

Main Street School
Single Plan for Student Achievement

44-69849-6111421
CDS Code

Date of this revision: April 6, 2007

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Soquel Union Elementary School District

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

School Vision and Mission

SOQUEL ELEMENTARY SCHOOL DISTRICT MISSION STATEMENT

Staff, students, parents and the community share the responsibility for each child's success.

We are committed to insuring that each student develops the skills and confidence for lifelong achievement and is prepared to make a positive contribution to our world.

MAIN STREET ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Main Street School is to prepare students to be critical thinkers of the 21st century. We are committed to providing a program that develops students' academic abilities and promotes positive social development in order for ALL students to reach their highest potential.

ACADEMIC EXCELLENCE - All students are provided access to the fundamental academic tools in reading and mathematics literacy. All students will receive continuous support in achieving at their full potential.

CONTINUOUS GROWTH - All students are demonstrating academic and social growth and progressing to the best of their ability.

BALANCED CURRICULUM - The school-wide curriculum will continue to provide all students access to a wide variety of learning opportunities in all of the arts, sciences, health and physical well being.

INVOLVEMENT - All students are actively involved in their own education.

STANDARDS - All students understand and strive to attain measurable standards of excellence.

RESPECT - All students relate to others in a respectful, considerate manner.

PHYSICAL ENVIRONMENT - The physical environment of the school reflects concern for safety, cleanliness and aesthetics.

SOCIAL ATMOSPHERE - THE social atmosphere promotes positive interaction and behavior, respect, cooperation, self-control, independence and interdependence.

LEARNING ENVIRONMENT - The learning environment of the school promotes and encourages academic excellence, interdependence, industry and enthusiasm. There are ample opportunities for cooperation, leadership, ownership and risk taking.

LEADERSHIP - School leadership will be a participatory process involving the principal, teachers, support staff, students, families, and community members.

School Profile

Main Street Elementary School opened its doors in September 1993, the most recent of 5 schools in the Soquel Elementary School District. Following the District consolidation in 2004, which closed one of the 4 elementary schools, Main Street now serves about 470 students at levels K-5.

This beautiful, modern school is a setting that aspires to reach back and cultivate a spirit reminiscent of the small town. Many thought that the concept of “Main Street” kindled a sense of community that could serve our new school in more ways than one. “Main Streets” have always represented a central place where neighbors gather, exchange and build their community.

We had the good fortune to open this wonderful facility with unparalleled support from so many people. It has provided a rich setting for all involved to envision the creation of an innovative new learning community to meet the needs of children into the 21st century. Exciting school wide goals have been developed and strategies to meet them are continuously being updated.

Main Street School reached its growth target on the Academic Performance Index (API) Growth Target for the 2004-2005 school year. The school API for the year 2006 was 836. Because the school scored above the interim Statewide Performance Target of 800, there is not a designated growth target assigned at this time.. In 2003, 2004, and 2005, the school measured API's of 827, 837, and 836 respectively. The three subgroups that are large enough (by State guidelines) to disaggregate at Main Street in our consistent API profile are White, not Hispanic (218 students tested in 2006, an API of 862) Hispanic (51 students tested in 2006, an API of 766), and Economically disadvantaged (56 students tested in 2005, an API of 734).

It is the goal of instruction that 5% of all students performing below the proficient level will increase their level of achievement to proficient on this year's California Standards Test (CST) scores in each area of testing. 100% of students not assessed as Proficient in language arts and mathematics, as measured by the district multiple means of assessment, will be offered remedial instruction designed to bring them to the proficient level.

The balance of the ethnic composition of our school, as measured by CBEDS, October 2006, are 72% White, not Hispanic, 16% Hispanic, 2% African American, 1% Filipino, 3% Asian, and 1% Native American students 4% multiple or no response.

ANALYSIS OF EDUCATIONAL PRACTICE

1. Alignment of curriculum, instruction and materials to content and performance standards.

All base textbook systems and curriculum in place at the school are State adopted and standards aligned. All instruction, including the use of supplemental curriculum materials, is designed to address the content and performance standards. Standards are clearly stated and published across the grade levels. Instructional strategies are implemented to support the learning of all students in the context of a challenging and expanding curriculum. All academic standards, including the History/Social Science, Visual and Performing Arts, and Science are amply addressed to assure the presentation of a balanced program for all students.

2. Availability of standards-based instructional materials appropriate to all student groups.

Standards-based instructional materials are available to all students: regular program, RSP, Special Day Class, English Language Learners, and Gifted & Talented.

- Our adopted, standards aligned mathematics text is Harcourt Math.
- Language arts instruction is supported through the use of the Houghton-Mifflin series.
- History/Social Science is supported through the adoption and implementation of the Scott-Foresman text system.
- Our adopted, standards aligned science text from the 2007 adoption will be Foss (Delta Education) for grades K-2 and Scott Foresman for grades 3-5.

3. Alignment of staff development to standards, assessed student performance and professional needs.

- Staff members are provided opportunities to remain current with best practices, curriculum through new textbook adoptions, technology, differentiated instruction, multiple intelligences.
- Our school site participates in the New Teacher Project mentor and monthly meeting/ training sessions. Two of Main Street's newer teachers are participants in the program.
- Staff development has become more challenging with reduction in number of

SBC Days. We seek opportunities to maximize our staff training and curriculum articulation. Beyond the three SBC Buy Back Days in the current calendar, the staff utilizes full faculty meetings, grade level sessions, and content specific teams. Teachers build various collaborative teams to benefit from peer to peer support, shared lesson planning, with an overall eye to building a school-wide, articulated curriculum. During the 2006-07 year we have chosen to continue with writing as our schoolwide focus. Almost all members of the teaching staff have been trained in Step Up to Writing

- Opportunities to send individual teachers to specific trainings off site are always sought and made available with the understanding or expectation that the content of that training will be shared in an appropriate manner with fellow staff members

4. Services provided by the regular program to enable under-performing students to meet standards.

- Tutorial programs with volunteers within the classroom, cross-age tutoring, and buddy classes. Classroom teachers regularly collaborate with the extended learning teacher to bring volunteer tutors into the classroom to serve under performing students. Volunteer tutors range from parents to retired teachers and students from the community college, and UCSC.
- Our three kindergarten teachers support first grade students who are struggling to learn to read, on a priority basis. Programs include a District designed program referred to as Early Literacy Training. Typically, six first grade students at a time are enrolled in the support program.
- Our Resource Specialist and Speech and Language Therapist make themselves available to the regular classroom teacher on an ongoing basis. Our Student Success Team and 504 Team are an ongoing resource for the classroom teacher to identify ideas and effective strategies to support the under performing student.

