Grade levels will pull test prep questions to support the test release questions and reflect on critical academic vocabulary</li> <li>- Test prep</li> </ul>		<p>EADMS data</p> <p>Monthly grade level math meetings/ Dedicated Tues Staff Dev Days</p> <p>EADMS Data Report Cards</p> <p>Walkthrough data</p> <p>Partnering with Personnel Department during hiring</p> <p>Hiring completed</p>			

<b>GOAL # 2 Actions to be Taken to Reach This Goal<sup>3</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>4</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>Other professional development support:</b></p> <ul style="list-style-type: none"> <li>- Monthly grade level meetings in math. Time to plan, review and reflect on <i>Everyday Math</i>, using the 4 essential questions of a PLC.</li> <li>- Monthly grade level meetings - teacher directed topic</li> <li>- BTSA support for new staff</li> </ul> <p>Training for paraprofessional aide /parent volunteers will be provided by classroom teachers. Training for Sp Ed paraprofessional aides will be provided by the School Psychologist, behaviorist, classroom/RSP teacher. The Site Administrator will be trained in professional learning communities, Everyday Math, Reading/Writing Workshop, staff observations/ evaluations, English-learner strategies, and student discipline.</p>		<p>Agendas for:</p> <p>Tuesday Staff Development Days</p> <p>Wednesday Faculty Meetings</p> <p>Monthly grade level math meetings</p>			

## Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and it has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 3 Farallone View will increase annually by 16.2% the number of Hispanic/Latino, socio-economically disadvantaged and English learner students who achieve at the proficient level or higher on the California Standards Test in English Language Arts. In grades 2-5, a total of 29 H/L, SED and EL students will need to improve to proficient or above each year.</b> (Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p><b>Student groups and grade levels to participate in this goal:</b> EL students</p>	<p><b>Anticipated annual performance growth for each group:</b>  Farallone View will increase annually by 16.2% the number of Hispanic/Latino, socio-economically disadvantaged and English learner students who achieve at the proficient level or higher on the California Standards Test in English Language Arts. In grades 2-5, a total of 29 H/L, SED and EL students will need to improve to proficient or above each year.</p>
<p><b>Means of evaluating progress toward this goal:</b>  <u>Analysis of summative and formative assessments:</u> CST ELA CMA ELA CELDT / Title III AMAOs District Language Arts Trimester Benchmark Assessments Monthly Informal Running Records Report Cards Triennial RESULTS Assessments Spelling/Site Word inventories EADMS</p>	<p><b>Group data to be collected to measure academic gains:</b>  CST ELA CMA ELA CELDT / Title III AMAOs District Language Arts Trimester Benchmark Assessments Monthly Informal Running Records Report Cards Triennial RESULTS Assessments Spelling/Site Word inventories EADMS</p>

<b>GOAL # 3 Actions to be Taken to Reach This Goal<sup>5</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>6</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>I. STANDARDS, ASSESSMENT AND ACCOUNTABILITY</b></p> <p><b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- California English Language Arts Standards</li> <li>- 30 minutes of daily ELD; EL students will be regrouped for ELD using CELDT scores</li> <li>- CUSD Reading and Writing Pacing Calendars, which are aligned to the California ELA Standards</li> <li>- CUSD adopted programs: Santillana (ELD), Reading/Writing Workshop (Reading and Writing) and Houghton Mifflin (Skills block)</li> </ul> <p>Farallone View parents will be informed of state-aligned standards. Standards will be posted in the classrooms/on the school website. Daily schedules will be posted in classrooms. Teachers will post and refer to teach points daily.</p> <p><b>Teachers will assess students regularly, using the following formative measures:</b></p> <ul style="list-style-type: none"> <li>- Reviewing student data/work</li> <li>- Conferring, guided reading, small group strategy lessons, informal monthly running records</li> <li>- District Language Arts Trimester Assessments</li> <li>- Triennial RESULTS Assessments</li> <li>- Spelling/Site Word inventories</li> <li>- Writing rubrics</li> <li>- On-demand Writing Trimester Assessments</li> <li>- Writing Portfolios</li> </ul> <p>Teachers will use faculty meeting and dedicated professional development time on Tuesday to reflect on summative and formative assessments. This information will be used to modify planning and drive student achievement. Teachers will work individually, by grade level and/or across grade levels to review and reflect on student data and modify planning.</p> <p><b>II. Teaching and Learning</b></p> <p><b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- 30 minutes of daily ELD; EL students will be regrouped for ELD using CELDT scores</li> <li>- CUSD ELD adopted program: Santillana</li> <li>- An emphasis in oral language (listening/speaking) during ELD, Reading and Writing Workshop</li> <li>- SDAIE strategies and academic vocabulary during ELD, Reading and Writing</li> </ul>		<p>Walkthrough data</p> <p>Standards, teach points and daily schedule posted in classrooms.</p> <p>Professional development completed</p> <p>Data stored on EADMS</p> <p>Walkthrough data</p> <p>SDAIE strategies and academic vocabulary observable in</p>	<p>Costs for CELDT tester</p>	<p>\$5635</p>	<p>EIA / Title III</p>

