

# The Single Plan for Student Achievement

**School:** Harry Dewey Fundamental Elementary School  
**CDS Code:** 34-67447-6034516  
**District:** San Juan Unified School District  
**Principal:** Holly Cybulski  
**Revision Date:**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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 ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on 11/19/13.**

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## School Mission

### Harry Dewey Fundamental Elementary School's Mission Statement

The mission of Harry Dewey Fundamental Elementary School, created collaboratively with staff, parents, and community through site strategic planning is as follows:

Valuing community and academic excellence, the mission of Harry Dewey Fundamental Elementary School is to inspire and educate each child to be a vibrant part of a community of life-long learners who embrace stewardship of their world, and develop creative problem-solving skills and confidence through a focus on the whole child—mind, body, heart—that includes innovative instruction, strong character development and essential family participation in a safe, supportive environment.

## School Profile

Harry Dewey Fundamental Elementary is one of 35 elementary schools in the San Juan Unified School District. The 558 students attending Dewey are 82% white, 13% Hispanic or Latino, 2% Asian, & 3% other ethnicities. 28 of our students are English Learners with Russian & Ukraine as the primary language. 84 of our students receive special education services and 146 of our students are socioeconomically disadvantaged. 18 of our students are identified as Gifted and Talented (GATE).

The curriculum at Dewey is aligned to California Content Standards, but is in the process of realigning to California Common Core Standards. Dewey's programs reflect the interests and needs of its community and offers many different programs to families.

### SCHOOL PROGRAMS

#### School Wide Character Education program

Through the Harper for Kids Foundation and One School One Book grant, we are utilizing the book by Coach John Wooden, Inch and Milles, the Journey to Success to guide our character education program. We are using class meetings, family nights, and rich literature among other tools to weave character education into the very foundation of our school.

#### Technology

Dewey has a state of the art computer lab that is kept up to date through generous funding by our very active Parent Faculty Organization. Students are expected to utilize the computer lab to research topics of interest using different forms of media and technology.

Teachers use interactive white boards and ELMO's for their instruction which enables them to create lessons that are highly engaging, provide visual support, and develop 21st Century skills students will need to be successful in their world as they grow. Dewey also has a set of 34 iPads that teachers use to develop students' technology skills and support their classroom instruction.

#### Sign Language

One of Dewey's gems is the Deaf and Hard of Hearing program that is housed on our site. We have students that are deaf and hard of hearing and they are mainstreamed out into our general education classrooms. This provides a very unique opportunity for all of our students to learn a different culture and language. We offer an after school club called Dewey Student Signers whose primary goal is to develop Sign Language vocabulary in our students. We also have a River Cats signing team that learns the National Anthem and performs at a River Cats baseball game once a year.

#### Olweus Anti Bullying Program

We are currently working toward implementing the Olweus Anti Bullying program. This program actively uses all members of our community in our crusade against bullying. While bullying is not a pervasive part of our campus, it is imperative to us that we remain vigilant and ahead of the bullying epidemic sweeping schools. This program primarily uses class meetings, extensive staff training, student learning, & parent learning to respond to bullying. This will officially kick off in January 2014.

#### Public Speaking

Dewey has a long tradition of developing students' public speaking skills through many different formats. We utilize oral reports, reciprocal teaching and others beginning in Kindergarten. When our students leave us, they leave with very developed public speaking skills

#### Awards Assemblies

Each trimester, our staff and parents recognize students at an awards ceremony. Awards include attendance, homework, academic performance, citizenship and others at the teacher's choosing.

### Family Engagement

We are a family engagement school. Research shows achievement is higher for those students whose families are engaged in the educational process. We ask that families spend 12 hours in the classroom or within the school in some other capacity per trimester per child. We depend on our parents and value their time and energies that they devote to our school and our students. We truly believe that our school is a partnership with the homes.

### Band

We offer two bands for our students. One is a beginning band and the other is a more advanced jazz band. Students perform at school concerts in addition to their practice times at school. Research shows that students involved in music and fine arts stay in school longer and tend to do better than students not engaged in the fine arts.

### School Site Council (SSC)

The School Site Council is the parent voice in school governance. The SSC function and requirements are mandated by the state. It is composed of equal parts: parents, teachers and the school principal. School improvement decisions are made through the School Site Council. The SSC reviews test scores, provides ongoing analysis of educational programs, monitors the budget, and helps to develop our school vision and mission. Members are elected for a two year term.

### Family Nights

Family nights are held at many different times during the school year. Some are purely fun-based while others are science or math based. These programs allow our school to come together in a large setting to learn and play together. Some of our traditional evenings include Fall Festival, Santa's Night, Science Night, & Ceramics Night.

