

The Single Plan for Student Achievement



PEPPER DRIVE SCHOOL

37-68361-6040372
CDS Code

Date of this revision: October 1, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: *Debbie Brenner*

Position: *Principal*

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Santee School District

The District Governing Board approved this revision of the School Plan on November 1, 2011.

Form A: Planned Improvements in Student Performance In English/Language Arts (ELA)

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

<p>SCHOOL GOAL# 1. (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>The percentage of all students in grades Kgn-8th at Pepper Drive School achieving at the proficient and advanced levels on State and District assessments for <u>ELA</u> will increase in the 2011- 2012 school year.</p>	
<p>Student groups and grade levels to participate in this goal: All Kindergarten – 8th grade students will participate in this goal.</p>	<p>Anticipated annual performance growth for each group: Percentage of students scoring at grade level on District end-of-the-year assessments will increase by the following percentage over the 2010-11 level: Kindergarten – 5% 1st grade - 5%</p> <p>Percentage of students performing at proficient and advanced levels will increase by the following percentages over their 2010-2011 State and District assessments for <u>ELA</u> :</p> <p>Grade 2 10% (70%→80%) Grade 3 20% (41%→61%) Grade 4 10% (78%→88%) Grade 5 30% (59%→89%) Grade 6 10% (66%→76%) Grade 7 10% (76%→86%) Grade 8 10% (76%→86%)</p>
<p>Means of evaluating ongoing progress toward this goal:</p> <ul style="list-style-type: none"> • District benchmark assessments • Grade level specific assessments • DIBELS data • CELDT • Word Masters Achievement 	<p>Group data to be collected to measure academic gains</p> <ul style="list-style-type: none"> • 2012 CST ELA • District End-of-Year Assessments • Grade Level Specific Assessments • Pre & Post Tests Study Island • Read Naturally • Common Assessments

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures³</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • Use state, local, and curriculum embedded assessment data to modify instruction and improve student achievement • Support staff will work with individuals and small groups on specific identified skill areas • Monitor curriculum and instruction alignment with content standards • Staff will be provided ongoing professional development to enhance their knowledge and skills such as workshops and grade level meetings • Weekly Assessment to determine mastery of standards 	<p>October 2011– June 2012</p>	<p>Release time for teachers to analyze student data</p>	<p>\$2,000</p>	<p>Title ARRA</p>
		<p>Support staff salaries paid by school (Impact teachers/Instructional assistants)</p>	<p>\$113,171 \$11,500</p>	<p>Title 1 SLIBG</p>
	<p>October 2011 – June 2012</p>	<p>Purchase of supplemental ELA instructional and assessment materials including hardware and software (Mountain Language)/Study Island, Word Masters</p>	<p>\$4326.09</p>	<p>EIA</p>
	<p>October 2011– June 2012</p>	<p>Travel/conference/substitute expenses</p>	<p>\$1000.</p>	<p>EIA</p>

Form A: Planned Improvements in Student Performance in Math

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

<p>SCHOOL GOAL # 2</p> <p>The percentage of all students in grades Kgn-8th at Pepper Drive School achieving at the proficient and advanced levels on State and District assessments for <u>Math</u> will increase in the 2011- 2012 school year.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Kindergarten – 8th grade students will participate in this goal.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Percentage of students scoring at grade level on District end-of-the-year assessments will increase by the following percentage over the 2011-12 level:</p> <p>Kindergarten – 5% 1st grade - 8%</p> <p>Percentage of students performing at proficient and advanced levels will increase by the following percentages over their 2010-2011 State and District assessments for <u>MATH</u> :</p> <p>Grade 2 10% (77%→87%) Grade 3 10% (72%→82%) Grade 4 10% (80%→90%) Grade 5 20% (61%→81%) Grade 6 10% (59%→69%) Grade 7 10% (78%→88%) Grade 8 10% (74%→84%)</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • District benchmark assessments • Grade level specific assessments • Accelerated Math benchmark assessments 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • 2012 CST MATH • District End-of-Year Assessments • Grade Level Specific Assessments • Dibels

<p>Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date⁵ Completion Date</p>	<p>Proposed Expenditures⁶</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • Use state, local, and curriculum embedded assessment data to modify instruction and improve student achievement • Support staff will work with individuals and small groups on specific identified skill areas • Monitor curriculum and instruction alignment with content standards • Staff will be provided ongoing professional development to enhance their knowledge and skills such as workshops, conferences, and grade level meetings • 2/8 Participation in Word Masters • Weekly Assessment to determine Standard Mastery • Reteach/Retest • 2/6 Excel spiral review 	<p>October 2011 – June 2012</p>	<p>Release time for teachers to analyze student data</p>	<p>\$2,000.</p>	<p>TITLE</p>
	<p>October 2011 – June 2012</p>	<p>Support-staff salaries paid by school (Impact teachers/ Instructional assistants)</p>	<p>\$85,000 \$11,500</p>	<p>Title 1 EIA</p>
	<p>October 2011 – June 2012</p>	<p>Purchase of supplemental Math instructional and assessment materials including hardware and software.</p>	<p>\$3000</p>	<p>Title</p>
		<p>Travel/conference/substitute expenses</p>	<p>\$1000</p>	<p>SLIB</p>
			<p>\$3500</p>	<p>Title</p>