5. Services provided by categorical funds to enable under-performing students to meet standards.

- Our extended learning program, Learners' Workshop, English Language Development teacher and the Volunteer Tutorial program provide over and above services for under performing students.
- All under performing student are provided extended day services through our after school, Learners' Workshop program. Two days each week are provided for students who are at risk of retention, and/or are performing below the 30th

percentile on standardized achievement testing or other local, multiple measures. Second and third grade students meet after school on Mondays and Wednesdays; fourth and fifth grade students meet on Tuesdays and Thursdays. The program is planned and funded on a 6 to 1 student to adult ratio.

- An English Language Development teacher was available this year for pull out services to ELD students through a block grant. In addition she was able to see students in grades 1 and 2 who were struggling learners and needed additional help beyond our other services. The classroom teacher provides appropriate instruction, developing effective, compensatory strategies for English Learners. Translation services are contracted, as needed, for parent teacher conferences, written communication and other routine matters. Newcomer students are provided English language tutoring.

6. Use of state and local assessments to modify instruction and improve student achievement.

- Multiple measures and standardized achievement testing are fully in place to provide data to guide decisions about instructional modifications to improve student learning. The Soquel District has an elaborate system of high quality Multiple Measures in place for all students.
All local assessments are conducted throughout the year on an agreed upon timeline and collected at a site and then district level at certain times of the year. The Board of Trustees receives a detailed report on the state of student learning in the District as measured by these common instruments. The school site has an ongoing base of information and data that enables each school community to make data driven decisions on an ongoing, annual basis.
- Reading assessment is effectively conducted through a variety of tools. Initially kindergarten students are assessed with the Concepts About Print tool. In kindergarten and first grade, teachers conduct Phonemic Awareness Interviews. Students are then introduced to the Developmental Reading Assessment (DRA), which utilizes running record observation methodology to assess fluency and teacher interview to check for levels of comprehension. As students complete the levels measured by the DRA (Level 44+), they transition to a self-guided, computerized assessment system through the STAR Reading Diagnostic (a tool that is part of the Accelerated Reader Program).
- Our local assessment to measure Written Language is the District adopted Writing Performance Rubric. Formal writing assessments are conducted twice during each school year for every student at all grades.
- Our District piloted a standards based Math Multiple Measure that will be administered twice each year to all students. Teacher-developed work samples

and level tests from the adopted math textbook series also provide valuable local, anecdotal evidence of individual student's progress toward standards.

- A very effective standards aligned, performance based Student Report Card has also been developed to clearly and effectively communicate to student and parents about progress toward standards.

7. Number and percentage of teachers in academic areas experiencing low student performance.

- One hundred percent of our teachers have students in their classrooms who are experiencing low student performance. All of our classes are balanced in their composition of students, both academically and behaviorally.

8. Family, school, district and community resources available to assist these students.

- We utilized tutors, counselors, district nurse, School Attendance Review Board, and social services. Our school maintains a very part time counselor for about 12 hours a week for ten months of the school year. We provide a program entitled "Steps to Respect" which focuses on anti-bullying perspectives and strategies as well as effective techniques to build positive, meaningful friendships. We also continue to provide our conflict resolution program for all students who enter our school. This program is initially offered in kindergarten and for new students entering at all grades, with refresher classes, assemblies, and activities over time. This year all staff was trained/retrained in this valuable program.

9. Limitations of the current program to enable under-performing students to meet standards.

- Our school has identified attendance and punctuality as a concern that stands in the way of optimal learning opportunity for some students. This problem being addressed with specific families.
- The need to plan year to year on soft funding sources is a reality that levees a great deal of strain on building a sustainable program.

STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

Star 2006 Percent Tested	Number Included In the 2006 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2005-2006 Growth Target	2006 API Target
100	301	836	8	3	A	A

Student Groups	Number of Pupils Included in 2006 API	Numerically Significant	2006 Subgroup API Base	2005-2006 Growth Target	2007 API Target
African American, not Hispanic	10	No			
American Indian or Alaska Native	4	No			
Asian	7	No			
Filipino	6	No			
Hispanic or Latino	51	Yes	766	1	771
Pacific Islander	1	No			
White not Hispanic	216	Yes	862	A	A
Economically Disadvantaged	56	Yes	734	1	739

Student Testing And Reporting (STAR)

California Achievement Test v.6

Scores are stated as a percent of students scoring above each given quartile.

	CAT/6 Reading 2004			CAT/6 Reading 2005			CAT/6 Reading 2006		
	25 %ile	50 %ile	75 %ile	25%ile	50 %ile	75 %ile	25 %ile	50 %ile	75 %ile
All Students									
Grade 2	90	78	47						
Grade 3	88	68	38	87	56	31	83	68	30
Grade 4	80	66	28						
Grade 5	85	65	35						

Scores are stated as a percent of students scoring above each given quartile.

	CAT/6 Math 2004			CAT/6 Math 2005			CAT/6 Math 2006		
	25 %ile	50 %ile	75 %ile	25 %ile	50%ile	75 %ile	25 %ile	50 %ile	75 %ile
All Students									
Grade 2	87	87	70						
Grade 3	82	82	52	81	71	32	85	61	29
Grade 4	70	70	48						

Grade 5	69	69	31						
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Scores are stated as a percent of students scoring above each given quartile.

	CAT/6 Language 2004			CAT/6 Language 2005			CAT/6 Language 2006		
	25 %ile	50 %ile	75 %ile	25 %ile	50 %ile	75 %ile	25 %ile	50 %ile	75 %ile
All Students									
Grade 2	92	78	47						
Grade 3	94	73	33	87	66	41	81	63	28
Grade 4	87	70	39						
Grade 5	88	66	34						

Scores are stated as a percent of students scoring above each given quartile.