### Strategic Planning

Dewey staff and parents completed our strategic planning process in Spring of 2012. Our goals are to align ourselves more fully with our district strategic plan and to create a cohesive set of goals and actions to guide us to where we want to be. Because of this process we have tightened our focus and created a map that mirrors our strategic plan.

## **Comprehensive Needs Assessment Components**

### Introduction

The strategic planning team was initially made up of staff, parents, and community members joining together to create the blueprint for Dewey's next years. Once the initial plan was created, action teams came together to take the plan from theory into actuality. Both teams grounded their planning and decisions in research. Our initial planning team designed 3 tactics for the school community to focus on; Character Education, Family Engagement, & Innovative Instruction. The Character Education team spent time researching other successful character education program both in SJUSD as well as around the country. They were specifically looking for effective components of programs and which of those components had the biggest impact on desirable student behavior. The Family Engagement team spent time researching other schools in SJUSD as well as around the country with successful family engagement. They focused on effective methods of communication, fundraising, and family outreach. The Innovative Instruction team spent time researching what innovative instruction actually entails and how that would fit into Dewey's philosophy. The team spent time focused on project based learning, formative/summative assessment, student goal setting, and research based instructional strategies.

### Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Dewey uses many different data points to signal our progress in our journey. We use CST data, API/AYP data, MAP testing, text level data, running record data, attendance, behavioral data, and anecdotal data. Our Character Education team uses attendance and behavioral data as well as anecdotal data to provide feedback on our efficacy in program. The Family Engagement team looks at attendance data of both students and families, as well as behavioral data to help point us in the direction we need to go in regards to our family engagement. The Innovative Instruction team uses many data points. We believe in multiple measures and not one specific data point to provide feedback on our instructional program. As we move toward full implementation of the California Common State Standards (CCSS) our data points will continue to evolve and change. Currently, we use CST data, MAP testing data, text level data, running record data, & different benchmark data points to provide the feedback we need to inform our program.

### **Parental Involvement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Dewey has long been a family engagement destination school. We encourage families to be an active partner in the educational process. This can look different in each family. Some families donate their time to the school either in the classroom or in a variety of other ways on campus. Sometimes its a family night, yard duty, car line, or field trips. Some families make donations to the classrooms or school and still others donate their talents in some way to benefit the students. We believe our active family engagement is a large piece of our success and excellent students. We felt it was a critical piece of our school community that couldn't be lost, and in fact should be built upon.

### **Description of Barriers and Related School Goals**

Include the strongest themes from critical issues or Gap to Goal Review of Data

Data shows that some of our areas of need lie in ELA; specifically word analysis and reading comprehension. This is one of the focuses of our Innovative Instruction team as we move toward CCSS implementation and goal setting. We are continuing to implement and refine the Comprehensive Literacy model of teaching reading and writing. Teachers are using different data points to identify what students need and construct learning opportunities within the area of need. The area of math has long been a strength at Dewey and this continues today. We do want to ensure that we address math in our CCSS implementation and currently have 3 teacher leaders attending a year long CCSS math institute at CSUS.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	295	351	361	249	288	297	4	6	5	11	11	9
<b>Growth API</b>	877	865	824	878	873	835				978	891	
<b>Base API</b>	860	877	864	865	878	872					978	892
<b>Target</b>	A	A	A	A	A	A						
<b>Growth</b>	17	-12	-40	13	-5	-37						
<b>Met Target</b>	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	23	39	41	22	26	18	59	101	107	38	56	63
<b>Growth API</b>	824	802	750	894	874	775	777	797	753	681	691	596
<b>Base API</b>	783	824	802	917	894	874	766	777	798	558	681	690
<b>Target</b>							5	5	2			
<b>Growth</b>							11	20	-45			
<b>Met Target</b>							Yes	Yes	No			

#### Conclusions based on this data:

1. Number of students significantly increased from 2011 to 2013 test years.
2. Our socioeconomically disadvantaged and students with disability also decreased.
3. Overall, all of our groups dropped in their proficiency levels.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	98	100	99	98	100	88	60	100	100	100
Number At or Above Proficient	208	244	227	179	206	193	--	--		10	7	
Percent At or Above Proficient	70.5	70.1	63.8	71.9	72.0	65.6	--	--	--	90.9	63.6	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	97	95	100	95	91
Number At or Above Proficient	12	22	19	15	17	8	30	56	54	10	22	20
Percent At or Above Proficient	52.2	56.4	46.3	68.2	65.4	44.4	50.8	57.1	52.9	26.3	41.5	34.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	No	Yes	No	--	--	--

#### Conclusions based on this data:

1. All groups failed to make growth in the AYP categories.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	98	97	100	98	96	100	100	100	100	100	100
Number At or Above Proficient	239	272	245	202	225	213	--	--		11	11	
Percent At or Above Proficient	81.0	78.8	69.4	81.1	79.8	73.7	--	--	--	100.0	100.0	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	99	98	100	97	86
Number At or Above Proficient	16	25	16	20	21	11	35	71	59	23	35	22
Percent At or Above Proficient	69.6	64.1	39.0	90.9	80.8	61.1	59.3	71.0	55.7	60.5	64.8	40.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	No	Yes	No	--	--	--

#### Conclusions based on this data:

1. All groups failed to make growth on this test in math.
2. Our Low SES population had huge growth in math from 2011 to 2012, but that dropped back this year.



## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	14	4	57					2	29	7
1									*****	***	*****
6									*****	***	*****
Total	1	11	4	44					4	44	9

#### Conclusions based on this data:

1. Our ELL population is a relatively small group of students, but it is growing.
2. Our students are making growth in their acquisition of English.

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									*****	***	*****
1			3	50	3	50					6
2			2	40	1	20	1	20	1	20	5
3			*****	***	*****	***					*****
4			1	25	2	50			1	25	4
Total			7	37	8	42	1	5	3	16	19

#### Conclusions based on this data:

- 1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	13	4	50					3	38	8
1			3	43	3	43			1	14	7
2			2	40	1	20	1	20	1	20	5
3			***** *	***	***** *	***					*****
4			1	25	2	50			1	25	4
6									***** **	***	*****
<b>Total</b>	1	4	11	39	8	29	1	4	7	25	28

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	13	17	19
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	13	17	19
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	14	2	21	1	22	1
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. Our EL population grew & also made significant growth in their language development.

# School and Student Performance Data

## Local Assessment Data

### Data Worksheet

### Harry Dewey Fund. Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	74.2	95.6	81.5	90
	African Am				90
	Hispanic		90.0		90
	Low SES	80.0	95.0	77.3	90
	English Lnr				90
	Special Ed			21.4	90
Ovl	Growth API	877.0	865.0	823.0	800
	African Am				800
	Hispanic	824.0	802.0		800
	Low SES	777.0	797.0	756.0	800
	English Lnr	894.0	874.0		800
	Special Ed	681.0	691.0		800
2	Reading on grade level (gr 2-11)	70.8	69.1	63.1	90
	African Am				90
	Hispanic	53.8	55.8	46.3	90
	Low SES	52.9	55.8	50.9	90
	English Lnr			41.7	90
	Special Ed	53.8	59.2	38.0	90
2	Math at grade level (gr 2-7)	80.5	77.4	68.2	90
	African Am				90
	Hispanic	69.2	60.5	41.5	90
	Low SES	60.3	67.5	54.7	90
	English Lnr			41.7	90
	Special Ed	53.8	59.2	38.0	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.				70
3	Pct of students abs>10% (gr K-8)	5.8	5.8	5.0	3
	African Am		28.6	7.7	3
	Hispanic	13.3	11.5	15.3	3
	Low SES	13.3	13.8	7.8	3
	English Lnr				3
	Special Ed	11.3	6.6	7.1	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	1.0	1.1	0.9	<2
	African Am				<2
	Hispanic				<2
	Low SES	2.5	2.2	2.2	<2
	English Lnr			3.7	<2
	Special Ed	10.3	1.1	2.7	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<b>Effective Instructional Strategies/21st Century Skills</b>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Improved ability to read and understand complex text		307 85.3%	92 88.0%	16 81.3%		
Improved written communication skills		305 83.0%	91 84.6%	16 68.8%		
Improved spoken/oral communication skills		307 82.7%	89 78.7%	16 81.3%		
Improved ability to solve complex problems		307 79.8%	92 81.5%	16 62.5%		
Improved ability to use technology to find information/solve problems		308 76.0%	92 83.7%	15 86.7%		
Improved ability at working with other students on problems/projects		306 75.5%	92 84.8%	16 87.5%		
Improved leadership skills		308 68.5%	92 78.3%	16 81.3%		
Encouraged to share knowledge/ideas in a creative way		307 84.4%	91 78.0%	16 87.5%		
Curiosity/imagination is fostered		308 83.1%	91 84.6%	16 93.8%		
School promotes academic success of all students.		307 85.7%		17 94.1%		
<b>Personalized Learning</b>						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Academic goals have been collaboratively set and monitored.		286 63.6%	91 74.7%	14 78.6%		
Students have a learning plan/4-year plan.		257 30.4%	92 39.1%	13 15.4%		
Students are challenged at school through high standards of academic performance.		307 87.0%	92 83.7%	17 94.1%		
<b>Character Education</b>						
	<i>Pct Most/All of the Time (character)</i>	N Pct	N Pct	N Pct	N Pct	
Students model RESPECT at this school.		305 77.7%	92 83.7%	17 88.2%		
Students model RESPONSIBILITY at this school.		304 83.2%	92 68.5%	17 76.5%		
Students model HONESTY at this school.		303 56.1%	92 81.5%	17 88.2%		
Students model CARING at this school.		302 70.2%	92 85.9%	17 88.2%		
Students model COOPERATION at this school.		300 78.3%	92 70.7%	17 82.4%		
Students model COURAGE at this school.		299 62.2%	92 66.3%	17 76.5%		
The school fosters an appreciation of student diversity and respect for each other.			90 86.7%	17 88.2%		
<b>Parent/Family Involvement</b>						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Parents are well-informed about their child's progress in school.		304 87.5%				
Teachers provide information about a child's performance to parents who speak a language other than English.		110 80.9%		15 80.0%		
Teachers promptly contact parents when he/she is concerned about their child's progress.		304 80.6%		14 100.0%		
Teachers are responsive to parents when they call or want to meet.		304 87.8%		15 100.0%		
Teachers send home work or ideas that help parents support their students at home.		304 84.2%		13 92.3%		
Adults/staff in the office are helpful when parents/students come in or call.		304 85.2%	91 75.8%			
Translated materials (or a translator) for my language are available when parents come to school.		101 53.5%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		301 91.7%				
The school keeps parents well-informed about school activities.		303 94.1%				
I speak a language other than English and I receive general information from my student's school in my language.		111 83.8%				
This school offers parents opportunities to be involved in school and classroom activities.		303 93.1%		16 87.5%		
Parents are invited to meetings where the school's academic performance is discussed.		304 86.2%				
This school actively seeks the input of parents before making important decisions.		304 77.0%				