Form A: Planned Improvements in Student Performance for Writing

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

<p>SCHOOL GOAL # 3</p> <p>The percentage of all students in grades Kgn-8th at Pepper Drive School achieving at the proficient and advanced levels on the District assessments for <u>Writing</u> will increase in the 2011- 2012 school year.</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Kindergarten – 8 grade students will participate in this goal.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Percentage of students scoring at grade level on District end-of-the-year assessments will increase by the following percentage over the 2011-12 level:</p> <p>Kindergarten– 5% (Currently at Target of 75%. ^ 76.12% achieved)</p> <p>1st grade - 5% (Currently at Target of 75%. ^79.01 achieved)</p> <p>Percentage of students performing at proficient and advanced levels will increase by the following percentages over their 2011-2012 District assessments for <u>WRITING</u> :</p> <p>Grade 2 10%</p> <p>Grade 3 10%</p> <p>Grade 4 10%</p> <p>Grade 5 10%</p> <p>Grade 6 10%</p> <p>Grade 7 10%</p> <p>Grade 8 10%</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • District benchmark assessments • Grade level specific assessments • CELDT • Progress Monitoring Folders/Student Goals • School-Wide Writing Program • K-8/ Being a Writer 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • District End-of-Year Assessments • Grade Level Specific Assessments • Assessments/Being a Writer

<p>Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁸ Completion Date</p>	<p>Proposed Expenditures⁹</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • Use local and curriculum-embedded assessment data to modify instruction and improve student achievement • Support staff will work with individuals and small groups on specific identified skill areas • Staff will be provided ongoing professional development to enhance their knowledge and skills such as workshops, conferences, and grade level meeting • Monitor 6+1 Traits terminology and instruction within the different genres K-8 • All writing genres are taught at each grade level • Teachers will read non-fiction text to support writing in the higher grade levels 	<p>October 2011 – June 2012</p>	<p>Time for teachers to analyze student data (release days)</p>	<p>\$2,000</p>	<p>TITLE</p>
	<p>October 2011 – June 2012</p>	<p>Support staff salaries paid by school (Impact teachers/ Instructional assistants)</p>	<p>\$85,00 \$11,500</p>	<p>TITLE 1 SLIBG</p>
	<p>Ongoing</p>	<p>Travel/conference/substitute expenses</p>	<p>\$1000</p>	<p>EIA</p>
	<p>Ongoing</p>	<p>New teachers will be provided the resources to teach 6 + 1 Traits and <u>Being a Writer</u></p>	<p>\$100</p>	<p>TITLE</p>
	<p>Ongoing</p>			
	<p>Ongoing</p>			

Form A: Planned Improvements in Student Perception of Safety and Connectedness

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

<p>SCHOOL GOAL # 4 Increase students' perception of <u>Safety and Connectedness</u> to students and staff at school.</p>	
<p>Student groups and grade levels to participate in this goal: All Kgn-8th grade students will participate in this goal.</p>	<p>Anticipated annual performance growth for each group: Students' perception of school safety and connectedness to students and staff will increase by 5% over baseline scores.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Student Surveys • Attendance Rates • CA Healthy Kids Survey 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Student Surveys • Attendance Rates • CA Healthy Kids Survey • Anecdotal Records of Student & Staff perceptions

<p>Actions to be Taken to Reach This Goal¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date¹¹ Completion Date</p>	<p>Proposed Expenditures¹²</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> • Survey students • Continue Caring Schools Committees • Implement District Character Education Programs • Character Counts Program • Staff will be provided ongoing Staff Development and information to enhance their knowledge & skills • Character Counts/ Peace Builder student awards assemblies • Conduct Assemblies • Attendance Incentives 	<p>December 2011 - May 2012</p> <p>September 2011</p> <p>August 2012</p> <p>Ongoing</p> <p>Monthly</p> <p>Each trimester</p> <p>Each trimester</p> <p>Each month and each trimester</p>	<p>\$166 (Incentives)</p>		<p>Attendance Incentives</p>

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # 5 Enhance student knowledge and skills in the utilization of <u>Technology</u> as outlined in the ISTE Standards.				
Student groups and grade levels to participate in this goal: All Kindergarten – 8th grade students.		Anticipated annual performance growth for each group: Work with Instructional Technology department to develop baseline data for each grade level group: K-2, 3-5, and 6-8.		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Observable behaviors • Authentic Assessment • Assessment documentation (to be developed) 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • Observation Checklists • Student Products 		
Actions to be Taken to Reach This Goal ¹³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁴ Completion Date	Proposed Expenditures ¹⁵	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Purchase hardware and software solutions to support ISTE standards • Provide staff with professional development of the ISTE standards, integration of these standards in content areas, and any subsequent trainings resulting in purchases of new hardware and software • All teachers @ Pepper Drive @ Level 2 	October 2011 – June 2012			

