

The Single Plan for Student Achievement



HEATHER SCHOOL

41-69021-6044754
CDS Code

Date of this revision: April 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students and to improve the school's educational program.

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

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San Carlos School District

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

Heather School Vision and Mission

Recognizing the uniqueness of individuals, Heather School will promote educational excellence for all students. In partnership with staff, parents, and community, an environment will be established where students take personal responsibility for learning and functioning as creative, productive citizens in a constantly changing society.

Heather School believes that the partnership between student, parent, and teacher is critical to the educational success of the child. In order to further this partnership, we will inform parents and the community about our efforts to help students improve their achievement by:

1. School Site Council
2. Heather PTA and San Carlos Educational Foundation
3. School Newsletter: "Heather Headlines"
4. School Accountability Report Card
5. Parent/Teacher Conferences
6. Back-to-School Night and Open House
7. Class Newsletters
8. Family Educational Nights
9. Volunteers in the Classroom and Extended Learning Environment
10. Principal's Bulletin
11. Heather News List Service
12. Informal communications via email and telephone
13. Spanish translation of written communications (as often as possible)
14. Spanish interpretation services at parent/teacher conferences, SST and IEP Meetings and for telephone communication when needed

We will evaluate whether students have achieved the desired learning outcomes by the following list of activities. Assessment will be aligned with the mathematics curriculum and will be an ongoing process utilizing a variety of methods:

Portfolios- Language Arts & Math	Standardized tests
Assessment rubrics on the report card	Parent survey
Student work products	Other teacher-designed assessments
Journals and written responses	District and local assessments
Anecdotal records	

School Profile

Heather School, located at 2757 Melendy Drive in San Carlos, California, is a dependent charter school in the San Carlos School District, consisting of five elementary schools (including Charter Learning Center) and two middle schools. San Carlos is located on the peninsula south of San Francisco and has an approximate population of 28,000.

The school student enrollment of approximately 349 students is fairly stable. The school currently serves kindergarten through fourth grade students, and also houses a district primary special day class (SDC), and provides special education services. Approximately 9% percent of our students attend through a court-ordered integration plan (Tinsley Program), and an additional 15% percent attend through charter open enrollment provisions. Heather School addresses students' needs through a variety of programs including special education, Gifted and Talented (GATE), English Language Development (ELD), Reading Club, resource specialist (RSP), speech, psychological, and nursing services. School enthusiasm is fostered through many activities such as Student Council, a Monday Morning Assembly, and PTA sponsored events and programs. The Heather staff encourages "Life Skills" traits through an incentive program to celebrate good behavior and decision-making on the part of students and to reinforce school rules and student behavior expectations. Parents are encouraged to be a partner in their child's education and volunteers are welcomed at the school.

The ethnic make-up of Heather School as of 10/2009, consists of the following:

Caucasian.....	63%
Hispanic	16%
Asian	9%
African American	4%
American Indian	0%
Filipino	3%
Pacific Islander	2%

There are 13 different home languages spoken by students at our school.

349	Total Heather Students
66	English Language Learners
36	Free & Reduced Lunch Program
8	Special Ed: Special Day Class, Grades K - 2
20	Special Ed: RSP, Grades K-4
32	Special Ed: Speech & Language, Grades K-4
13	Rtl- Speech SPARCS Class
19	Rtl- Resource Class
58	Reading Club, Grades 1 – 4 (Fall/Winter)
10	GATE

Staffing and Programs: Heather has 17 regular classroom teachers and participates in the California Class-Size Reduction Initiative in kindergarten through third grade, although with recent budget concerns and the State's lifting of penalties of CSR, K-3 classes have been increased to a teacher to pupil ratio in grades K- 3 is 22 or fewer students per each teacher, with grades 4 at 28 students or less.

- ❖ Resource Specialist Program
- ❖ Multi-age Special Day Class
- ❖ Speech and Language Program
- ❖ Gifted and Talented
- ❖ English Language Development Program
- ❖ Reading Intervention Program (Reading Club)
- ❖ Rtl (Response to Intervention)
- ❖ Library
- ❖ Friendship Group
- ❖ San Carlos Healthy Cities Tutor Program
- ❖ Psychological Services
- ❖ Music Programs
- ❖ Physical Education Program
- ❖ Computer Technology Program
- ❖ Nursing Services

Community members support our school through funding drives, passage of local bond, parcel tax/measures elections and through active involvement in PTA, School Site Council, and the San Carlos Educational Foundation.

Heather School has a library technician, who manages the school library, which has been automated for students, teachers and parent use, as well as multi computers in the classroom and a computer lab consisting of a LCD projector and 29 computers, which include 25 iMacs. The computer lab is managed by a computer lab associate, whose main role is to assist teachers in the integration of technology with curriculum, as well as to provide tech support for student and staff productivity.

Instructional Minutes

The State of California requires a minimum number of instructional minutes at each grade level. For the 2009-10 school year, the San Carlos School District met the following requirements:

Grade Level	Min. Required Minutes	Actual Minutes
K	36,000	40,860
Gr. 1 – 2	50,400	52,020
Gr. 3	50,400	54,180
Gr. 4	54,000	55,080

Heather School's schedule is as follows:

Regular Schedule:

1st session Kindergarten 8:25 – 1:15, with a 15 minute recess and a 40 minute lunch
2nd session Kindergarten 9:30 - 2:20, with a 15 minute recess and a 40 minute lunch
Grades 1 – 2 8:25 am – 2:40, with 25 minutes of recess and a 45 minutes lunch
Grades 3 8:25 am – 2:40, with 15 minutes of recess and a 40 minute lunch
Grades 4 8:25 am – 2:45, with 15 minutes of recess and a 40 minute lunch

Wednesday is a minimum day for students, giving teachers time for collaboration and planning time.

School Accountability Report Card

The School Accountability Report Card is available from the San Carlos School District Office and online at

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Note: This iSPSA was created to span approximately 5 years and was first developed 2007-08; it is noted that curriculum implementations and P.D. will be at various stages over this 5-year span, and that the P.D. teachers engaged in will be carried through within the 5-year span.

