

San José Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Elementary School

**6093082
CDS Code**

Date of this Plan:

November 15, 2012

The *Single Plan for Student Achievement* is a blueprint to improve the academic performance of all students to the level of performance goals established under the California Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application, and ESEA Program Improvement into the *Single Plan for Student Achievement*.

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TABLE OF CONTENTS

| | |
|---|--------------|
| DISTRICT STRATEGIC PLAN GOALS..... | 3 |
| EQUITY POLICY AND VOLUNTARY INTEGRATION PLAN..... | 4 |
| STUDENT ACHIEVEMENT GOALS..... | 5-10 |
| ANALYSIS OF STUDENT PERFORMANCE DATA..... | 11-13 |
| SCHOOL SITE COUNCIL..... | 14 |
| SELAC MEMBERSHIP..... | 15 |
| SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCE..... | 16 |

DISTRICT VISION

All SJUSD students are inspired and prepared to succeed in a global society.

DISTRICT MISSION

SJUSD's mission is to eliminate the opportunity gap and provide every student with the finest 21st century education.

OPPORTUNITY 21: STRATEGIC PLAN OBJECTIVES

Objective 1: SJUSD will provide a high-quality and comprehensive instructional program.

Strategy 1.1: Employ an educational system that ensures opportunities and successes for all students.

Strategy 1.2: Accelerate and enrich learning for every student.

Strategy 1.3: Implement a systematic instructional framework.

Strategy 1.4: Implement a comprehensive assessment system that drives instruction.

Strategy 1.5: Implement a rigorous and relevant 21st century K-12 curriculum.

Objective 2: SJUSD will ensure students, staff, parents, and community are both satisfied and engaged.

Strategy 2.1: Build a coherent system of support for at-risk students' socio-emotional, behavioral, and health needs, including effective partnerships with community organizations.

Strategy 2.2: Strengthen family-school relationships by dramatically expanding opportunities for parent leadership, engagement, and advocacy.

Strategy 2.3: Create, maintain, and rigorously assess partnerships with industry, government, and non-profit organizations to reinforce 21st century skills.

Strategy 2.4: Design and implement a process that measures, assesses, and responds to employee satisfaction.

Objective 3: SJUSD will demonstrate effective, efficient, and exemplary practices in all divisions, departments, and schools.

Strategy 3.1: Leverage best practices from all sectors, public and private, to define and refine SJUSD practices.

Strategy 3.2: Create a result-driven district-wide accountability system that identifies students' needs in schools, departments, and divisions.

Objective 4: SJUSD will attract and recruit, support, and retain a highly effective and diverse workforce.

Strategy 4.1: Develop a rigorous employee hiring process with a focused effort on hiring a diverse workforce with 21st century skills.

Strategy 4.2: Design and implement a professional growth system for all employees to sustain and improve employee performance.

Objective 5: SJUSD will align resources to the strategic plan and equity policy and demonstrate cost-effective budget management.

Strategy 5.1: Develop an accountability system for all managers with budget control authority.

Strategy 5.2: Establish an annual system for validating priorities that align to the Strategic Plan and Equity Policy.

EQUITY POLICY AND VOLUNTARY INTEGRATION PLAN

On May 13, 2010, the SJUSD Board of Education approved an Equity Policy (AR, BP 0210) to ensure that equity and inclusion are essential principles of our school system and that they are integrated into all policies, programs, operations, and practices. The Equity Policy provides measurable outcomes with the purpose of aggressively eliminating the academic achievement gap in SJUSD.

It also supports the Voluntary Integration Plan (VIP) whose purpose is to:

- Prohibit and correct intentional discrimination in any District program or activity on the basis of race, gender, color, ethnicity, or national origin;
- Prevent racial or ethnic isolation in District schools;
- Outline the reasonably feasible steps the District will take to correct racial or ethnic isolation identified in District schools;
- Foster student integration and diversity; and
- Ensure equal educational opportunity and access for all students.

The integrity of the Voluntary Integration Plan (VIP) and the Equity Policy will be reflected in each school's Single Plan for Student Achievement (SPSA).