Form B: Centralized Support for Planned Improvements in Student Performance

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

<p>PROGRAM SUPPORT GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>The percentage of all English Learner students at Pepper Drive in grades Kgn-8th who show growth on the CELDT scale score and proficiency level will increase during 2011 - 2012 school year.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>English Learner students, grades 1 – 8, who have at least one previous year of CELDT reporting in Santee School District</p> <p>ERC personnel, teachers, parents, and administrators will participate in this goal by understanding the dynamics of the CELDT test as well as the complexity of English language acquisition.</p>	<p>Anticipated annual growth for each group:</p> <p>The following percentages represent the increase in a student's overall scale score on the CELDT annual assessment.</p> <p>Grade 1 - 10%</p> <p>Grade 2 – 10%</p> <p>Grade 3 – 10%</p> <p>Grade 4 – 10%</p> <p>Grade 5 – 10%</p> <p>Grade 6 – 10%</p> <p>Grade 7 – 10%</p> <p>Grade 8 – 10%</p>
<p>Means of evaluating progress toward this goal:</p> <p>Annual and Initial CELDT scores</p> <p>District trimester assessment alignment with the CATCH UP Plans</p> <ul style="list-style-type: none"> Monitoring the ELD Instruction in all K-8 classrooms to assure student access to all core areas 	<p>Group data to be collected to measure gains:</p> <p>CELDT scores</p> <p>District assessment data</p> <p>Data/English in a Flash</p>

<p>Actions to be Taken to Reach This Goal¹⁶ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date¹⁷ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Data collection and annual assembly of site CATCH UP Plans for each English Learner child will be completed and shared with the school site.</p> <p>Bilingual assistants help in supplementing ELD instruction occurring in the classroom for every EL student. Bilingual assistants focus on beginning and early intermediate student needs. Bilingual assistants help maintain student records, contact parents, assist with ELAC, and interpretation as needed.</p> <p>Systematic ELD instruction professional development will continue to be provided. Follow-up workshops will be developed to continue staff learning in the district.</p> <p>Assessment alignment with district benchmark assessments, CST, and CELDT will be performed.</p> <p>Translation services will be provided by ERC personnel on a per need basis.</p> <p>Teachers will record an ELD grade for every English Learner using the report card addendum.</p> <p>Parents will be kept informed through yearly program description and placement letters, DELAC meetings, CELDT score results, and ceremonies celebrating student progress. Provide community resources to parents and community members.</p>	<p>October 2011 – June 2012</p>	<p>English Learner Department personnel, including bilingual assistants</p> <p>Systematic ELD, WRITE Institute, ADEPT assessment professional development along with substitute costs</p> <p>Consulting interpreters, translators, and the SOLOM assessment</p> <p>Yearly information regarding program description/parent waiver process and student placement, CELDT scores, DELAC flyers, reclassification ceremony and spring celebration mailers</p> <p>Side by Side ELD standards notebooks</p>	<p>\$49,420.42 (centralized)</p>	<p>EIA-LEP</p>

Form C: Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 49,420.42 (centralized)
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 5,112
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Prop 20 Lottery	\$ 13,995
Total amount of state categorical funds allocated to this school	\$ 68,527.42

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 107,412
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ¹⁸)	\$
Total amount of federal categorical funds allocated to this school	\$ 107,412
Total amount of state and federal categorical funds allocated to this school	\$ 175,939.42

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁹

Principal, Teachers, Staff and Parents

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Debbie Brenner	X				
Chris Mowrey		X			
Kristin Haley		X			
Jennifer Keiser		X			
Vicki Torres			X		
Alisa Marrone				X	
Barbie Smith				X	
Sharon Clokey				X	
Cindy Robinson		X			
Numbers of members of each category	1	4	1	3	

¹⁹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

X Other (list) *Title One
Prop 20 Lottery*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on November 2, 2010.

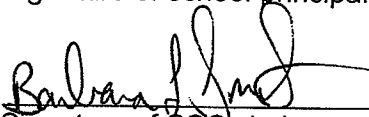
Attested:

Debbie Brenner
Typed name of school principal


Signature of school principal

10/25/11
Date

Typed name of SSC chairperson


Signature of SSC chairperson

10-25-11
Date

Pepper Drive School

Parental Involvement Policy Title One

In order to insure and facilitate meaningful parental involvement, Pepper Drive School will:

- Inform parents of the goals and requirements of the Title 1 program during conferences;
- Develop a schedule of parent education meetings supporting parents' active involvement in the education of their children;
- Provide Title I parents the opportunity to be involved in an ongoing and timely fashion in the planning, review, and improvement of the Title I program through the School Site Council process;
- Provide parents information regarding the program, the school performance profile, and the school curriculum through communications such as the School Accountability Report Card, newsletters, etc.;
- Provide parents individual student assessment results with interpretations, the types of assessment, and proficiency levels students are to meet during parent conferences;
- Provide an opportunity during SSC (School Site Council) and Parent Education meetings for parents to make suggestions for program improvement; and
- Provide timely responses to suggestions of parents.

(Principal)

(SSC President)

Revised *November 2011*