	CAT/6 Spelling 2004			CAT/6 Spelling 2005			CAT/6 Spelling 2006		
	25 %ile	50 %ile	75 %ile	25 %ile	50 %ile	75 %ile	25 %ile	50 %ile	75 %ile
All Students									
Grade 2	78	60	30						
Grade 3	89	74	30	79	63	22	78	51	19
Grade 4	90	74	44						
Grade 5	76	56	29						

California Standards Test

Scores are stated as a percent of students performing in each level

CST Language Arts 2005						CST Language Arts 2006				
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	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced		% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students											
Grade 2	1%	8%	23%	34%	34%		6%	5%	16%	41%	32%
Grade 3	9%	10%	32%	40%	9%		14%	6%	22%	38%	20%
Grade 4	6%	2%	21%	39%	32%		4%	9%	20%	30%	36%
Grade 5	10%	5%	23%	26%	36%		3%	7%	22%	32%	37%

Scores are stated as a percent of students performing in each level

CST Mathematics 2005						CST Mathematics 2006				
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	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced		% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students											
Grade 2	0%	6%	17%	29%	48%		1%	11%	14%	44%	29%
Grade 3	4%	12%	24%	38%	22%		10%	9%	14%	39%	29%
Grade 4	6%	9%	26%	33%	25%		3%	17%	14%	32%	33%
Grade 5	9%	12%	17%	31%	32%		8%	13%	26%	41%	12%

California English Language Development Test Report

Scores or measures of growth are stated as described:

Grade or Cohort	Listening/Speaking			Reading			Writing		
	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
K	468.2	531.0	***	***	***	***	***	***	***
1	539.3	540.1	***	***	***	***	***	***	***
2	575.8	559.8	618.8	467.5	453.4	477.4	485.5	485.4	495.8
3	571.9	516.6	501	524.1	472.6	415	561.0	489.8	386.8
4	***	529.0	551	***	492.1	514.6	***	514.6	530.8
5	***	***	501.5	***	***	432.8	***	***	452.5

*** = Summary data is not provided for groups of three or less.

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing		
	2004	2005	2006	2004	2005	2006
K	89%	99%	100%	91%	97%	91%
1	87%	90%	85%	98%	94%	92%
2	88%	95%	92%	86%	84%	82%
3	96%	95%	100%	78%	67%	71%
4	88%	96%	78%	88%	78%	88%
5	97%	90%	71%	91%	84%	94%

NOTE: Small numbers of students at each grade level can make percents subject to wide variance with little actual change in the numbers of students meeting or exceeding standards.

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	K - 5	Yes
English Language Learners	K - 5	Yes
Special Education participants	K - 5	Yes

Conclusions from Student Performance Data:

1. 2006 API growth targets were exceeded school wide and for all our significant subgroups, including Economically Disadvantaged, English Learners and Students with Disabilities.
2. State and local measures indicate that Economically Disadvantaged, English Language Learners, and Special Education subgroups are closing the academic gap but still lag behind the overall student population.
- 3.. Analysis of the California Standards Test indicates the achievement gap between the genders, with girls significantly out performing boys in both Math and Language Arts in the 2005 test, however, in the 2006 tests the boys outperformed the girls in the math, except in fourth grade. More analysis remains to be done in Mathematics at the time of this writing, however, we have begun a program of increasing knowledge of math facts for all students.
4. The California Standards Test over a 2-year period reveals a growth range of from 5 to 9 percentage points in the number of students in **Language Arts** at or above the Proficient Level (or 60th percentile) at three grade levels and a decline of 5 percentage points at the other grade level.
5. Analysis of the CAT/6 norm referenced tests over a 3 year period reveals a decline of 8 percentage points between 2004-2005, and a rise of 12 points between 2005-2006 in the number of students in **Reading** at or above the 50th percentile at grade three.
6. Analysis of the CAT/6 norm referenced tests over a 3-year period reveals a decline of 11 points between 2004-2005 and a decline of 10 points between 2005-2006 in the number of students in **Mathematics** at or above the 50th percentile at grade three. This is an area we are targeting by working with students on their basic math facts as of February 2007.
7. Analysis of the CAT/6 norm referenced tests over a 3 year period reveals a decrease of 7 percentage point between 2004-2005 in the number of students in **Language** at or above the 50th percentile and a decrease of 3 percentage points between 2005-2006 of students in grade three.
8. Analysis of the CAT/6 norm referenced tests norm referenced test over a 3 year period reveals a decline of 11 percentage points between 2004-2005 and a decline of 12 percentage points between 2005-2006 in the number of students in **Spelling** at or above the 50th percentile in grade three.
9. While the Statewide Ranking of 8 is very positive, the Similar Schools Ranking the Similar Schools ranking of 3 continues to be low.

Conclusions from Parent, Teacher and Student Input:

We have placed an online survey instrument on the district website for all parents to be able to express satisfaction with the programs of all four district schools. This will provide baseline information for the 2006-2007 school year and provide a tool for comparative data each consecutive

year . Discussions and analysis of data will continue to be conducted at School Site Council meetings and Faculty meetings.

The conclusions from our Site Council and Staff meetings strongly support the notion that targeted services to struggling learners be the first priority for funding and staffing in the upcoming school year(s). We have begun that process by hiring a teacher to work with our English Learners and struggling learners through our one time Block Grant. Teachers and parents strongly support the implementation of the extended day program (Learners' Workshop) and the volunteer tutorial program. Teachers prioritize future funding opportunities to expand paid staff (certificated and paraprofessionals) to support struggling learners including English Learners.

Strong support exists for the Early Literacy program, expansion of Learners' Workshop to first grade, increased counselor and ELD support, continuous funding for release time for 4th and 5th grade teacher preparation periods, exploring the further development of teaching positions for art, music, science, gardening, and physical education.

School Goals for Improving Student Achievement:

GOAL # 1 The number of all students in the **Economically Disadvantaged** sub group meeting the proficient level in **Reading / Language Arts and Mathematics** as measured against state and local standards will increase by at least 5 percent each year.

GOAL # 2 The number of all students in the **English Language Learners** sub group meeting the proficient level in **Reading/Language Arts and Mathematics** as measured against state and local standards will increase by at least 5 percent each year.