<sup>5</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken or will begin, and the date it will be completed.

<b>GOAL # 3 Actions to be Taken to Reach This Goal<sup>5</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>6</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>Workshop</p> <p><b>The following interventions will be put in place for students below benchmark in reading and/or math:</b></p> <ul style="list-style-type: none"> <li>- Kindergarten teachers will provide pull-out reading support for 1<sup>st</sup> grade students below benchmark in reading during the 1<sup>st</sup> trimester of each school year.</li> <li>- Homework Club will provide .5 hours of homework support and .5 hours of academic support 3 days a week for up to 40 1<sup>st</sup>-3<sup>rd</sup> grade students below benchmark in reading and/or math.</li> <li>- Summer School</li> </ul> <p><u>Other interventions:</u></p> <ul style="list-style-type: none"> <li>- Summer pre-k program for students entering Kindergarten. Priority will be given to students who did not attend pre-school.</li> </ul> <p><b>The following interventions will be put in place for target students identified by Site Plan Goals 1-4.</b></p> <p><i>* Please note that the following is not intended to limit the job description of the literacy coach. Farallone View is expanding the role of the literacy coach to address the significant achievement gap between White, Hispanic/Latino, SED and EL students on the CST in ELA.</i></p> <p>Teachers will have the opportunity to partner with the literacy coach for coaching and push-in support during Reading/Writing Workshop. Coaching and push-in support will center on a focused number of EL strategies for target students during Reading or Writing Workshop.</p> <p>Coaching and push-in support will be on a volunteer basis by grade level. The literacy coach will teach a section during ELD in order to lower the number of students in EL sections during ELD.</p> <p>Our goal is to offer each grade level the opportunity for coaching and push-in support during an entire monthly unit. In addition, individual teachers will have the opportunity to partner with the literacy coach on targeting a focused number of EL strategies during Reading and/or Writing Workshop.</p> <p><u>Example of first meeting to set up support between grade level volunteers and coach:</u></p> <ul style="list-style-type: none"> <li>- Identify Reading or Writing unit</li> <li>- Identify target students and focused number of EL strategies</li> <li>- Focus push-in support: <ul style="list-style-type: none"> <li>- What do we want the students to learn? Identify 1 or 2 target standards for push-in support</li> <li>- How will we know if they have learned?</li> <li>- What will we do if they don't learn?</li> <li>- What will we do if they have learned?</li> <li>- Schedule number of days/times for the coach to be in classroom</li> </ul> </li> </ul>		<p>practice: think pair share, visual anchor charts, sentence starters, increased oral language opportunities</p> <p>Students are enrolled in interventions and monitored for progress</p> <p>Teachers from each grade level cycled through coaching and push-in support during an entire monthly unit. Individual teachers partnered with the coach on targeting a focused number of EL strategies during Reading or Writing Workshop.</p>			