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
 - Instructional materials are aligned with State Standards
 - Adoption of new FOSS science materials (year 2)
 - Implementing the district-wide K-4, standards-based report card
 - Implementing district assessments, which align to standards
 - Conferencing with teachers, along with classroom observations, with instructional practices aligned with the California Standards for the Teaching Profession (CSTP)
 - Instruction is monitored to be aligned and consistent with State Standards
2. **Availability of standards-based instructional materials appropriate to all student groups:**
 - Current Math, Language Arts, and History/Social Studies adoption are standards-based
 - Second year implementing new Science adoption, which is standards-based
3. **Alignment of staff development to standards, assessed student performance and professional needs:**

- District-wide staff development is focused around the newly implemented ELA intervention curriculum
- District-wide staff development is focused around the analysis of student work:
 - Fall Writing Pre-Assessment, Spring Writing Assessment are scored in grade level teams, using Student Work Analysis activity to identify student needs and to inform instruction.
 - Fall MARS math tasks and March MARS math assessment are scored in grade level teams, analyzing student work to inform instruction.
- District-wide staff development is offered as support for the new FOSS science adoption
- District-wide staff development in the implementation and use of Data Director
- District-wide staff development with the Bay Area Writing Project
- District-wide staff development in differentiated instruction, specifically in the area of math
- District-wide staff development in Pat Wolfe's *"Brain Matters: Translating Research to Classroom Practice"*
- Site-based staff development in the analysis of California Standards for the Teaching Profession
- Site-based staff development in correlating the ELD standards to the ELA Standards
- Site-based staff development in the implementation of Robert Marzano's *Building Academic Vocabulary*
- Professional development through the Noyce *"Every Child a Reader and Writer"* Writer's Workshop Training
- Professional development in *Numerical Reasoning and Algebraic Thinking*, Noyce Foundation's "First in Mathematics Consortium" (FIMC) Grant and Noyce Math Institute
- Professional development acquiring strategies to *"Strengthen the Reading Skills of Your Title I Students"* (BER Seminar)
- Professional development *"Gr. 3 & 4 Tackling Math Basic Plus Thinking Skills"* and *"Creative Math Centers for Your K-2 Classrooms"*, Marcy Cook
- Professional development *"Pathways to Success in English Language Arts for English Learners in our Schools"* (SMCOE)
- Professional development in MARS Math Assessment and Scoring
- Professional development in the California English Language Development Test (CELDT) testing, scoring and analysis
- Professional development in Classroom Management
- Professional development in Math at the Asilomar Math Conference
- Professional development in *Racial Equity* (SMCOE)
- Professional development in Teaching Reading Comprehension (BER Seminar)
- Site-based staff development in creating classroom webpages integrated with curriculum
- Site-based staff development in implementing O.T. and Handwriting Without Tears strategies to improve writing
- Site-based staff development in implementing DIBELS (reading skills indicator)
- BTSA, New Teacher Induction

4. Services provided by the regular program to enable underperforming students to meet standards:

- Differentiated instruction is provided at our school to meet the needs of students at all levels.
- Teachers create class schedules so that all reading and writing is taught during a school-wide language-arts block. Teachers collaborate with the reading intervention teachers to provide frontloading instruction prior to whole class shared-reading instruction
- All teachers either have an existing CLAD credential and/or provide English instruction and SDAIE to EL students
- Teachers use differentiated instruction to meet the diverse needs of all students
- Instructional materials provide a variety of levels to support all students, including leveled reading books, and additional ELD support materials for EL students
- The library provides educational materials and programs to meet the needs of all levels of learners, including bilingual books and Accelerated Reader, which can also be accessed within the classroom.
- Technology resources are provided and integrated into the curriculum both in class and through the use of the computer lab and computer lab teacher associate;
- Each classroom is equipped with LCD projector and ELMO document camera to improve student access to curriculum and instruction
- All SDC students have a regular education teacher that provides them with mainstreaming activities.
- New teachers are supported through the San Mateo New Teacher Induction Project (BTSA)
- Teachers collaborate and analyze student work to plan for instruction to meet the needs of all students.

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

- Three 40% FTE reading intervention teachers are provided 4 days a week to work with targeted students 1:1 or in small group to provide reading instruction through a combination of School & Library Improvement Program (SLIP), Title I and the District Literacy Fund
- A literacy para-educator is provided 5 days a week to work with targeted students 1:1 or in small group providing reading support through use of SLIP funds.
- The 40% FTE reading intervention teachers provide supplemental ELD support to students scoring at the Beginning Level (1) to Intermediate Level (2) on the CELDT, provided through Title I and the District Literacy Fund.
- Friendship Group, a group counseling program supporting teacher referred students addressing social skills, conflict resolution skills and support to students experiencing family transitions, e.g. separation, divorce, or death of a loved one, is provided through SCEF funds.
- San Carlos Healthy Cities Project recruits, trains and places volunteers from the community to serve as tutors with children identified by teachers that could benefit from 1:1 support is provided through SLIP and District funding.
- A District math coach, who coordinates staff development and provides teacher support, working with teachers in grade level groups, as well as individuals, in staff development activities addressing the implementation of best practices and using assessments to guide instruction is provided through a Noyce FIMC Grant.
- A district science coach to support teachers in implementing the new FOSS science program (year 1 only), as well as a Science Center Materials Coordinator to coordinate material management provided through Spring Fling "Fund-a-Need"

funds.

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

- Through the use of DataDirector, administrators and staff can access STAR assessment scores and local assessments to analyze student assessment data.
- Mathematics Assessment Resource Service MARS, a performance based assessment
- MARS practice tests
- District Writing Assessment
- Reading, Running Records and DRA
- Classroom standards-based assessments
- HM Math Assessments
- HM Reading Assessments
- DIBELS

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

- All teachers have target students and use a variety of materials and teaching strategies to support their learning, providing what we call “targeted differentiated instruction” during Universal Access Time.

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

- San Carlos Healthy Cities Volunteer Tutor Program
- Parent Education through PTA, SCSD, SCEF and Palo Alto Medical Foundation (PAMF)
- Friendship Group, counselor
- Don't Laugh at Me, curriculum available
- Second Step, curriculum
- SCEF and the Heather PTA provide many enriching programs, such as music, art and library, as well as educational assemblies, activities and family nights, such as the 4th grade Gold Rush Trip, Multicultural Day, Math Night, Story Night and Science Night
- The Heather PTA provides family community activities such as Father-Daughter Dance, Mother-Son Event, Walk-a-thon, Fun Day and Ice Cream Social
- Homework Center County Grant providing after school support for at risk students
- University partnerships, such as UCSF, USF and NDNU and their teacher training programs
- Tierra Linda Middle School “Pay it Forward” program and 4th to 5th grade shadowing program.
- Translation and Interpretation services to provide English-Spanish translations at Parent/Teacher Conferences, IEPs, SSTs, and school communications

9. School, district and community barriers to improvements in student achievement:

- Insufficient pool of substitute teachers to provide release time for teams of teachers to participate in staff development opportunities (2007-08) (improved as of 2008-2010)
- Time resources for collaboration and planning

- Bus schedules, for the Tinsley Program students, which limits time to access after school programs
- Geographic barriers for some families who live too far away to easily benefit from school resources, i.e. parent education, family activities, Homework Center etc.
- The need for additional Healthy Cities volunteers
- School Communications to be translated in other languages other than Spanish.
- The need for additional HM Reading resources and materials

10. Limitations of the current program to enable underperforming students to meet standards:

- Schedules, such as the bus schedule for our Tinsley Program students make it difficult to get our most at risk students to attend the after school Homework Center or after school volunteer tutor programs
- Money and time resources for staff development and planning time
- High turnover in resource teachers; the need for year to year consistent staff (2006-07), (improved as of 2007-08 through 2009-10)

11. School, district and community resources that provides a whole-child school environment that goes beyond the standards-based curriculum and addresses the individual needs of each and every child.