GOAL # 3 The number of **All Students** meeting the proficient level as measured against state and local standards in **Reading/Language Arts and Mathematics** will increase by at least 3 percent each year, in the context of an ongoing analysis of **Gender Equity**. The opportunities for learning and performance expectations for both boys and girls will be equitable and achievement is anticipated to be comparable.

GOAL # 4 The number of **All Students** meeting the proficient level as measured against state and local standards in all academic areas as assessed in the **STAR/California Standards Test** will increase by at least 3 percent each year, in the context of an ongoing emphasis on a **Balanced Curriculum**. The opportunities for learning and performance expectations in the areas of the **Visual & Performing Arts, Physical Education** (Health and Fitness), **Science**, and **History/Social Science** will remain equitable, positively impacting.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

- **Instructional Strategies**

Teachers and staff will use a variety of strategies. Integrated listening, speaking, reading, and writing will be emphasized throughout all curriculum areas. Teachers will utilize the seven intelligences (awareness level), cooperative learning, and other alternative instructional models when planning curriculum.

All students will receive a broad-based curriculum, including instruction in language arts, mathematics, science, history/social science, visual and performing arts, and physical education. Students will participate in a variety of experiential activities (i.e. collaborative learning activities, cross age projects, technology, the arts, and field trips, etc.). Students will have a variety of opportunities to perform service for others.

The goals of the academic program will be developed by the District and staff based on the California State Standards and nationally and locally adopted standards. Staff will become aware of and implement all aspects of the Soquel School Districts Strategic Plan and Curriculum Standards.

Plan for Academic Performance Index (API) Awards Program

Our school has identified addressing the learning needs of the struggling, underachieving student as the highest priority. Not having the designation of a Title I school and the resources available through Compensatory Education, we must develop local strategies that will serve those same students who would otherwise qualify. We have developed a blended funding strategy with our Block Grant that will employ a part-time Teacher for Remedial and ELD Instruction. Initial funding resources will provide for a .2 FTE position.

A credentialed teacher and aide will provide services in Extended Learning Program (Learner's Workshop) held four days a week after the end of the regular instructional day.

- **Programs for Extended Learning Time**

- ❖ **Summer School /Remedial Instruction** – The core academic Summer School program is available to all identified at-risk students. Classes are made available to students in grades kindergarten through eight. Classes address the core academic areas of mathematics, science, and English/language Arts. Class sizes are kept as low as possible based upon available funding. This program was established in 1998 to support students who have been identified as struggling through the retention/promotion process. Services are provided to students in grades 2-8 who have been retained under this new process. Services may also be provided to students in those grades who have been identified as at risk of being retained, or who have low STAR scores. Services may be offered in summer school, or after school. Services may not be provided during the regular school day if the pupil would be removed from a core curriculum class (including physical education).

- **Other Extended Learning Opportunities**

- ❖ Leadership and school wide learning, Assemblies, Common rooms, Service projects (recycling), Conflict Resolution, Cross-age buddy groups. Students, staff and families will learn communication, decision making and negotiation skills through a variety of trainings including, but not limited to, conflict resolution and positive discipline.

GOAL # 1 The number of all students in the **Economically Disadvantaged** sub group meeting the proficient level in **Reading / Language Arts and Mathematics** as measured against state and local standards will increase by at least 5 percent each year.

Student groups participating in this goal: Identified at-risk students, performing at the minimum, in the lowest 30%ile on criterion-reference achievement testing.

Performance gains expected for these students: The number of all at-risk students meeting the proficient level will increase by at least 5% or higher on standardized and local measures .

Means of evaluating progress toward this goal: Review of individual, identified students meeting established benchmarks in reading/language arts.

Group data needed to measure academic gains: Their performance on STAR and local multiple measures in reading/language arts and math.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Use identified grade level focus standards in reading/language arts and math to plan instruction	Classroom Teachers, Ongoing	N/A	N/A	N/A
2. Improvement of instructional strategies and materials: a) Use proven instructional practices to teach the skills and strategies that proficient students use. b) Use the California Standards for the Teaching Profession as a guide for planning lessons c) Use materials matched to student needs	Classroom Teachers, Ongoing	Instructional Materials	\$15,000 approx.	Instructional Materials & Schiff Bustamonte Funds
3. Extended learning time: a) Provide additional early intervention and/or extended learning services for at-risk students	Classroom Teachers, Extended Learning Resource Teacher, Community Volunteers, Ongoing Retired	Extended Learning Resource Teacher Instructional Aide to assist in after school program Community Volunteers	\$8,000 \$5,000	School Improvement Program (SIP) Title V

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased educational opportunity:</p> <ul style="list-style-type: none"> a) Provide 2 hours of daily instruction in language arts with daily small group reading instruction, for identified at-risk students b) Learners' Workshop (Extended Learning Day) two days each week to support identified at-risk students after school. c) Cross-Age Tutors d) Provide summer school for identified at-risk students e) Provide Early Literacy instruction for selected at-risk 1st grade students. f) Community volunteers help with small group instruction 	<p>Extended Learning Resource Teacher/ After School Aide</p> <p>Summer School Teachers</p> <p>Volunteer Coordinator</p>	<p>Staffing</p> <p>Staffing</p> <p>Hire summer school teachers & staff</p>	<p>\$8,000 (See Goal 1.3.a)</p> <p>\$5,000 (See Goal 1.3.a)</p>	<p>SIP/ Title V</p> <p>District Summer School Funds</p>
<p>5. Staff development and professional collaboration:</p> <ul style="list-style-type: none"> a) Provide ongoing teacher and paraprofessional training in proven practices to support identified at-risk students in reading, writing and math instruction b) Schedule monthly grade level meeting to review identified at-risk student work and plan next steps for instruction c) Arrange periodic collaborative meetings between classroom and early intervention teachers 	<p>All teaching and paraprofessional staff</p> <p>Principal Buy Back Days</p>	<p>Early intervention staff time</p> <p>Grade Level Meetings Workshop materials</p>		<p>Instructional Materials Funds</p>