<b>GOAL # 3 Actions to be Taken to Reach This Goal<sup>5</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>6</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>- Establish ways for coach and teacher to confer with each other and students during class time</p> <p><i>Example of second meeting to set up support between grade level volunteers and coach:</i></p> <p>- Review/edit draft for push-in support  - Discuss possible opportunities for peer observation or lab sites</p> <p><i>Example of meeting debrief at end of unit:</i></p> <p>- Use student data to reflect on the unit and information gathered to inform the team's decisions about EL strategies for target students and/or the next unit</p> <p><b>The following assessment measures will be used to identify students for intervention support and monitoring their progress:</b>  CST ELA and Math / CMA ELA and Math  CELDT / Title III AMAOs  District Language Arts &amp; Math Trimester Assessments  Monthly informal running records  Report Cards  Triennial RESULTS Assessments  Spelling/Site Word inventories  Student data/work  Conferring, guided reading, small group strategy lessons</p> <p><b>The following is the recommended daily instructional time for:</b>  Literacy = 2.5 hours (Reading Workshop, Writing Workshop, Literacy skills block, ELD)  Math = 1 hour  Science = 45 minutes  Social Studies = 45 minutes</p> <p><b>Farallone View supports a balanced literacy program to ensure a strong core ELA curriculum.</b></p> <p><b>The balanced literacy program of Reading Workshop, Writing Workshop and Skills Block include:</b></p> <p><b>Reading Workshop:</b>  <u>Whole Class Instruction:</u>  - Read Aloud/Think Aloud/Accountable Talk  - Shared Reading  - Mini-Lesson on state standard(s) (rituals and routines, think aloud, teacher modeling, partner talk, genre study, author study)  - Mid-Workshop Teaching Point  - Teaching Share  <u>Oral Language:</u></p>		<p>EADMS data  Report cards</p> <p>Walkthrough data</p> <p>Walkthrough data</p>			



<b>GOAL # 3 Actions to be Taken to Reach This Goal<sup>5</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>6</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>Farallone View teachers are “highly qualified.” (June 2011).</b></p> <p><b>The following positions are funded from categorical programs:</b></p> <p><b>1) Full-time literacy coach – 8 hours funded in part by EIA and Title III. The job description of the literacy coach:</b>  <i>Collaborative Planning and Leadership:</i> To work collaboratively with the school leadership team and the principal to:</p> <ul style="list-style-type: none"> <li>- establish a common vision, with long and short-term goals for professional development and student achievement</li> <li>- formulate/implement plans for necessary professional development.</li> <li>- determine a coaching plan for the school, based on the needs of the teachers</li> <li>- visit classrooms with the principal</li> <li>- meet with the principal on a regular basis to plan and harmonize their complementary roles</li> <li>- advise the leadership of resources that would be helpful</li> </ul> <p><i>Support for Individual Teachers:</i> To work in partnership with individual teachers by:</p> <ul style="list-style-type: none"> <li>- observing classroom practice and assisting the teacher to reflect on strengths and needs.</li> <li>- looking at student work with the teacher to assess student strengths and needs, and instructional implications</li> <li>- planning instruction with the teacher.</li> <li>- providing demonstration lessons /debriefing with teacher observers</li> <li>- providing direct instruction or explicit information for the teacher</li> <li>- assisting the teacher in establishing a literate learning community within the classroom (tone, habits of discourse, relationship, a physical environment which supports student self-management)</li> <li>- co-teaching with the teacher and reflecting on the practices.</li> <li>- assisting teachers to match appropriate resources, materials and tasks to student needs</li> <li>- utilizing a variety of strategies selectively, in order to assist individual teachers.</li> </ul> <p><i>Support for Groups of Teachers:</i> To work collaboratively with groups of teachers by:</p> <ul style="list-style-type: none"> <li>- observing, planning, modeling lessons and reflecting with groups of teachers working on a common goal.</li> <li>- providing professional development workshops in areas of commoninterest and need.</li> <li>- leading groups in studying professional literature and looking at student work.</li> <li>- meeting with grade levels and study groups and providing for the work of the group.</li> </ul> <p>Teachers will have the opportunity to partner with the literacy coach for coaching and push-in support during Reading or Writing Workshop. Coaching and push-in</p>		<p>Partnering with Personnel department during hiring</p> <p>Teachers set Reading and Writing Workshop coaching goals at the beginning of each year with the literacy coach. Coach and teacher monitor progress toward these goals throughout the year.</p>			