- A full time PE teacher and computer lab teacher associate are provided through San Carlos Educational Foundation (SCEF)
- A librarian technician is provided by a combination of Measure D and SCEF providing additional literacy experiences, including use of Accelerated Reader, which provides practice with independent reading at individual student levels of readiness.
- GATE funds provide supplemental experiences for students exceeding grade level standards, which has included an Architect in Residency program, math enrichment activities, ALEKS online math, science investigations, PowerPoint and Webpage design activities, as well as professional development for teachers in the area of differentiated instruction (DI).
- PTA funds provide Art-in-Action and Music for Minors
- Measure D provide a full-time district K-4 music teacher
- PTA and parents help to support enriching and engaging study trips, including a 4th grade two-day overnight study trip to the “California Gold Country”
- PTA Sponsored Family Education Events, such as Multicultural Day, Math Night, Science Night, Story Night
- PTA sponsored family and community building events, such as an Ice Cream Social, Father-Daughter Dance, Mother-Son Event, and a Halloween Fun Day.
- Community sponsored Chess Club
- District sponsored Music Academy

Data Analysis and Goals for the 2009-2010 Single Plan for Student Achievement



Heather School San Carlos School District

Developed by the 2009-1010 Heather Leadership Team:

Pam Jasso, Principal

Sarah Orton, Teacher, Kindergarten

Laura Biancalana, Teacher, 2nd Grade

Heidi Geiges, Teacher, 3rd Grade

Lynn Dames, Teacher, 3rd Grade

Sheila Sevilla, Teacher, 4th Grade

updated
3-9-10

Heather School API

Year	API Score	Statewide Rank	Similar School Rank
2009	861	not yet available	not yet available
2008	816	7	1
2007	853	9	9
2006	846	8	10
2005	845	9	2
2004	848	9	1
2003	878	10	10
2002	853	10	4

Observations:

- Heather School met their 2008-09 API Growth Target, with a growth of 47 points.
- It had been predicted that the school’s API would increase in 2009-10 with the change in SDC grade levels from Grades 2 – 4 to K-1st.
- 47 points is significant growth, and it included 13, 2nd- 4th grade SDC students.

Subgroup API

Only Numerically Significant Subgroup: White (not of Hispanic origin)

Year	API Score
2009	895
2008	862
2007	883
2006	885
2005	884
2004	
2003	
2002	

Adequate Yearly Progress (AYP) Report

Attached is Heather School's 2007 Adequate Yearly Progress (AYP) Report, taken from the California Department of Education's website: <http://www.cde.ca.gov>

Heather made their AYP for 2009 in each of the subgroups with significant numbers.

2009 (Grade 2 – 4 students only)

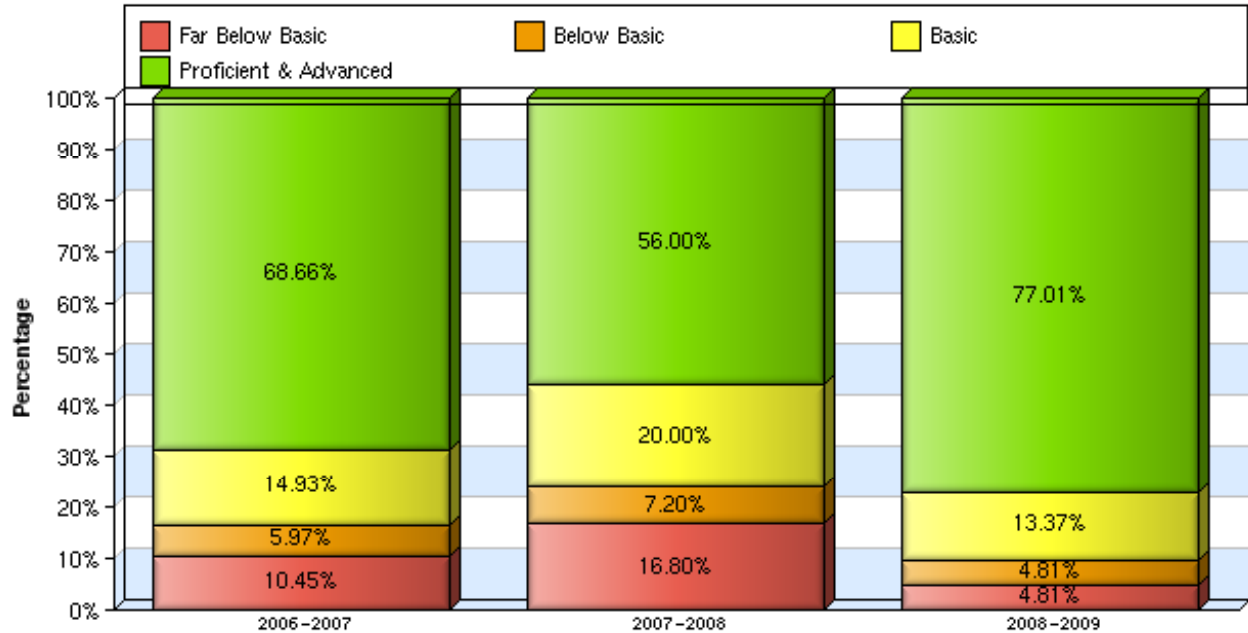
Groups	# of Students Included	Met 2009 AYP Criteria for ELA	Met 2009 AYP Criteria for Math
Schoolwide	194	Yes	Yes
African American	3	--	--
Asian	22	--	--
Filipino	8	--	--
Hispanic or Latino	37	--	--
Pacific Islander	3		
White (not of Hispanic origin)	118	Yes	Yes
Socioeconomically Disadvantaged	20	--	--
English Learners	33	--	--
Students with Disabilities	46	--	--