<p>6. Communication between staff, parents and community:</p> <p>a) Review Standards and Grade Level Expectations with parents and School Site Council</p> <p>b) Distribute parent guides for grade level standards</p> <p>c) Provide homework 4 days a week to practice new strategies and skills learned in the classroom</p>	<p>Classroom Teachers</p> <p>Principal</p> <p>Ongoing</p>	<p>Printing</p> <p>Homework materials</p>	<p>\$500</p> <p>\$1000</p>	<p>District</p> <p>SIP</p>
<p>7. Auxiliary services for students and parents:</p> <p>a) Community Volunteer Tutorial Program using high school & college students as well as retired grandparents.</p> <p>b) Develop and maintain the school wide behavior and discipline system</p> <p>c) Provide an articulated social skills program focusing on building friendships and preventing bullying behavior with counseling component.</p>	<p>Volunteer Coordinator</p> <p>Principal/Staff</p> <p>School Counselor</p>	<p>County Volunteer Resources</p> <p>Printed Behavior Standards and Procedures</p> <p>Steps to Respect Curriculum</p>	<p>(Contained in Goal 1.3.a) \$1000</p> <p>\$18,000 \$ 7,000</p>	<p>SIP</p> <p>SIP</p> <p>DATE MediCal SIP TUPE</p>
<p>8. Monitoring program implementation and results:</p> <p>a) Classroom and early intervention observations by principal</p> <p>b) Set data-driven grade level improvement targets with trimester benchmarks for all identified at-risk and report number of students meeting benchmarks and targets at the end of the year</p> <p>c) Use of multiple measures to report achievement and set improvement goals for the following school year</p> <p>d) Report results to the school board and student achievement to parents via report cards, mailed STAR testing results</p> <p>e) Provide 3 days of articulation between classroom teachers and RS teacher.</p>	<p>Principal</p> <p>Principal/ Classroom Teachers</p> <p>Intervention Staff Teachers</p>	<p>Classroom Teachers release time for assessment</p>	<p>\$8,000</p> <p>\$600</p>	<p>SIP</p> <p>SIP</p>

GOAL # 2 The number of all students in the **English Language Learners** sub group meeting the proficient level in **Reading/Language Arts and Mathematics** as measured against state and local standards will increase by at least 5 percent each year.

Student groups participating in this goal: All identified English Language Learners who have yet to be reclassified at Fluent English Proficient.

Performance gains expected for these students: An increase of 5% of all at-risk students will meet the proficient level on standardized and local measures.

Means of evaluating progress toward this goal: Review of individual, identified students meeting established benchmarks in language arts assessments and math assessments.

Group data needed to measure academic gains: Their performance on STAR and local multiple measures in math.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> a) Use grade level focus standards in reading, writing, and math to plan instruction b) Use ELD standards and the CELDT results to plan instruction 	Classroom Teachers Ongoing	N/A	N/A	N/A
<p>2. Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> a) Use the Specially Designed Academic Instruction in English (SDAIE) to provide English Language Learners access to the core curriculum (Rosetta Stone software) b) Use the California Standards for the Teaching Profession as a guide for planning lessons c) Use standards based curriculum for English Language Development Instruction 	Classroom Teachers Ongoing	Instructional Materials	5,000	ELAP
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> a) Provide at least 2 hours of daily instruction in language arts with daily small group reading instruction in English b) Provide 60 minutes daily instruction in mathematics with small group or 1:1 support for at-risk English Learners c) Provide a minimum of 2 hours a week of English Language Development differentiated instruction d) Early intervention program services for EL students 	Classroom Teachers Extended Learning Resource Teacher Early Intervention Ongoing	Extended Learning Resource Teacher Instructional Aide to assist in after school program Community Volunteers		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased educational opportunity:</p> <p>a) Learners' Workshop (Extended Learning Day) two days each week per student to support identified at-risk students after school.</p> <p>b) Provide summer school for identified at-risk students</p> <p>c) Provide Early Literacy for selected at-risk 1st grade students.</p>	<p>Extended Learning Resource Teacher</p> <p>After School Aide</p> <p>Summer School Teachers</p> <p>K Staff</p>	<p>Staffing</p> <p>Staffing</p> <p>Hire summer school teachers & staff</p>	<p>\$8,000 (see Goal 1.3.a)</p> <p>\$5,000 (see Goal 1.3.a) District</p>	<p>SIP</p> <p>Title V District Summer School Funds</p>
<p>5. Staff development and professional collaboration:</p> <p>a) Provide ongoing teacher and paraprofessional training in proven practices to support identified at-risk students in reading, writing and math instruction</p> <p>b) Schedule monthly grade level meeting to review identified at-risk student work and plan next steps for instruction</p> <p>c) Arrange periodic collaborative meetings between classroom and early intervention teachers</p>	<p>All teaching and paraprofessional staff</p> <p>Principal Staff Develop.Days Grade Level and Faculty Meetings</p>	<p>Early intervention staff time Reading Recovery</p> <p>Workshop materials</p>	<p>N/A</p> <p>\$1000 (See Goal 1.8.e)</p>	<p>Staff Meeting and SDD time</p> <p>SIP</p>
<p>6. Communication between staff, parents and community:</p> <p>a) Review Standards and Grade Level Expectations with parents and School Site Council</p> <p>b) Distribute parent guides for grade level standards</p> <p>c) Provide homework 4 days a week to practice new strategies and skills learned in the classroom</p>	<p>Classroom Teachers</p> <p>Principal</p> <p>Ongoing</p>	<p>Printing</p> <p>Homework materials</p>	<p>\$500 (See Goal 1.6.a)</p> <p>\$1000 (Goal 1.6.c)</p>	<p>District</p> <p>SIP</p>