GRAYSTONE VISION & MISSION STATEMENTS

VISION STATEMENT

Graystone Elementary will establish an atmosphere at our school that will support and encourage each student's academic, personal and social growth.

MISSION STATEMENT

Graystone's mission is to support students to meet or exceed all state and district academic standards and to provide every student with the finest 21st century skills in a safe, nurturing and positive environment.

MAIN OBJECTIVE

Every child reading at or above grade level by the end of the year. ALL children will meet this goal.

STUDENT ACHIEVEMENT GOALS

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 in alignment with the District's goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #1—Reading/Language Arts

An analysis of the data of the 2012 English/Language Arts California Standards Test (CST) data indicates that overall, 87% of all students are currently at or above grade level. Our goal for the 2012-2013 school year is that 92% of all students reach the proficient or advanced level on the 2013 English Language Arts California Standards Test.

Activities to Reach our Reading/Language Arts Goal

- A. Continue to implement Lexia Learning for all students in grades K to 2nd for a minimum of 40 minutes per week.
- B. Purchase additional Lexia Licenses to use for below-grade-level students in 3rd to 5th grades.
- C. Continue to support all students in reaching proficient or advanced on the ELA CST by providing any instructional materials, professional development, or training needed by our teachers in the area of ELA.
- D. Purchase expository texts or other instructional materials for our library or classrooms to use as we move toward the implementation of Common Core State Standards.
- E. Support early literacy and the foundations of reading by assessing all Kindergarten, 1st and 2nd grade students using the Children's Progress Academic Assessment (CPAA) and addressing the needs of all students who score below grade level with appropriate interventions.
- F. Fund a before-school intervention program for below-grade-level students in 1st to 5th grades to improve students' reading achievement.
- G. Provide computer-based activities to encourage reading and to support writing and literacy such as, but not limited to, Accelerated Reader, Type to Learn, English in a Flash, Microsoft Office, etc.
- H. Provide resources for students to do research including, but not limited to, Encyclopedia Britannica online and other resources.
- I. Provide toner, paper, and supplies for the computer lab to support student writing, the creation of presentations and other computer-related work.
- J. Provide funding for office supplies and materials to support instruction.
- K. Provide a Literary Events Coordinator with Home & School Club funding to enrich Graystone's English Language Arts program through assemblies, author visits, story times, and family events.
- L. Provide any necessary training, professional development, instructional materials, or resources needed to ensure high-quality English Language Arts instruction.
- M. Provide funding to educate staff members about Common Core State Standards.

School Goal #2—Mathematics

An analysis of the data of the 2012 Mathematics California Standards Test (CST) data indicates that overall, 88% of all students are currently at or above grade level. Our goal for the 2012-2013 school year is that 93% of all students reach the proficient or advanced level on the 2013 Mathematics California Standards Test.

Activities to Reach our Mathematics Goal

- A. Provide classroom intervention by having 3rd to 5th grade classes group students for mathematics instruction.
- B. Continue to support all students in gaining increased mathematical proficiency by ensuring the use of the direct instruction framework in all classrooms.
- C. Provide computer-based programs to encourage the development of automaticity with mathematics facts and to improve students' number sense and problem solving ability using programs including, but not limited to, Accelerated Math, Math Facts in a Flash, and Quiz Show.
- D. Provide access to Dreambox computer-based adaptive learning program for all students in grades K to 5th during computer lab time and in their classroom, as needed.
- E. Provide any necessary training, professional development, instructional materials, or resources needed to ensure high quality mathematics instruction.
- F. Provide funding to educate staff members about Common Core State Standards.

School Goal #3—Physical Education

In May 2012, all 5th grade students at Graystone participated in physical fitness testing. Data from the testing indicates that Graystone students have needs in the areas of aerobic capacity, endurance, and flexibility. Overall, the results show that 69% of the students met the healthy fitness zone criteria. Graystone students scored better than the district overall where only 42% of students met the criteria. Our goal for the 2012-2013 school year is that by June 2013, 79% of students overall in grade 5 will achieve the Healthy Fitness Zone in 5 out of 6 Physical Fitness Areas as measured by the state physical fitness tests.