California Standards Test (CST) – 2007, 2008, 2009

CST English/Language Arts

	Gr. 2			Gr. 3			Gr. 4		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
% Advanced	43%	30%	40%	17%	19%	39%	48%	49%	60%
% Proficient	34%	28%	34%	36%	38%	33%	29%	22%	23%
% Basic	14%	19%	17%	25%	24%	14%	15%	18%	10%
% Below Basic	5%	11%	5%	17%	6%	4%	2%	3%	5%
% Far Below	4%	13%	5%	5%	14%	10%	6%	8%	1%
% Adv & Prof	77%	58%	74%	53%	57%	72%	77%	71%	83%
% Basic & Below	23%	43%	27%	47%	44%	28%	23%	29%	16%

CST English/Language Arts – All Grades



- **2009 CST scores did not include 13 students who took an alternate assessment (CMA)**

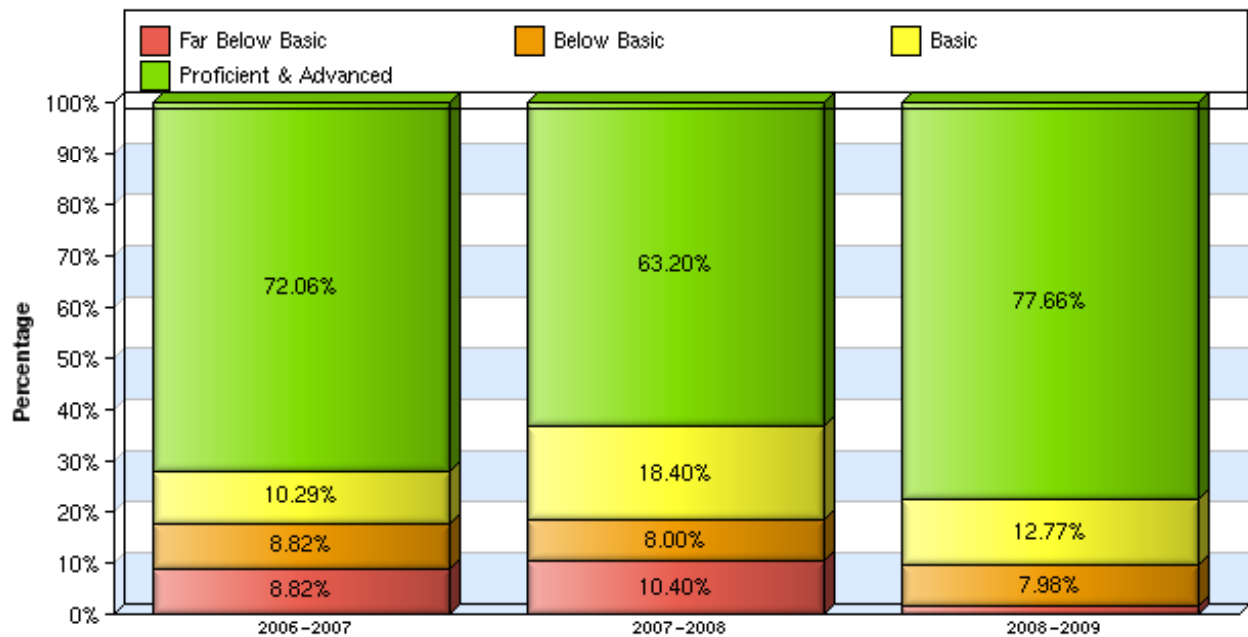
Observations and Analysis:

- Strong growth in 2009, both with the Advanced and Proficient and with the Basic group, even when adding in the CMA results from the 13 students who took it. (See p. 5 and 6)
- We met and exceeded our SPSA goal of increasing the percentage of students scoring advanced and proficient by 5%. Our actual improvement from 2008 to 2009 was 21%.
- We also met and exceeded another SPSA goal of 50% of the students who performed at Basic in 2008 moving to Proficient or Advanced in 2009. We actually had 81% of our Basic students move to the Proficient or Advanced levels.

CST Mathematics

	Gr. 2			Gr. 3			Gr. 4		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
% Advanced	47%	48%	46%	38%	26%	48%	52%	45%	58%
% Proficient	33%	20%	35%	35%	35%	22%	21%	22%	22%
% Basic	9%	13%	8%	10%	21%	22%	11%	18%	11%
% Below Basic	8%	9%	9%	13%	10%	6%	11%	10%	8%
% Far Below	3%	9%	2%	4%	8%	2%	3%	4%	1%
% Adv & Prof	80%	68%	81%	73%	61%	70%	73%	67%	80%
% Basic & Below	20%	31%	19%	27%	39%	30%	25%	32%	20%