<p>7. Auxiliary services for students and parents:</p> <p>a) Community Volunteer Tutorial Program from high school & college student through retired grandparents.</p> <p>b) Develop and maintain the school wide behavior and discipline system.</p> <p>c) Provide <u>Steps to Respect</u>, an articulated social skills program focusing on building friendships and preventing bullying behavior and counseling.</p>	<p>Volunteer Coordinator</p> <p>Principal/Staff</p> <p>School Counselor</p>	<p>County Volunteer Resources</p> <p>Printed Behavior Standards and Procedures</p> <p>Steps to Respect Curriculum</p>	<p>(contained in Goal 1.3.a) (contained in Goal 1.7.b) \$18,000 \$7000 (see Goal 1.7.c)</p>	<p>SIP Title V</p> <p>DATE MediCal TUPE SIP</p>
<p>8. Monitoring program implementation and results:</p> <p>a) Classroom and early intervention observations by principals</p> <p>b) Set data-driven grade level improvement targets with trimester benchmarks for all identified at-risk and report number of students meeting benchmarks and targets at the end of the year.</p> <p>c) Use of multiple measures to report achievement and set improvement goals for the following school year</p> <p>d) Report results to the school board and student achievement to parents via report cards, mailed STAR testing results</p> <p>e) Schedule regular LRTs (2 days)</p>	<p>Principal</p> <p>Classroom Teachers/ Intervention Staff</p> <p>Classroom Teachers/Principal</p>	<p>Classroom Teachers release time for assessment</p> <p>Substitutes</p>	<p>\$8000 (see Goal 1.8.a)</p> <p>\$400</p>	<p>SIP</p> <p>Title V</p> <p>SIP</p>

GOAL # 3 The number of **All Students** meeting the proficient level as measured against state and local standards in **Reading/Language Arts and Mathematics** will increase by at least 3 percent each year, in the context of an ongoing analysis of **Gender Equity**. The opportunities for learning and performance expectations for both boys and girls will be equitable and achievement is anticipated to be comparable.

Student groups participating in this goal: All Students.

Performance gains expected for these students: A study of gender equity will be monitored to make sure that all students are receiving equitable opportunities for learning. One way in which this will be measured will be to see that there is at least a 3% of all students reaching the proficient level on standardized and local measures.

Means of evaluating progress toward this goal: Review of individual, identified students meeting established benchmarks in all academic areas.

Group data needed to measure academic gains: Their performance on STAR and local multiple measures in language arts, math, and science.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Use identified grade level focus standards in reading, writing, and mathematics to plan instruction	Classroom Teachers, Ongoing	N/A	N/A	N/A
2. Improvement of instructional strategies and materials: a) Use proven instructional practices to teach the skills and strategies that fluent readers, writers, and mathematicians use. b) Use the California Standards for the Teaching Profession as a guide for planning lessons c) Use materials matched to student needs d) All Students will have the opportunity to use technology to access standards-based curriculum	Classroom Teachers, Ongoing Teachers, Principal	Instructional Materials (tech team, upgrade, staff devel, stipend)	\$15,000 (See Goal 1.2.a) \$5,000	Instructional Materials Funds SIP
3. Extended learning time: a) Provide 2 hours of daily instruction in language arts with daily small group reading instruction b) Provide 60 minutes of daily math instruction c) Provide additional early intervention and/or extended learning services for at-risk students	Classroom Teachers, Extended Learning Resource Teacher, Community Volunteers, Ongoing	Extended Learning Resource Teacher Instructional Aide to assist in after school program Community Volunteers	\$8,000 \$5,000 (see Goal 1.3.a)	SIP Title V

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased educational opportunity: a) Following an in-depth analysis of differences in gender performance, specific strategies and special learning opportunities will be developed as necessary	Principal Classroom Teachers	N/A	N/A	N/A
5. Staff development and professional collaboration: a) Seek out other resources for gender equitable approaches to curriculum and instruction b) Include this topic as an ongoing item on Grade Level Meeting agendas	Classroom Teachers Extended Learning Resource Teacher	Release time and staff development costs	\$500	SIP
6. Communication between staff, parents and community: a) Include disaggregation of performance by gender when sharing comparative achievement at public meetings and individual conferences	Principal Classroom Teachers	N/A	N/A	N/A
7. Auxiliary services for students and parents: a) Provide student and parent presentations for information and motivation around this important topic as necessary	Principal	N/A	N/A	N/A
8. Monitoring program implementation and results: a) Classroom observations by principal b) Set data-driven grade level improvement targets with trimester benchmarks set equally for both boys and girl. c) Use both multiple measures and standardized tested to establish a wide base of data to compare the disaggregation of male and female performance d) Schedule regular SSTs (full days as needed)	Principal Classroom Teachers Ongoing Classroom teachers,RS teacher	Printing Meet to discuss G and O's, midyear progress and final summary -subs Substitutes	\$100 \$300 \$600	SIP SIP SIP

GOAL # 4 The number of **All Students** meeting the proficient level as measured against state and local standards in all academic areas as assessed in the **STAR/California Standards Test and local multiple measures** will increase by at least 3 percent each year, in the context of an ongoing emphasis on a **Balanced Curriculum**. The opportunities for learning and performance expectations in the areas of the **Visual & Performing Arts, Physical Education (Health and Fitness), Science, and History/Social Science** will remain equitable.

Student groups participating in this goal: All Students.

Performance gains expected for these students: All students meeting the proficient level will increase by at least 3% on standardized and local measures.

Means of evaluating progress toward this goal: Review of individual, identified students meeting established benchmarks in all academic areas.

Group data needed to measure academic gains: Their performance on STAR and local multiple measures.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Use identified grade level focus standards in all areas to plan instruction	Classroom Teachers, Ongoing	N/A	N/A	N/A
2. Improvement of instructional strategies and materials: a) Use proven instructional practices to teach the skills and strategies reflected in the Standards . b) Use the California Standards for the Teaching Profession as a guide for planning lessons c) Use materials matched to student needs	Classroom Teachers, Ongoing	Instructional Materials	\$15,000 (see Goal 1.2.a)	Instructional Materials Funds
3. Extended learning time: a) Provide Garden opportunities for all students integrating the garden with the classroom curriculum	Classroom Teachers, Parents, Garden coordinator			Garden Grants