The Physical Fitness Test assesses six different criteria including Aerobic Capacity, Body Composition (BMI), Abdominal Strength, Trunk Extensor Strength, Upper Body Strength, and Flexibility. Students receive a score based on how many criteria they meet out of six. At Graystone, 59 fifth-grade students or 35% met all six criteria. As a district, only 19% of students met all six. An additional 58 or 34% met five of the six criteria as compared to 23% of fifth grades district wide. The total percentage of students at Graystone meeting 5 or 6 of the criteria was 69% as compared to the district's 42% of students.

Zero students both at Graystone and district wide met none of the six criteria. Only 2 or 1% met only one criteria at Graystone whereas 5% of students in the district met just one. A total of 11 or 6% of Graystone students met half of the criteria compared with 18% as a district. Thirty-six Graystone students or 21% met 4 of the six criteria, as did 21% of students district-wide.

Although Graystone students did well compared to all fifth-grade students in San Jose Unified, many students are not maximizing their physical potential. The area in which Graystone scored the lowest is flexibility as measured by the sit and reach task. During the testing last spring, 72% of students with an appropriate body mass index were able to run a mile in the pacer test. Twenty-eight percent of Graystone students who had a body mass index higher than what is considered healthy were unable to successfully complete the pacer test.

The Sports and Physical Activity Recreation for Kids (SPARK) program is currently in place at Graystone. Students in 1st to 5th grades participate in 200 minutes of physical education activity every ten school days. This year, in addition to learning physical education skills in the SPARK program, students will run on the track frequently to improve their aerobic capacity and endurance, and will work on flexibility exercises as part of the SPARK program.

Activities to Reach our Physical Fitness Goal

- A. Provide two 50-minute sessions of physical fitness instruction taught by a trained P.E. teacher as release time for 4th and 5th grade classroom teachers.
- B. Provide the SPARK physical education program for students in 1st to 3rd grades taught by their regular classroom teachers for 200 minutes every 10 school days.
- C. Provide any necessary equipment for the instruction of physical education activities for all grade levels.
- D. Provide funding for playground equipment such as, but not limited to, jump ropes, balls, hula hoops, cones, soccer goal, and basketball nets.
- E. Arrange for organized games such as flag football and soccer at lunch recess, whenever possible.
- F. Support a parent-organized walking club at lunch recess by providing prizes for participating students.
- G. Organize optional after-school classes involving physical activity such as, but not limited to, Zumba for Kids, basketball, flag football, soccer, and running clubs.

School Goal #4—Science

An analysis of the data of the 2012 Science California Standards Test (CST) data indicates that students at Graystone are doing very well in science. Overall, 94% of all 5th grade students at Graystone are currently at or above grade level. Our Asian students are 97% proficient or advanced in the area of science. Our goal for the 2012-2013 school year is that 98% of all 5th grade students reach the proficient or advanced level on the 2013 Science California Standards Test.

Activities to Reach our Science Goal

- A. Provide hands-on science lab experiences staffed by science lab aides for all grade levels to support the study and understanding of scientific concepts.
- B. Provide computer-based activities to encourage scientific inquiry and learning such as, but not limited to, Pebble Go.
- C. Provide funding for any materials or supplies needed to run the science lab.

School Goal #5—English Language Development based on Annual Measurable Achievement Objectives (AMAO)

AMAO 1—An analysis of the AMAO 1 data for the 2011-2012 school year indicates that the percentage of English Language Learners making annual progress in learning English based on the CELDT is 76.3%. This is well above the state expectation of 56%. Our goal for the 2012-2013 school year is for 81.3% of EL students to make progress on CELDT.

AMAO 2—An analysis of the AMAO 2 data for the 2011-2012 school year indicates that the percentage of English Language Learners attaining the English proficiency level based on the CELDT is 49%. This is well above the state expectation of 20.1%. Our goal for the 2012-2013 school year is for 54% of EL students to attain the English proficiency level based on CELDT.