CST Mathematics – All Grades

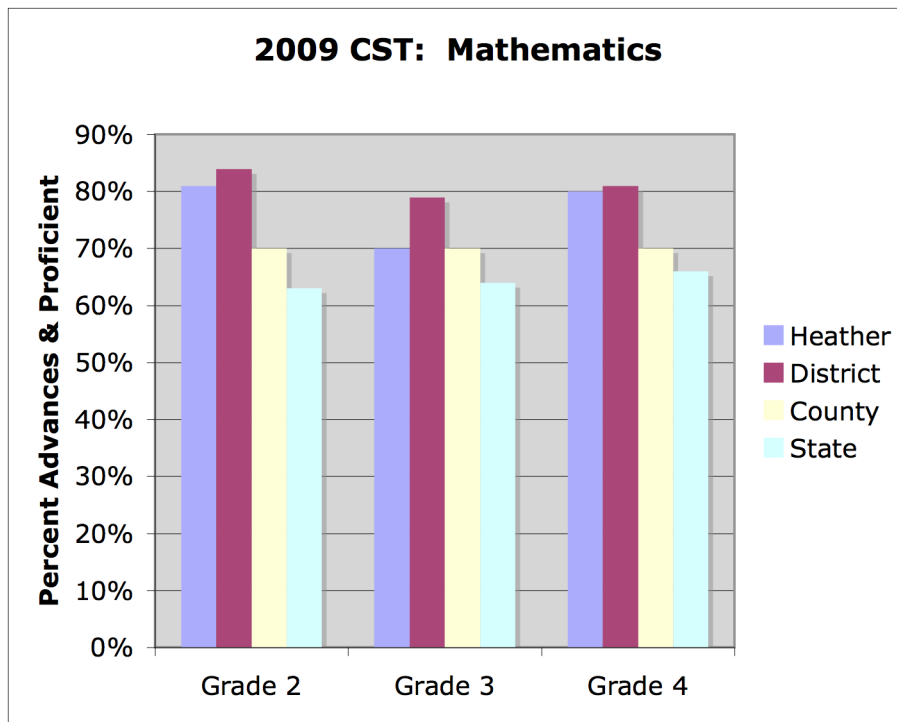
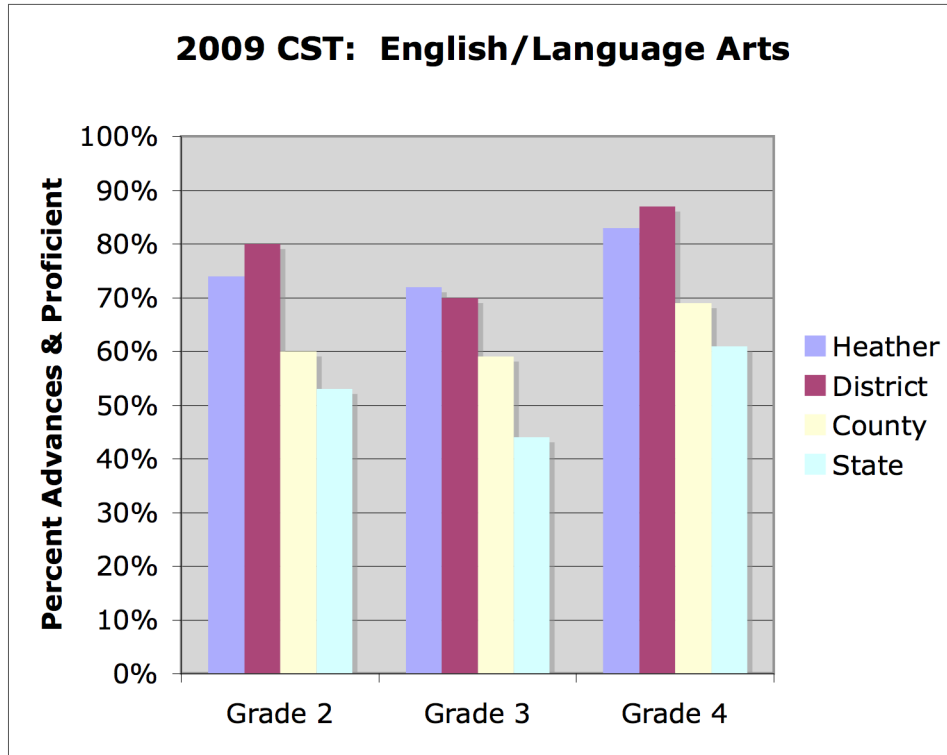


- **2009 CST scores did not include 12 students who took an alternate assessment (CMA)**

Observations and Analysis:

- Strong growth in 2009, both with the Advanced and Proficient and with the Basic group, even when adding in the CMA results from the 12 students who took it. (See p. 4)
- We met and exceeded our SPSA goal of increasing the percentage of students scoring advanced and proficient by 5%. Our actual improvement from 2008 to 2009 was 15%.
- We also met and exceeded another SPSA goal of 27% of the students who performed at Basic in 2008 moving to Proficient or Advanced in 2009. We actually had 50% percent of our Basic students move to the Proficient or Advanced levels.

2009 California Standards Test Comparisons



Observations and Analysis:

- We continually score significantly above the county and state level both in English Language Arts and Math.
- We are also following the state-wide trend of scores dipping in 3rd grade in English Language Arts.

2009 Study of Students in 2008 Basic Performance Band

CST: English Language Arts	Number of Basic Students in 2008	Number of Students Who Moved to Proficient in 2009	Number of Students Who Moved to Advanced	Percentage of 2008 Basic Students Who Moved out of Basic
Grade 2	8	4	-	50%
Grade 3	16	7	6	81%

CST: Mathematics	Number of Basic Students in 2008	Number of Students Who Moved to Proficient in 2009	Number of Students Who Moved to Advanced	Percentage of 2008 Basic Students Who Moved out of Basic
Grade 2	8	4	-	50%
Grade 3	16	8	-	50%

CMA Results for Language Arts – (13 students)

	2009
Advanced	-
Proficient	1
Basic	2
Below Basic	4
Far Below Basic	6

53% of these students improved one or more performance levels (students eligible for the CMA scored at Far Below Basic the previous year)

CMA Results for Math – (12 students)

	2009
Advanced	-
Proficient	-
Basic	3
Below Basic	6
Far Below Basic	3

75% of these students improved one or more performance levels (students eligible for the CMA scored at Far Below Basic the previous year)

Observations and Analysis:

- 75% of these students improved one or more performance levels (students eligible for the CMA scored at Far Below Basic the previous year)
- 53% of these students improved one or more performance levels (students eligible for the CMA scored at Far Below Basic the previous year)

Analysis of both CST and CMA scores for 2009

Percent of Students in Performance Bands

	CST only English Language Arts	CST and CMA English Language Arts
Proficient and Advanced	77%	72%
Basic	13%	14%
Below Basic	5%	6%
Far Below Basic	5%	7%

Percent of Students in Performance Bands

	CST only Math	CST and CMA Math
Proficient and Advanced	78%	72%
Basic	13%	14%
Below Basic	8%	11%
Far Below Basic	1%	3%

Observations and Analysis:

- 13 (2nd, 3rd and 4th grade) students took the CMA in ELA and 12 (2nd, 3rd and 4th grade) students took the CMA in Math
- The State did not combine both data groups in the overall API, so the Heather Leadership Team wanted to know how the data would have looked if combined.
- Had these 25 students taken the CST rather than the CMA, the second column shows what would have been our school-wide results.
- The results between the two data groups were not significant.
- Heather made significant improvement from 2007-08 looking at both sets of data.

Looking at our Achievement Gaps

English Language Learners

	2008-09	2009-10
Total Student Enrollment	319	349
# of All ELL	100	100
% of ALL ELLS of Total Student Enrollment	31%	29%
% of Students Participating in ELD	18%*	19% **
# of Students CELDT Tested	72	73
# Students I-FEP in each year	3	8
# of All Students I-FEP, including Students classified as I-FEP in prior years	34	31
# Students R-FEP, including Students classified as R-FEP in prior years	8	3 ***
# of LEP Students in ELD	58*	66 **
% of LEP of Total Enrollment	17%	17%

* based on 2008-09 Heather ELL Database; ** based on 2009-10 Heather ELL Database