<b>GOAL # 3 Actions to be Taken to Reach This Goal<sup>5</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>6</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>support will center on a focused number of EL strategies for target students during Reading or Writing Workshop.</p> <p>Coaching and push-in support will be on a volunteer basis by grade level. The literacy coach will teach a section during ELD in order to lower the number of students in EL sections during ELD.</p> <p>Our goal is to offer each grade level the opportunity for coaching and push-in support during an entire monthly unit. In addition, individual teachers will have the opportunity to partner with the literacy coach on targeting a focused number of EL strategies during Reading and/or Writing Workshop.</p> <p><b>2) 2 adult tutors and 2 adult teachers/tutors for Homework Club – 1 or 2 hours a day. Funded in part by EIA and Title III</b>  <b>Description of Homework Club:</b>  Homework Club will provide .5 hours of homework support and .5 hours of academic support 3 days a week for up to 40 1<sup>st</sup>-3<sup>rd</sup> grade students and up to 20 4-5 the grade students who are performing below benchmark in reading and/or math.</p> <p><b>IV. PROFESSIONAL DEVELOPMENT</b></p> <p><b>The 2011-12 Farallone View Staff Development Plan will dedicate professional development time to:</b></p> <ul style="list-style-type: none"> <li>- Training for staff on Professional Learning Communities</li> <li>- Time for grade levels to review CST data, assess ELA strengths /weaknesses and establish ELA target standards. The literacy coach will train staff on how to use the ELD/ELA standards map in their planning to support struggling EL students.</li> <li>- Grade levels will use CELDT scores and Spring 2010 ELD groups to create Fall 2011 ELD groups.</li> <li>- Grade levels will reflect on CST data and the CST blueprint in order to refine ELA and math target standards for the year and April's test prep review</li> <li>- Grade levels will pull test prep questions to support the test release questions and reflect on critical academic vocabulary</li> <li>- Consult with Dr. Jose Lopez on how to unpack, address and resolve existing issues with ELD and English-learner population. For example, aligning ELD/ELA standards during ELD.</li> <li>- Targeting English-learner (EL) strategies during Reading and Writing Workshop</li> <li>- Test prep</li> </ul> <p><b>Other professional development support:</b></p> <ul style="list-style-type: none"> <li>- Full-time literacy coach to provide teachers with coaching in Reading and Writing</li> </ul>		<p>Agendas for:</p> <p>Tuesday Staff Development Days</p>			

<b>GOAL # 3 Actions to be Taken to Reach This Goal<sup>5</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>6</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>Workshop as well as in targeting EL strategies during Reading and Writing Workshop,</p> <ul style="list-style-type: none"> <li>- BTSA support for new staff</li> <li>- Writing Workshop Induction for new staff</li> <li>- EL Strategy, Reading/Writing Workshop training for the literacy coach</li> <li>- Reading and Writing Workshop Institute opportunities for staff</li> </ul> <p>Training for paraprofessional aide /parent volunteers will be provided by classroom teachers. Training for Sp Ed paraprofessional aides will be provided by the School Psychologist, behaviorist, classroom/RSP teacher. The Site Administrator will be trained in professional learning communities, Everyday Math, Reading/Writing Workshop, staff observations/ evaluations, English-learner strategies, and student discipline.</p> <p><b>V. Parent/Community Involvement</b></p> <ul style="list-style-type: none"> <li>- PTO officers are nominated and elected by parents annually. Monthly PTO board meetings are held the first Tuesday of the month in the school library. In addition, 4 parent education nights are held each year. Parents volunteer daily in classrooms. They also generate over \$100,000 for Farallone View, supporting the school librarian, K-3 P.E., K-3 music, HEAL, science and paraprofessional aides in 4-5 classrooms</li> <li>-ELAC parents elect ELAC officers annually. Quarterly ELAC meetings are held at Moonridge to explore school goals, funding as well as school support, interventions and progress with our English-learner population</li> <li>-Parents, teachers, classified staff and site administration are elected to the School Site Council each year. The School Site Council works with the Farallone View Leadership Team, staff and parents to oversee the Single Plan for Student Achievement and the plan's categorical funding items</li> <li>- A School Community Liaison acts as a liaison between our Spanish-speaking parents and the school</li> <li>- A PTO elected communication director oversees the monthly school newsletter and coordinates school announcements via letters sent home with students, parent e-mail and automated calls to parents</li> <li>- The district webmaster and site administration maintains the school website, which informs parents and the community about school programs, events and resources</li> <li>- Farallone View partners with the County of San Mateo to provide after-school homework and reading/math intervention support for 1<sup>st</sup>-5<sup>th</sup> grade students</li> </ul>		<p>Wednesday Faculty Meetings</p> <p>Monthly grade level math meetings</p> <p>Teachers from each grade level cycled through coaching and push-in support during an entire monthly unit. Individual teachers partnered with the coach on targeting a focused number of EL strategies during Reading or Writing Workshop.</p> <p>Agendas for:</p> <p>PTO meetings ELAC meetings Parents Education Nights</p> <p>SSC elections</p>			



## Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and it has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL #4 Farallone View will increase annually by 13.06% the number of Hispanic/Latino, socio-economically disadvantaged and English learner students who achieve at the proficient level or higher on the California Standards Test in Math. In grades 2-5, a total of 13 H/L, SED and EL students will need to improve to proficient or above each year.</b></p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>EL students</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p>Farallone View will increase annually by 9.2% the number of Hispanic/Latino, socio-economically disadvantaged and English learner students who achieve at the proficient level or higher on the California Standards Test in Math. In grades 2-5, a total of 26 H/L, SED and EL students will need to improve to proficient or above each year.</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <p><u>Analysis of summative and formative assessments:</u></p> <p>CST Math</p> <p>CMA Math</p> <p>Title III AMAOs</p> <p>District Math Trimester Benchmark Assessments</p> <p>End-of-unit math tests</p> <p>Report Cards</p> <p>EADMS</p>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST Math</p> <p>CMA Math</p> <p>Title III AMAOs</p> <p>District Math Trimester Benchmark Assessments</p> <p>End-of-unit math tests</p> <p>Report Cards</p> <p>EADMS</p>

<b>SCHOOL GOAL # 4: Actions to be Taken to Reach This Goal<sup>7</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>8</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p><b>I. STANDARDS, ASSESSMENT AND ACCOUNTABILITY</b></p> <p><b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- California Math Standards</li> <li>- CUSD Math Pacing Calendars, which are aligned to the California Math Standards</li> <li>- CUSD adopted program: Everyday Math</li> </ul> <p>Farallone View parents will be informed of state-aligned standards. Standards will be posted in the classrooms/on the school website. Daily schedules will be posted in classrooms. Teachers will post and refer to teach points daily.</p> <p><b>Teachers will assess students regularly, using the following formative measures:</b></p> <ul style="list-style-type: none"> <li>- Reviewing student data/work</li> <li>- District Math Trimester Assessments</li> <li>- End-of-unit math tests</li> <li>- Conferring</li> </ul> <p>Teachers will use faculty meeting and dedicated professional development time on Tuesday to reflect on summative and formative assessments. This information will be used to modify planning and drive student achievement. Teachers will work individually, by grade level and/or across grade levels to review and reflect on student data and modify planning.</p> <p><b>II. Teaching and Learning</b></p> <p><b>Farallone View staff will implement:</b></p> <ul style="list-style-type: none"> <li>- CUSD ELD adopted program: Everyday Math</li> <li>- An emphasis in oral language (listening/speaking) during Math</li> <li>- SDAIE strategies and academic vocabulary during Math</li> </ul> <p><b>The following interventions will be put in place for students below benchmark in reading and/or math:</b></p> <ul style="list-style-type: none"> <li>- Homework Club will provide .5 hours of homework support and .5 hours of academic support 3 days a week for up to 40 1<sup>st</sup>-3<sup>rd</sup> grade students below benchmark in reading and/or math.</li> <li>- Summer school</li> </ul> <p><u>Other interventions:</u></p>		<p>Walkthrough data</p> <p>Standards, teach points and daily schedule posted in classrooms.</p> <p>Professional development completed</p> <p>Data stored on EADMS</p> <p>Walkthrough data</p> <p>SDAIE strategies and academic vocabulary observable in practice: think pair share, visual anchor charts, sentence starters, increased oral language opportunities</p>			