AMAO 3— An analysis of the AMAO 3 data for the 2011-2012 school year indicates that the percentage of English Language Learners scoring proficient or advanced on the English Language Arts portion of the California Standards Tests is 86.3%. This is well above the state expectation of 78.4%. Our goal for the 2012-2013 school year is for 91.3% of EL students to score proficient or advanced on the English Language Arts portion of the California Standards Tests.

Activities to Reach our English Language Development Goal

- A. Provide support for English Language Development in the classrooms by ensuring direct instruction in all classrooms.
- B. Support English Language Learners at CELDT levels 1 and 2 with the use of Imagine Learning English and/or Lexia Learning in the computer lab with the help of an English Language tutor.
- C. Provide a teacher, materials, and supplies for an after-school English Learner Writing Class to address the needs of EL students in 3rd to 5th grades who failed to be reclassified due to inadequate writing ability.
- D. Support a before-school intervention program using Imagine Learning English and/or Lexia Learning for English Language Learners who are considered at-risk based on test scores by providing a Technology Services Coordinator to oversee students working on the computer-based programs.
- E. Provide funding for mandatory California English Language Development Test (CELDT) assessment by hiring qualified CELDT administrators to determine the EL levels of our students.
- F. Provide funding for computer-based writing programs such as, but not limited to, Microsoft Office.

School Goal #6—Climate

| What are the School’s Climate Strengths and Challenges? | |
|---|--|
| Strengths | Challenges |
| <p><i>In the area of Support:</i> Teachers care about students.</p> <p>Teachers treat students with respect.</p> <p><i>In the area of Boundaries and Expectations:</i> Teachers expect students to do their best.</p> <p>Question strengths: % Strongly Agree/Agree</p> <p>Teachers care about students. Students: 93% Staff: 100% Parents: 95%</p> <p>Teachers treat students with respect. Students: 91% Staff: 100% Parents: 96%</p> <p>Teachers expect students to do their best. Students: 98% Staff: 100% Parents: 99%</p> | <p><i>In the area of Support:</i> Students at this school treat each other with respect.</p> <p>Students who speak a language other than English receive the help they need in learning English.</p> <p><i>In the area of Boundaries and Expectations:</i> Teachers talk to students about their future careers.</p> <p>Question Challenges: % Strongly Agree/Agree</p> <p>Students at this school treat each other with respect. Students: 51% Staff: 54% Parents: 82%</p> <p>Students who speak a language other than English receive the help they need in learning English. Students: 46% Staff: 82% Parents: 51%</p> <p>Teachers talk to students about their future careers. Students: 32% Staff: 82% Parents: 58%</p> |
| <p>Given the data, which Survey Index do you think the school should focus on this year?</p> | |
| <p>1. Caring School Climate 2. High Expectations 3. College-Going Culture</p> | |
| <p>Based on the data from the Graystone 2011-2012 School Climate Survey, we will focus on Caring School Climate for the 2012-2013 school year. Ensuring that students treat each other with respect is an important goal especially in light of the fact that both students and teachers view this as an area of need based on only slightly more than half of the staff and students agree or strongly agree that “students at this school treat each other with respect.” Parents consider students to be more respectful, perhaps because they do not witness the everyday challenges that the staff and students perceive.</p> | |
| <p>Based on your focus area, what activities would you implement in your SPSA to improve the climate for learning? This year, Graystone is adopting the district behavior plan called Positive Behavior Intervention and Support (PBIS). During the 2011-2012 school year, a Behavior Committee met monthly to discuss our school climate and culture related to the behavior of our students. Based on our decision that Graystone was in need of a comprehensive behavior plan, we worked on aspects of the plan last year and the staff voted unanimously to formalize our efforts through PBIS. Currently, we have a district PBIS coach and a large group of teachers who are working on this committee. Our goal is to improve behavior at Graystone and have students treat other students and adults more respectfully. We believe that this will improve the percentage of students, staff and parents who perceive that students treat each other with respect on our 2012-2013 Climate Survey.</p> | |

An analysis of the climate survey data in the spring of 2012 indicated the following strengths:

- In the area of support: “Teachers care about students.” and “Teachers treat students with respect.”
- In the area of boundaries and expectations: “Teachers expect students to do their best.”