*** prior year R-FEPs have moved to middle school

KEY

ELL	English Language Learners: all students who have another language spoken in the home, other than English
I-FEP	Initial Fluent English Proficient: students who tested at “Early Advanced” or “Advanced” on the initial CELDT test; these students are not designated ELD.
LEP	Limited English Proficient: students who tested Intermediate or below on CELDT; these students are designated to participate in ELD.
R-FEP	Re-designated Fluent English Proficient; these students had been in ELD and met the criteria of meeting grade level standards and are no longer participating in ELD, but continue to be monitored; must have at least 3 years of ELD; consequently most students are reclassified in grades 3 or 4.
ELD	English Language Development Program
CELDT	California English Language Development Test; administered to all students who have a language other than English indicated on the Home Language Survey

**California Standards Test (CST) – 2007, 2008, 2009
English Language Learners
compared to
English Only**

CST English/Language Arts for ELL

	Gr. 2			Gr. 3			Gr. 4		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
# Students Tested	15	9	14	14	17	6	10	11	14
% of Enrollment	19.2%	16.7%	20.9%	17.5%	21%	10.2%	15.9%	14.1%	17.5%
# of Students with scores	15	9	14	14	17	6	10	11	14
% Adv & Prof	53%	*	50%	29%	29%	*	*	45%	64%
% Basic & Below			50%		71%			55%	36%

* not significant numbers for data

CST English/Language Arts for EO

	Gr. 2			Gr. 3			Gr. 4		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
# Students Tested	63	44	46	66	58	38	51	62	52
% of Enrollment	80.8%	81.5%	68.7%	82.5%	71.6%	64.4%	81.0%	79.5%	65.0%
# of Students with scores	62	44	46	64	58	38	50	62	52
% Adv & Prof	82%	66%	78%	59%	64%	74%	88%	77%	88%
% Basic & Below	18%	34%	22%	41%	36%	26%	12%	23%	12%

Observations and Analysis:

- Cohort Group Progress: 2007 second graders decreased in proficiency for English Language Arts in 2008 third grade, and significantly increased in proficiency for 2009 fourth grade.
- Achievement Gap: Comparing ELL to EO, ELL performed approximately 30% lower than EO students in English Language Arts.

CST Math for ELL

	Gr. 2			Gr. 3			Gr. 4		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
# Students Tested	15	9	14	14	17	6	10	11	14
% of Enrollment	19.2%	16.7%	20.9%	17.5%	21%	10.2%	15.9%	14.1%	17.5%
# of Students with scores	15	9	14	14	17	6	10	11	14
% Adv & Prof	60%	*	50%	71%	47%	*	*	45%	64%
% Basic & Below			50%		53%			55%	36%

* not significant numbers for data

CST Math for EO

	Gr. 2			Gr. 3			Gr. 4		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
# Students Tested	63	44	46	65	58	39	51	62	52
% of Enrollment	80.8%	81.5%	68.7%	81.3	71.6%	66.1%	81%	79.5%	65.0%
# of Students with scores	63	44	46	65	58	39	50	62	52
% Adv & Prof	86%	70%	87%	74%	62%	69%	84%	71%	83%
% Basic & Below	14%	30%	13%	26%	38%	31%	16%	29%	17%

Observations and Analysis:

- Cohort Group Progress: 2007 second graders decreased in proficiency for Math in 2008 third grade, and increased in proficiency for 2009 fourth grade.
- Achievement Gap: Comparing ELL to EO, the achievement gap was much more inconsistent between grade levels and years. ELL 3rd graders in 2007 performed only 3% lower than EO students. ELL 2nd graders in 2007 performed 26% lower than EO, and this same cohort of ELLs performed 15% lower than EO students in grade 3 in 2008, with the gap staying consistent at 19% by the time they reached 4th grade in 2009.

Social-Economic Disadvantage based on Free & Reduced Lunch Program*

* The number of SES students reported to STAR for Grades 2, 3 and 4 are not the same number of students on the F&RL list at Heather. This set of data is still being analyzed.

In addition based on the number of SES reported to STAR SES is not a significant subgroup, therefore this data group is not given a percentage

	2008-09	2009-10
# of SES	28	33
% of SES of Total Enrolled	9%	9%

Developmental Reading Assessment (DRA)

DRA is one of the multiple measures used to assess reading.

DRA “enables teachers to systematically observe, record, and evaluate change in student reading performance and to plan guided level reading groups” and “ is an assessment that measures accuracy, fluency and comprehension, and enables teachers to monitor changes in reading ability over time”.

Percent of Students Performing At or Above Grade Level on the DRA

	2008	2009
K	100%	96%
1	82%	82%
2	70%	91%
3	74%	65%
4	77%	66%

Observations and Generalizations:

- There appears to be improvement in grade 2 per DRA from 2008 to 2009, and a drop in grades 3 and 4.
- In following student cohorts, 2008 first grade students showed improvement in 2009 second grade; and again a drop for the 2008 second and third grade students in 2009 third and fourth grades.
- The data would suggest a need for a study/discussion of comprehension and fluency in grades 3 and 4. We recently implemented Read Naturally, in grades 1 – 4, as a tool to help build fluency.
- The 2008-09 SPSA goal in reading did not include specific data goals using DRA. We need to consider factoring DRA into our 2000-10 SPSA reading goal.
- DRA **alone** is not a valid assessment of **kindergarten reading readiness**, therefore the **kindergarten data is not a true indication of the percent of students at or above grade level**. The kindergarten teachers have made a list of more “telling” kindergarten assessments, and it is our goal to capture the results of these assessments as “data” for monitoring achievement.
- The DRA gives an accuracy level, a comprehension score and a fluency measure. The assessment is **most useful** up until Level M, (end of 2nd grade), for students who are still working on strategies for decoding. For students reading beyond Level M, comprehension is the primary focus.
- The DRA is only one measure of assessment, and does not give specific indicators of phonemic awareness skills. This year kindergarten and first grade teachers began using DIBELS as an additional assessment to give more specific decoding skill information. We can expect to see DIBELS data added to next year’s SPSA as we begin using it in across the grade levels.