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased educational opportunity:</p> <p>a) Funding of a Physical Education Specialist at 4th and 5th Grade will be a priority and subs.</p> <p>b) Funding of Music and Art Specialists at all grades will be a priority and subs.</p> <p>c) Additional time for library aide</p> <p>d) Cross Curricular teaching and learning will serve to motivate students and teachers.</p>	<p>Classroom Teachers</p> <p>Specialists</p> <p>Library Aide</p>	<p>Staffing</p> <p>Staffing</p>	<p>\$ 18,000</p> <p>\$19,000</p> <p>\$3000</p>	<p>SIP</p> <p>Home & School Club Donations</p> <p>SIP</p>
<p>5. Staff development and professional collaboration:</p> <p>a) Provide ongoing teacher and paraprofessional training in proven practices to support all students.</p> <p>b) Schedule monthly grade level meeting to review and plan next steps for instruction</p> <p>c) Arrange periodic collaborative meetings between classroom and specialists</p>	<p>All teaching and paraprofessional staff</p> <p>Principal – Staff Devel. Days</p> <p>Grade Level and Faculty Meetings</p>	<p>Staff Planning Time</p> <p>Workshop materials</p>	<p>\$2,000</p>	<p>District SIP</p> <p>Instructional Materials Fund</p>
<p>6. Communication between staff, parents and community:</p> <p>a) Review Standards and Grade Level Expectations with parents and School Site Council</p> <p>b) Distribute parent guides for grade level standards.</p>	<p>Classroom Teachers</p> <p>Principal</p>	<p>Printing</p>	<p>\$500</p> <p>\$1000</p> <p>(See Goals</p>	<p>District</p> <p>SIP</p>

			1.6.a & b)	
7. Auxilliary services for students and parents:				
a) Train student conflict managers in conflict resolution	Classroom teachers Outside consultants	Staff Development Contract	\$2000	SIP Grants
8. Monitoring program implementation and results:				
a) Classroom observations by principals	Principal	Classroom Teachers release time for assessment		SIP
b) Use of multiple measures to report achievement and set improvement goals for the following school year	Classroom Teachers			
c) Report results to the school board and student achievement to parents via report cards, mailed STAR testing results	Specialists			
d) Parent/Student satisfaction survey	Principal	Online survey	\$1412	SIP

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

School Improvement Program Amount: \$ 68,577

Purpose: Improve school response to educational, personal and career needs of all students.

EIA-LEP

Purpose: Provides supplemental funding to support additional programs and services for English learners and economically disadvantaged students. Amount: \$ 10,243

Instructional Materials Fund (IMFRP)

Purpose: To ensure that each pupil is provided with a standards-aligned textbook or basic instructional materials in core curriculum areas. Amount: \$ 29,677

ELAP

Purpose: To support English acquisition for English learners in 4th and 5th grade Arts and Music Block projection Amount: \$ 936

TUPE

Purpose: To provide Tobacco Use Prevention Education for all students. Amount: \$ 1,120

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program Amount: \$ N/A

Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program Amount: \$ N/A

Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs Amount: \$ 418

Purpose: Support educational improvement, library, media, and at-risk students.

Title III: LEP Amount: \$ 2,269

Purpose: To assist English Language Learner students to acquire English and achieve grade-level and graduation standards

Title III: Immigrant Amount: \$ 852

Purpose: assuring that immigrant students meet the same challenging grade level and graduation standards as mainstream students.

Safe and Drug Free School (SDFSC) Amount: \$ 2,262

Purpose: To foster a safe and drug-free learning environment that supports academic achievement.

Total amount of state and federal categorical funds allocated to this school: Amount: \$ 124,060

Other State or Local funds (list and describe)

Home & School Club Donation for Art and Music Amount: \$ 84,000

General Funds Amount: \$ 20,328

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brenda Payne	X				
JoAnna Race		X			
Andy Shapiro		X			
Nancy Rivera				X	
Kathy Vincent				X	
Richard Boyce		X			
Cindy Boram			X		
Vallerie Way				X	
Bonnie Keet				X	
Betsy D'Arrezo				X	
Numbers of members of each category	1	3	1	5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related 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 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.
4. This school plan is based upon 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.
5. This school plan was adopted by the school site council on: April 6, 2007

Attested:

Brenda Payne
Typed name of school principal

Signature of school principal

Date

Nancy Rivera
Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix A

Staff Input

Main Street School

Strategies for Single Plan for Student Achievement

Kindergarten

- ❖ Use of Volunteers (parent community, etc.) to provide 1:1 individual support and small groups
- ❖ Individual, differentiated homework
- ❖ Support parental help by loaning materials, suggesting ones that can be bought
- ❖ Conferencing with parents (train)
- ❖ Utilize free choice time to follow up with individuals
- ❖ Ongoing, authentic assessments
- ❖ Using best practices (visual cues, repetition, kinesthetic, prior knowledge, multi-sensory, etc.)
- ❖ Some Counselor time

Wish List

- ❖ More trained personnel in the classroom (i.e. an Instructional Aide to provide individual tutorial support)
- ❖ More time with smaller groups
- ❖ P.E. teacher
- ❖ More \$\$ (we consume everything!)
- ❖ School-wide system for book leveling (including levels for library books!)

First Grade

- ❖ Early Literacy Tutoring
- ❖ Parent Volunteers
- ❖ Reading Tutors/Community
- ❖ Teacher-made/Store bought materials (i.e. listening center, games, etc.)
- ❖ Leveled Books
- ❖ Adaptive P.E.
- ❖ Buddies/Pen Pals
- ❖ Small Group Instruction
- ❖ Individualized instruction
- ❖ Continual, on-going assessment
- ❖ R.S.P.

- ❖ C.S.R.
- ❖ Assessment Days - Release time

Wish List

- ❖ Learner's Workshop for 1st Grade
- ❖ School nurse – full-time
- ❖ School counselor – full-time

Second Grade

- ❖ Leveled books
- ❖ Learner's Workshop
- ❖ Volunteer Tutors
- ❖ Parent Volunteers
- ❖ Math Manipulatives
- ❖ Daily oral language
- ❖ Test preparation
- ❖ Literature audio tapes
- ❖ Supplementary phonics materials
- ❖ Literature based on play experience (professional theater)
- ❖ Grade level meetings
- ❖ Open-ended activities
- ❖ Stretch activities
- ❖ Ecology program

Wish list

- ❖ Grammar programs/books
- ❖ Leveled literature books
- ❖ Counselor time
- ❖ Homework club
- ❖ Science teacher
- ❖ Life Lab teacher
- ❖ Have someone or time to level books + a master list book
- ❖ Aide time
- ❖ C.S.R.