All responses to these questions were between 91% and 100% of respondents rating them “agree” or “strongly agree.”

An analysis of the climate survey data in the spring of 2012 indicated the following challenges:

- In the area of support: “Students at this school treat each other with respect.” was rated “agree” or “strongly agree” by an average of 62% of respondents. Our goal for 2012-2013 school year is for an average 72% of respondents to rate this area “agree” or “strongly agree.”
- In the area of support: “Students who speak a language other than English receive the help they need in learning English.” was rated “agree” or “strongly agree” by an average of 60% of respondents. Our goal for 2012-2013 school year is for an average 70% of respondents to rate this area “agree” or “strongly agree.”
- In the area of boundaries and expectations: “Teacher talk to students about their future careers.” was rated “agree” or “strongly agree” by an average of 57% of respondents. Our goal for 2012-2013 school year is for an average 67% of respondents to rate this area “agree” or “strongly agree.”

Activities to Reach our Climate Goals

- A. Hold assemblies for each grade level during the first week of school to remind students of behavioral expectations for everyone.
- B. Continue to use the “green sheet” behavior forms for students who break school rules to track data and collect evidence on individual students.
- C. Work with the Positive Behavior and Intervention Support (PBIS) district coach to refine and move forward the work done by the Behavior Committee during the 2011-2012 school year.
- D. Provide funding for any prizes, certificates, forms, banners etc. to support the PBIS effort.
- E. Provide a music program funded by the Home & School Club.
- F. Provide support for Project Cornerstone Asset Building Champion (ABC) Parent Program.
- G. Support combination class teachers, staff members who agree to have additional students in the classes, and teachers who attend professional development by providing money for substitute teachers.
- H. Provide funding for additional yard duty supervisors (noon time aides) to ensure student safety and a positive school climate.
- I. Provide funding for student scholarships for families who cannot afford science camp fees, field trip fees, or fees for special events.
- J. Provide funding to maintain the Doris Dillon Memorial Garden.

School Goal #7: Student Wellness

Based on student wellness data available and the needs identified by the School Health Leadership Team or School Site Council, the school will focus on: improving student scores on physical fitness testing and providing health information to students and their families.

Activities to Reach our Wellness Goals

- A. Continue to hold School Health Leadership Team meetings to address the issues of student and staff wellness.
- B. Communicate the district Wellness Policy to all parents and to all staff members so it will be followed for classroom special events and parties.
- C. Plan and hold a Wellness Fair at Graystone to provide students with developmentally appropriate information about physical activity, healthy eating, dental health, hand washing, etc. to raise the level of awareness of our students about health issues.
- D. Provide funding for any materials or supplies needed to conduct the Wellness Fair or health-related instruction.
- E. Provide funding for four additional hours per week for Almaden Valley Counselor to Provide counseling for students.
- F. Provide funding to maintain the Graystone School Vegetable Garden.

Analysis of Student Performance Data

Academic Performance Index (API) – State Accountability

| Year | Target | School-wide | White | Asian | Hispanic | Low SES | EL | SWD* | Met Target |
|------|--------|-------------|-------|-------|----------|---------|-----|------|------------|
| 2008 | 930 | 938 | 921 | 985 | n/a | n/a | n/a | n/a | YES |
| 2009 | 947 | 952 | 939 | 989 | n/a | n/a | n/a | n/a | YES |
| 2010 | 951 | 958 | 944 | 991 | 886 | 901 | 931 | n/a | YES |
| 2011 | 951 | 953 | 920 | 984 | 929 | 835 | 956 | 735 | YES |
| 2012 | 947 | 947 | 921 | 992 | 863 | 825 | 950 | 739 | YES |

*Students with Disabilities

An analysis of the data on student performance as measured by the API score by the Graystone staff indicates the following:

- Our school-wide API has fluctuated within a 20-point margin for the past 5 years.
- The API for our White subgroup has fluctuated within a 23-point margin and after two years of growth between 2009 and 2011, it has dropped back to the 2008 level.
- The API for our Hispanic subgroup went up 43 points in 2011 and then dropped 66 points in 2012.
- Our Low-SES subgroup API dropped 66 points in 2011 and an additional 10 points in 2012.
- The API for our English Language Learners dropped 6 points in 2012.
- The API for our Students with Disabilities (SWD) went up 4 points in 2012.