District Writing Assessment

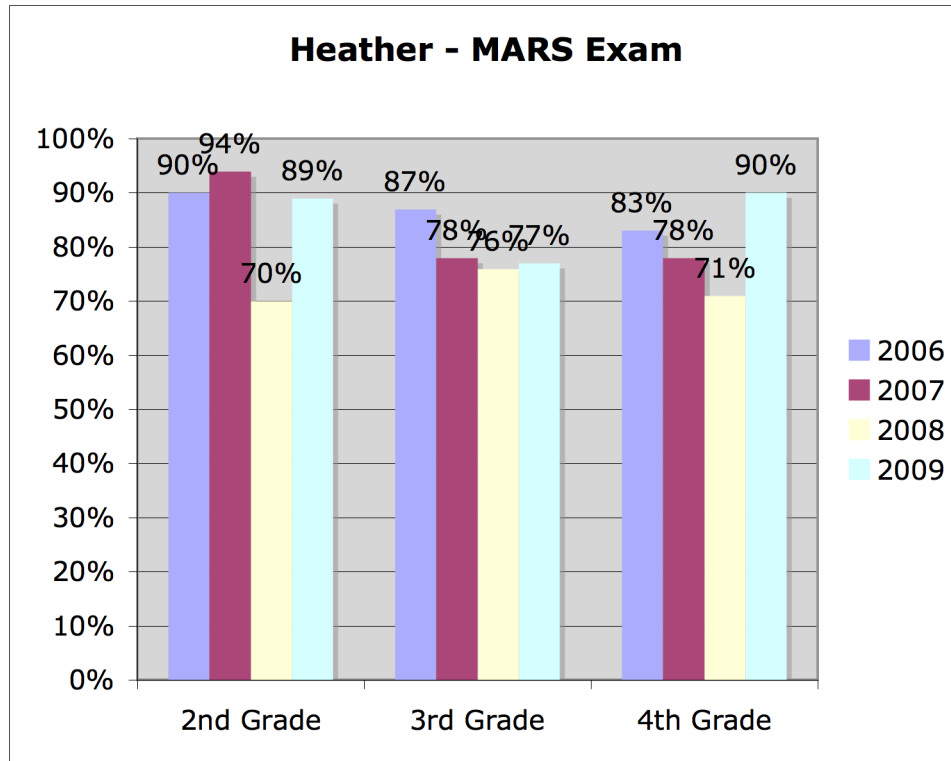
Heather Staff felt that in light of the fact that we have not scored the District Writing Assessment in a standardized manner and calibrated the scoring protocol for the last two years, that our test results being compared across the district or even across the grade level at one site are not an accurate representation of student performance and progress. Consequently, the “data results” of the District Writing Assessment have not been included in this year’s SPSA.

It is the desire of the Heather staff to return to a district-wide assessment and scoring protocol in order to be able to use the data effectively and appropriately.

Observations and Generalizations:

- 2009 was the first year that writing assessments were scored at the site level. There was no district meeting on calibration on the rubric. Students papers were not scored anonymously.
- Looking at our 2009 writing results, Heather students are performing higher in organization than conventions.

MARS Assessment



MARS Math Assessment

% of Students Meeting Standards or Above- MARS Math Assessment

Grade	2006	2007	2008	2009
2 nd Grade	90%	94%	70%	89%
3 rd Grade	87%	78%	76%	77%
4 th Grade	83%	78%	71%	90%

Observations and Generalizations:

- All grades show improvement in 2009.
- There was a drop in grade 2 in 2008, and these same students improved by 7% in grade 3 in 2009.

Summary and Conclusions

What do we need to focus on next?

The charts below the ELA and Math goals contain the list of our previous “planned Improvements in Student Performance” from our 2008-09 SPSA. The 2009-10 Leadership Team created this chart for staff to respond to for the process of identifying best practices and coming to staff-wide agreements.

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 Reading/Language Arts:

By June 2010, the percentage of students, school-wide, performing at PROFICIENT or ADVANCED will increase from 77% to 80% in English Language Arts, as demonstrated on the California Standards Test (CST) and DRA.

In addition, student improved progress will be also be demonstrated on DRA and HMR Assessments.

45% of the students [per 2008-09 roster] who performed at BASIC on the Spring 2008-09 STAR [grades 2 & 3] English Language Arts will move into PROFICIENT or ADVANCED.

Strategies Addressing Student Performance in English Language Arts Performance

Continue Implementing	Further Development Needed	New Future ideas (new for 2010-2011)
Reading Club to provide literacy intervention through literacy associates		
Homework Center for students needing extra help in Reading English Language Arts		Consider renaming Homework Center to better reflect the purpose of the grant—not just homework.
Use of reading intervention curriculum in Reading Club & Rtl	Continued development of Intervention Curriculum- ELA	Use of reading intervention curriculum in classrooms (with possible reduction in extra Literacy Support)
Write on demand at least twice a week- ELA	Integrate Writer’s Workshop, mini lessons and D.O.L.- ELA	Writing best practices; revisit the frequency of writing on demand
Teach “summary writing” prior to grade 4 - ELA	Evaluate usefulness of Daily Oral Language- ELA	Evaluate quality of prompts; work with Curriculum Council on revising and updating Writing Assessment & Rubrics
Teaching comprehension explicitly-		
	Read Naturally- ELA Develop fluency and improved comprehension	
	Accelerated Reader	review & evaluate A.R.
Systematic use of HMR	Increase collaboration between classroom teachers and Reading Club teachers- ELA	Use of HMR materials articulated across grade levels for more consistent use of materials & instructional strategies
		Implement/pilot HMR CA Summative Test each trimester for grades 2, 3 & 4

		(part of test prep plan)
Focus on students performing “At BASIC”, or “Approaching Standards- ELA & Math		
Purposeful use of CST language in both ELA and Math instruction	Identify and share CST language across grade levels K-4	
	Identify current practices of teaching academic vocabulary; look for consistency across grade levels- ELA & Math; explore research on best practices	
Regularly” & “Consistently”, teach and practice test-taking skills using released STAR/CST tests; start in early fall.		
		Look into “math boards” and/or “language boards”
Utilize local assessments, including DRA, DIBELS and District Writing Assessment to analyze student work and inform differentiated instruction.	Work with district to revisit the District Writing Assessment, to bring back district-wide grade level scoring in order to standardized the data results.	Implement using DIBLES as a reading skills indicator in grades 2, 3 and 4
Mainstream special day class students, assigning each SDC student to a general ed teacher to engage with general ed peers in appropriate subjects and settings.		
		Develop a site goal for writing achievement, identifying “best practice” strategies to support student writing.

SCHOOL GOAL # 2 Math:

By June 2010, the percentage of students performing at PROFICIENT or ADVANCED will increase from 78% to 80% in the area Math, as demonstrated on the CST, MARS, and classroom assessments.

30% of the students [per 2008-09 roster] who performed at BASIC on the Spring 2008-09 STAR [grades 2 & 3] in Math will move into PROFICIENT or ADVANCED.