<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<b>SCHOOL GOAL # 4: Actions to be Taken to Reach This Goal<sup>7</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>8</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>- Summer pre-k program for students entering Kindergarten. Priority will be given to students who did not attend pre-school.</p> <p><b>The following interventions will be put in place for target students identified by Site Plan Goals 1-4.</b></p> <p>- Track monthly progress of target students using formative assessments. Teachers will use information to modify planning and drive achievement.</p> <p><b>The following assessment measures will be used to identify students for intervention support and monitoring their progress:</b></p> <p>CST Math / CMA Math  Title III AMAOs  District Math Trimester Assessments  Report Cards  Student data/work  Conferring  End-of-unit math tests</p> <p><b>The following is the recommended daily instructional time for:</b></p> <p>Literacy = 2.5 hours (Reading Workshop, Writing Workshop, Literacy skills block, ELD)  Math = 1 hour  Science = 45 minutes  Social Studies = 45 minutes</p> <p><b>III. STAFFING</b></p> <p>Farallone View will ensure all teachers are “highly qualified,” holding a multiple subject credential with a CLAD or BCLAD emphasis. To date, all Farallone View teachers are “highly qualified.” (June 2010).</p> <p><b>The following positions are funded from categorical programs:</b></p> <p>1) Full-time literacy coach – 8 hours funded in part by EIA and Title III  2) 2 adult tutors and 2 adult teachers/tutors for Homework Club – 1 or 2 hours a day, funded in part by EIA and Title III  3) 5 certificated K-3 teachers – 180 days (class size reduction), funded in part by School and Library Improvement Funds</p> <p><b>IV. PROFESSIONAL DEVELOPMENT</b></p> <p><b>The 20011-12 Farallone View Staff Development Plan will dedicate professional development time to:</b></p> <p>- District-wide professional development in <i>Everyday Math</i>  - Training for staff on Professional Learning Communities</p>		<p>Students are enrolled in interventions and monitored for progress</p> <p>Cruncher data</p> <p>Monthly grade level math meetings/  Dedicated Tues  Staff Dev Days</p> <p>Walkthrough data</p> <p>Partnering with Personnel Department during hiring</p> <p>Hiring completed</p>			

<b>SCHOOL GOAL # 4: Actions to be Taken to Reach This Goal<sup>7</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>8</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenses</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<ul style="list-style-type: none"> <li>- Grade levels will review CST data, assess strengths/ weaknesses in math and identify target students and standards</li> <li>- Grade levels will reflect on CST data and the CST blueprint in order to refine ELA and math target standards for the year and April's test prep review</li> <li>- Grade levels will pull test prep questions to support the test release questions and reflect on critical academic vocabulary</li> <li>- Test prep</li> </ul> <p><b>Other professional development support:</b></p> <ul style="list-style-type: none"> <li>- Monthly grade level meetings in math. Time to plan, review and reflect on <i>Everyday Math</i>, using the 4 essential questions of a PLC.</li> <li>- Monthly grade level meetings - teacher directed topic</li> <li>- BTSA support for new staff</li> </ul> <p>Training for paraprofessional aide /parent volunteers will be provided by classroom teachers. Training for Sp Ed paraprofessional aides will be provided by the School Psychologist, behaviorist, classroom/RSP teacher. The Site Administrator will be trained in professional learning communities, Everyday Math, Reading/Writing Workshop, staff observations/ evaluations, English-learner strategies, and student discipline.</p>		Agendas for:  Tuesday Staff Development Days  Wednesday Faculty Meetings  Monthly grade level math meetings			

### Form 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.)

<b>State Programs</b>	<b>Allocation</b>
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$83,462 Includes carryover
<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 type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$0
<b>Total amount of state categorical funds allocated to this school</b>	<b>\$83,462</b>

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input checked="" 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	\$24,000
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)	\$
<b>Total amount of federal categorical funds allocated to this school</b>	<b>\$24,000</b>

**Form D:  
School Site Council Membership**

*Education Code* Section 64001(g) 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 school site council is as follows:<sup>9</sup>

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Names of Members					
<b>Pamela Gire</b>	<b>X</b>				
<b>Kelly Farnsworth</b>		<b>X</b>			
<b>Sarah Ibarra</b>		<b>X</b>			
<b>Tracy Yerby</b>				<b>X</b>	
<b>Christine Prentice</b>			<b>X</b>		
<b>Wendy Padua</b>				<b>X</b>	
<b>Armando Lopez</b>				<b>X</b>	
<b>Felix Huerta</b>				<b>X</b>	
Numbers of members of each category	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	N/A

<sup>9</sup> 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.

## Form E: Recommendations and Assurances

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
  - Farallone View Leadership Team
  - Farallone View Staff
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 LEA 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 at a public meeting on: **May, 11, 2011.**

### Attested:

Pamela Gire, Principal

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Kelly Farnsworth, Teacher

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Sarah Ibarra, Teacher

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Feliz Huerta, Parent

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Tracy Yerby, Parent

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Wendy Padua, Parent

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Armando Lopez, Parent

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date

Christine Prentice, Classified Staff

\_\_\_\_\_  
Signature of SSC member

\_\_\_\_\_  
Date