Annual Yearly Progress (AYP) – English Language Arts – Federal Accountability

| Year | Target | School-wide | Hispanic | Asian | Low SES | EL | SWD* | Met Target |
|-------------|---------------|--------------------|-----------------|--------------|----------------|-----------|-------------|-------------------|
| 2008 | 35.2% | 85.7% | 68.0% | 94.3% | 66.7% | 69.8% | 63.0% | YES |
| 2009 | 46% | 88.1% | 61.7% | 95.6% | 60.0% | 82.1% | 70.7% | YES |
| 2010 | 56.8% | 88.6% | 69.6% | 94.6% | 73.9% | 83.9% | 61.9% | YES |
| 2011 | 67.6% | 88.1% | 80.8% | 94.9% | 60.0% | 85.0% | 68.1% | YES |
| 2012 | 78.4% | 87.0% | 71.4% | 94.6% | 65.9% | 86.3% | 50.0% | YES |

***Students with Disabilities**

An analysis of the data on student performance as measured by the AYP score in English Language Arts by the Graystone staff indicate the following:

- Graystone has always exceeded the Average Yearly Progress expectations in ELA in overall scores and in the White and EL subgroups.
- The overall percentage of students meeting expectations in the 2011-2012 school year increased for our Low SES students by 5.9%, for our EL students by 1.3%.
- The overall percentage of students meeting expectations dropped slightly for our school overall by 1.1% and for our White students by 1.4%.
- Larger drops were shown in our ELA AYP in the Hispanic subgroup of 9.4% and by our Students with Disabilities by 18.1%.

Annual Yearly Progress (AYP) – Mathematics – Federal Accountability

| Year | Target | School-wide | White | Asian | Hispanic | Low SES | EL | SWD* | Met Target |
|-------------|---------------|--------------------|--------------|--------------|-----------------|----------------|-----------|-------------|-------------------|
| 2008 | 37% | 87.4% | 82.9% | 96.7% | 70.0% | 61.1% | 81.1% | 60.9% | YES |
| 2009 | 47.5% | 90.5% | 90.5% | 96.8% | 74.5% | 95.0% | 88.2% | 78.6% | YES |
| 2010 | 58% | 91.4% | 89.1% | 97.5% | 78.3% | 73.9% | 88.0% | 78.6% | YES |
| 2011 | 68.5% | 89.0% | 83.1% | 95.9% | 82.7% | 67.5% | 89.7% | 62.5% | YES |
| 2012 | 79% | 88.0% | 81.5% | 96.4% | 77.6% | 68.2% | 89.7% | 60.4% | YES |

***Students with Disabilities**

An analysis of the data on student performance as measured by the AYP score in Mathematics by the Graystone staff indicate the following:

- Graystone has always exceeded the Average Yearly Progress expectations in Mathematics in overall scores and in the White and EL subgroups.
- The overall percentage of students meeting expectations in the 2011-2012 school year increased for our Low SES students by 1.3% and remained the same for our EL students at 89.7%.
- The overall percentage of students meeting expectations dropped slightly for our school overall by 1.0%, for our White students by 1.6%, and for our Students with Disabilities by 2.1% .
- Larger drops were shown in our Mathematics AYP in the Hispanic subgroup of 5.1%.

CELDT (California English Language Development Test)

| Title III Progress | | | |
|---------------------------------|-------|---------------------------------------|---------------------|
| % Making Annual Progress | | % Reaching English Proficiency | |
| (AMAO1) | | (AMAO2) | |
| 2009 | 73.8% | 2009 | 63.2% ⁶⁸ |
| 2010 | 86.4% | 2010 | 57.9% |
| 2011 | 85.5% | 2011 | 47.6% |
| 2012 | 76.3% | 2012 | 49.0% |

An analysis of the data on student performance as measured by the CELDT for English Language Development by the Graystone staff indicate the following:

- The percentage of students making annual progress on AMAO 1 has dropped 10.1% over the past two years.
- The percentage of students reading English Language Proficiency on AMAO 2 has risen 1.4% over the past two years after a drop of 10.3% between 2010 and 2011.
- Over the past 4 years, the percentage of students reaching English Language Proficiency on AMAO 2 has dropped 14.2%.
- Our goal is to increase the percentage of students making annual progress in English Language Development and the percentage reaching English Language Proficiency by 10% in each area through the use of adaptive computer-based technology in the form of the Imagine Learning English and Lexia programs during the 2012-2013 school year.