Strategies Addressing Student Achievement in Math

Continue Implementing	Further Development Needed	Future ideas (for 2010-2011)
Homework Center for students needing extra help in math		Consider renaming Homework Center to better reflect the purpose of the grant—not just homework.
Problem of the Month- Math		
Number Talks- Math		
MARS Practice Tests- Math	Develop pacing schedule so all CST/MARS concepts are covered- MATH	
Emphasize problem solving lessons, utilizing problem solving curriculum, Math		

Use songs, stories and games for math instruction- Math		
Roll & Write- Math		
Systematic use of HM- Math		
		Math intervention curriculum that the resource program uses
Focus on students performing "At BASIC", or "Approaching Standards- ELA & Math		
Purposeful use of CST language in both ELA and Math instruction	Identify and share CST language across grade levels K-4- ELA & Math	
		Fill in curriculum gaps; both in acquiring complete materials (i.e. 2 nd grade math) and/or training (i.e. former math P.D. teaching mathematical thinking beyond computation and use of materials that are "deemed best practices") and how we will plan for instruction with outdated materials and no funding for new adoption-
		work with district on a possible new math adoption
Regularly" & "Consistently", teach and practice test-taking skills using released STAR/CST tests; start in early fall. ELA & Math		
		Look into "math boards" and/or "language boards"

SCHOOL GOAL # 3 English Language Development (ELD):

Approximately 50% (50% Grade 2 and 64% in Grade 4) of our English Language Learners (ELL) in grades 2, 3 and 4 performed at PROFICIENT or ADVANCED in both English Language Arts and Math, as demonstrated on the 2009 California Standards Test (CST). We do not have a school-wide number, due to insufficient numbers of ELLs in 3rd grade.

By June 2010, the percentage of English Language students, performing at PROFICIENT or ADVANCED will increase from approximately 50% to approximately 55% in English Language Arts, as demonstrated on the California Standards Test (CST) and DRA.

Strategies addressing Student Achievement in ELD

Continue Implementing (from 2008-09 SPSA)	Further Development Needed	New Future ideas (new for 2010-2011)
Use of ELD Standards Map to the ELA Standards to assess progress and to inform differentiated instruction		
Utilize SDAIE strategies in instruction		
Differentiate instruction through leveled guided reading groups		
		utilize CELDT preliminary results for specific skill areas to help differentiate instruction

Differentiate instruction through Writer's Workshop and teacher/student conferences		
	utilize HMR ELD Handbooks as well as FOSS and Social Studies ELD Support Materials for ELLs	utilize new math ELD support materials
Reading Club to provide literacy intervention through literacy associates		
Homework Center for students needing extra help in Reading English Language Arts		Consider renaming Homework Center to better reflect the purpose of the grant—not just homework.
Use of reading intervention curriculum in Reading Club & RtI; specifically Language for Learning; SRA Corrective Reading	Continued development of Intervention Curriculum	Use of reading intervention curriculum in classrooms (with possible reduction in extra Literacy Support)
Teaching comprehension explicitly		
Frontload HM Reading and other subjects to pre-teach vocabulary, story and concepts		Frontload in other subject areas, such as social studies, science and math vocabulary
	Read Naturally- ELA Develop fluency and improved comprehension	
Systematic use of HMR	Increase collaboration between classroom teachers and Reading Club teachers- ELA	Use of HMR materials articulated across grade levels for more consistent use of materials & instructional strategies
		Implement/pilot HMR CA Summative Test each trimester for grades 2, 3 & 4
Purposeful use of CST language in both ELA and Math instruction	Identify and share CST language across grade levels K-4	
	Identify current practices of teaching academic vocabulary; look for consistency across grade levels- ELA & Math; explore research on best practices	

ELD Program Requirements and Best Practices

In addition to strategies to directly improve student achievement, our site plan acknowledges the need to continue to improve our efforts in identifying, assessing and documenting progress of our English Language students, as well as monitoring the students who were tested “Initial Fluent English Proficient” (I-FEP) and our students who in grades 3 or 4 have been “Redesignated Fluent English Proficient (R-FEP) through:

- close monitoring of the Home Language Survey and improved school/parent communication
- staff training in administering and scoring the CELDT
- teacher practice of administering and scoring the CELDT of their own English Language students so that instruction and support can start earlier in the year, and so that teachers will have first-hand knowledge of their students’ levels in relation to the ELA standards
- administrative and support personnel support of classroom teachers CELDT testing in the classroom; in conjunction with grade level collaboration and organization of CELDT testing students in the classroom;
- maintain up-to-date accurate records of ELD data

- using the ELD Standards document student progress 3x/year
- use the WestEd ELD Report Card to document progress towards the ELD standards and to communicate progress to parents, both in English and Spanish as appropriate
- utilize translation services for home/school communication, parent/teacher conferences, SST and IEP meetings as appropriate;
- In grade 3 begin looking at ELL performance in terms of redesignation to R-FEP, taking into account CELDT, STAR, the District Writing Assessment and classroom Performance
- hold ELD “SST” during Parent Conference Team documenting and communicating to parents levels of performance, English proficiency levels, interventions being used to move students to grade level performance and English “Follow up for Reclassified English Language Learners” form to monitor students after R-FEP

SCHOOL GOAL # 4 Health & Well-Being

This section is in process of being included in the SPSA. This is a place holder for a goal and strategies to meet the goal, as health and well-being is critically important for the success of the “whole child” here at Heather School.

Health & Well-being covers the area of physical education, nutrition, social and emotional support, classroom instruction, recess and lunch, nurse support, social education, i.e. Second Step, Life Skills, Colt Cards etc.

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	2009-10 Allocation
California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
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.	\$ 14,591*
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
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)	\$
Total amount of state categorical funds allocated to this school	\$

* This number was reduced mid-year due to budget cuts. \$10,000 was contributed back to the district level.

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
Title I, Part A: 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	\$ 24,153
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
Total amount of state and federal categorical funds allocated to this school	\$ 538,744

* A significant percentage of these state and federal allocations were held at the district level to fund literacy associates, which are supported by Heather's Site Plan for Student Achievement.

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:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sheri Zamecki				X	
April Carlson				X	
Erika Stratz				X	
Lori Atkins				X	
Joy Papapietro				X	
Pamela Jasso	X				
Yvette Royce			X		
Sandra Holobowicz		X			
Deana Casale		X			
Laure McElligott		X			
(Nancy Sakamoto- Alternate Parent)				(X)	
Numbers of members of each category	1	3	1	5	

¹ 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.

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 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.
4. 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.
5. This school plan was adopted by the school site council at a public meeting on March 9, 2010. Data was updated for 2009-10. Staff reviewed the revised Planned Improvements in Student Performance sections at 2/24/09 staff meeting, and SSC reviewed and approved at 4/22/10. School Site Council Meeting.

Attested:

Pamela Jasso
Typed name of school principal

Signature of school principal

Date

Sheri Zamecki
Typed name of SSC chairperson

Signature of SSC chairperson

Date