Third Grade

- ❖ Open ended activities - Differentiated Instruction

- ❖ Learner's workshop
- ❖ Individualized instruction
- ❖ Leveled books
- ❖ SPECTRA artists
- ❖ Challenge activities
- ❖ Class libraries (diverse)
- ❖ Peer coaching/tutoring
- ❖ Buddies
- ❖ Pen pals
- ❖ Extracurricular activities
- ❖ Field trips
- ❖ Cooperative group activities
- ❖ Drama activities and music
- ❖ Instructional aides for individual tutoring
- ❖ High school volunteer aides
- ❖ C.S.R.
- ❖ R.S.P.
- ❖ Parent volunteers

Wish list

- ❖ More counselor time
- ❖ Healthy food
- ❖ School nurse
- ❖ More E.L.D. support

Fourth / Fifth Grade

- ❖ Parental help
- ❖ Keys (math)
- ❖ Modify assignments

- ❖ R.S.P.
- ❖ Learner's workshop
- ❖ Tutorial programs
- ❖ Leveled reading
- ❖ Small groups
- ❖ E.L.D.
- ❖ Occupational therapy
- ❖ Literature circles
- ❖ Cooperative group learning
- ❖ Math manipulatives
- ❖ Release time for grade level meetings
- ❖ P.E. teacher
- ❖ Counseling

Wish List

- ❖
- ❖ More aide time
- ❖ Smaller class sizes
- ❖ No combination classes
- ❖ Computer lab(s)
- ❖ Science text books
- ❖ Science prep/teacher
- ❖ Resources for struggling students
- ❖ Funding for workshops
- ❖ Homework club
- ❖ Level all books
- ❖ New core literature with teacher materials
- ❖ Math lab
- ❖ Computer programs

Appendix B

Glossary of Terms (Acronyms)

This Glossary is developed to help the reader translate the many educational terms used throughout this plan and discussions at School Site Council, Faculty, and Board of Trustees meetings. The ones listed below apply to Main Street Elementary School. They are typically acronyms, initials of the various terminologies.

The California Department of Education posts a website to lists the most common acronyms associated with programs funded through the Consolidated Applications. <http://www.cde.ca.gov/help/acronyms.htm>

ADA	Average Daily Attendance	FEP	Fluent English Proficient
ADA	Americans with Disabilities Act	FTE	Full Time Equivalent
AFDC	Aid to Families with Dependent Children	GATE	Gifted and Talented Education
API	Academic Performance Index	IEP	Individual Education Plan
AYP	Adequate Yearly Progress	LC	Language Census
BTSA	Beginning Teacher Support and Assessment	LD	Language Development
CAT/6	California Achievement Test	LEA	Local Educational Agency
CBEDS	California Basic Educational Data System	LEP	Limited English Proficient
CBEST	California Basic Educational Skills Test	NCE	Normal Curve Equivalent
CCR	Coordinated Compliance Reviews	NCLB	No Child Left Behind
CDE	California Department of Education	NCTM	National Council of Teachers of Mathematics
CELDT	California English Language Development Test	NRT	Norm Referenced Test
COE	County Office of Education	PSSA	Public Schools Accountability Act
CSIS	California School Information Services	R-FEP	Re-designated Fluent English Proficient
CSR	Class Size Reduction	RSP	Resource Specialist Program
CST	Child Study Team	SABE/2	Spanish Assessment of Basic Education
DATE	Drug, Alcohol, and Tobacco Education	SBCP	School Based Coordination Plan
DARE	Drug and Alcohol Resistance Education	SDAIE	Specially Designed Academic Instruction in English
EC	Education Code	SDE	State Department of Education
ELD	English Language Development	SIP	School Improvement Program
ELL	English Language Learner(s) or sometimes EL (English Learners)	SPECTRA	Artists in the Schools Program
ESL	English as Second Language	SST	Student Success Team
EO	English Only	STAR	Standardized Testing and Reporting Program
		UCP	Uniform Compliant Procedures

Appendix C

Founding Principles of Main Street School

Our vision of what a learning community entails and what it might achieve included the following:

- ◇ To develop a program that fosters a community of learners and leaders in which the people involved create knowledge.
- ◇ To create a community where all children and adults experience learning together.
- ◇ To provide a setting that promotes continuous progress and lifelong learning.
- ◇ To create a self-renewing, learning organization that continually reinvents itself.

STUDENT PERFORMANCE DATA SUMMARY *(continued)*
School Demographic Characteristics

Data listed below are from the October CBEDS data collection, STAR testing and the STAR Apportionment Information Report.

Ethnic/racial (STAR)	<u>Percent</u>	Parent education level (STAR)	<u>Percent</u>
African American (not of Hispanic origin)	10	Percent with a response*	92
American Indian or Alaska Native	4	Of those with a response:	
Asian	7	Not a high school graduate	5
Filipino	6	High school graduate	8
Hispanic or Latino	51	Some college	26
Pacific Islander	1	College graduate	38
White (not of Hispanic origin)	218	Graduate school	24

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

*This number is the percentage of student answer documents with stated parent education level information.

Participants in free or reduced price lunch (STAR)	19	<u>Average</u>
<i>This is also known as the National School Lunch Program (NSLP).</i>		Average parent education level (STAR)
		3.69
		<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>

English learners (STAR)	8	<u>Percent</u>
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Multi-track year-round school (CBEDS)	No	Fully credentialed teachers (CBEDS)	100
		Teachers with emergency credentials (CBEDS)	0

Mobility		<u>Number</u>
School, prior year (STAR)	96	
<i>This is the percentage of students who first attended this school in the current year. Students in the school's lowest grade are excluded.</i>		

School, CBEDS date* (STAR)	0	Enrollment in grades 2-11 on first day of testing (STAR)	324
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District, CBEDS date* (STAR)	99	Number of students having significant disabilities and marked as being assessed with the California Alternate Performance Assessment (STAR)	1
<i>*This is the percentage of students who were counted as part of the school/district enrollment on the October 2002 CBEDS data collection and who have been continuously enrolled since that date.</i>			

Average class size (CBEDS)		Students exempted from STAR testing per parent written request (STAR)	6
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<u>Grades</u>	<u>Percent</u>	
2	25	
3-5	75	
Core academic courses in departmentalized programs	N/A	

Number of students tested (STAR)	267
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Number of students actually tested on the California Alternate Performance Assessment (CAPA)	10
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