RECLASSIFICATION RATE:

Percentage of students classified as English Language Learners who were able to be reclassified as Fluent English Proficient (R-FEP) during the year.

| Annual Reclassification Rate | |
|---------------------------------------|--------------|
| (Based on R-30 Report) | |
| 2008 | 9.8% |
| 2009 | 19.4% |
| 2010 | 17.9% |
| 2011 | 22.4% |
| 2012 | 24.0% |
| District Reclassification Rate | 12.4% |

An analysis of the data on English Language Proficiency as measured by the Annual Reclassification Rate by the Graystone staff indicates the following:

- Graystone Reclassification Rates have exceeded the district average over the past four years.
- The Reclassification Rate has steadily increased over the past three years.
- The Reclassification Rate has risen by 14.2% over the past four years.
- This year, Graystone will implement an after-school writing class for EL students in third to fifth grades to assist them in developing their writing skills so they can be reclassified.

Monitoring and Evaluation:

Who and how will the school monitor progress to ensure that the strategies outlined in this plan will be implemented?

Ongoing monitoring of student progress will take place at the school, classroom, and individual student levels. Baseline assessments such as the Children’s Progress Academic Assessment (CPAA) and district interim assessments will be compared to results from later in the year. Results from adaptive learning programs—Lexia Learning for English Language Arts, Dreambox for math, and Imagine Learning English for English Language Learners—will be monitored by teachers and the administrators. Using this data as well as teacher observation will help determine intervention groups to assist students in meeting standards.

The Single Plan for Student Achievement will be monitored by the administration of Graystone Elementary and reviewed on a regular basis. The School Site Council will also provide oversight of the plan. The programs will be altered as necessary to better meet the needs of our students.

SCHOOL SITE COUNCIL

Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents and pupils. The presence of 51 % of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of a secondary council consists of 12 members.

| Classroom Teachers |
|------------------------|
| 1. Allison Medlin |
| 2. Jennifer Polizzotto |
| 3. Leslie McCullough |
| |

| Principal |
|----------------------|
| 1. Priscilla Spencer |

| Other School Personnel |
|------------------------|
| 1. Rita Maczka |

Resource teacher, other certificated staff, classified, other administrative staff

| Parent and or Community Members <i>(Parent or guardian cannot be employed at the site)</i> |
|--|
| 1. Mayumi Elardo |
| 2. Stacey Pimental |
| 3. Sandy Smith |
| 4. Kimberly Allen |
| 5. Ella Leonard |
| |

| School Site Council Officers Please list your SSC Officers for 2012-2013 |
|--|
| Chairperson : Mayumi Elardo |
| Co-chairperson: Sandy Smith |
| Secretary: Kimberly Allen |

SELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school-level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Assistant Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|---------------------|-------------------|--|------------------------|
| Allison Long | X | | | |
| | | | | |
| Blanca Nesme | | | X | |
| Shah Pedersoli | | | X | |
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| | | | | |
| Number of members of each category | 1 | | 2 | |

(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The SELAC has voted to give governance to the SSC on this date: SELAC is not part of SSC at Graystone

The name of the parent SELAC representative to SSC is: n/a

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Graystone Elementary School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this 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 Site English Learner Advisory Committee

 Other (*list*)

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 board policies and in the LEA Plan.
5. This 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 plan was adopted by the School Site Council at a public meeting on: November 15, 2012.

Attested:

Priscilla Spencer
Typed name of school principal

Signature of school principal

Date:

Mayumi Elardo
Typed name of SSC chairperson

Signature of SSC chairperson

Date: November 15, 2012