**Conclusions based on this data:**

1. Writing had a jump in 2011-12, but dropped this year. It is still higher than the 2011-2012 year.
2. Reading and math both dropped according to this data.
3. Students and families are generally satisfied with the school. We can work on goal setting which is in the strategic plan and being addressed this year.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Innovative Instruction &amp; Common Core State Standards</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #1:</b>
We will ensure that all teaching staff implement innovative instruction through the adoption and use of Common Core State Standards (CCSS) and use data to meet each student's unique needs.
<b>Data Used to Form this Tactic:</b>
Dewey met its API goals and some of its AYP goals in many areas. However, we want to continue to reach all students and ensure students are college and career ready by the time they leave 12th grade. We'd like to see a 3% increase in proficiency in all subgroups in ELA specifically. Our ELL students continue to struggle in ELA. Dewey staff will need to target ELL students in a purposeful manner to continue ELL growth.
<b>Findings from the Analysis of this Data:</b>
While Dewey historically performs well on state assessments, with CCSS, we will need to ensure we are moving to performance based tasks/assessments, and differentiated instruction ensuring students are receiving instruction at their academic level. We need to continue to monitor our students new to the school and continue to meet their needs to close achievement gaps.
<b>Related Objective and how it will be Measured:</b>
We will use multiple measures to evaluate progress. These include but are not limited to: anecdotal notes in the classroom, formative assessments, summative assessments, and finally, CST data.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Implementation of Common Core - Unpacking and Alignment of Common Core</p> <p>Provide all students with quality first instruction by teachers that are knowledgeable about literacy best practices through Comprehensive Literacy. We will devote and schedule time to unpack CCSS and map out pacing. We will realign current curriculum materials/resources to support CCSS. We will identify and obtain materials/resources needed to supplement CCSS.</p>	May 2013 - May 2014	All teachers	Books to support teacher continued growth	4000-4999: Books And Supplies	Unrestricted	200.00
<p>1.2 Implementation of Common Core - Ensure Staff is Trained in CCSS</p> <p>Through focused professional development in comprehensive literacy, with connections to the CCSS, the staff is continuing to refine skills in oral language, interactive read alouds, shared reading, guided reading, and workshop model of instruction across content areas. Resources will continually be needed to provide books and materials.</p>	May 2012-May 2015	All teachers	Books to support teacher continued growth	4000-4999: Books And Supplies	Unrestricted	200.00
<p>1.3 Implementation of Common Core - Common Assessments</p>	2012-2013 School year	3rd-6th teachers, computer lab				

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff and students will pilot computer adaptive testing to ensure readiness for CCSS assessment practices. Teachers and students will use common growth measure assessments, rubrics, and tools to formatively and summatively assess proficiency on CCSS.		volunteer				
1.4 Implementation of Common Core - Computer Adaptive Assessments  Teachers in grades 3-6 will continue to use NWEA MAP testing to pinpoint student need and student strength to inform instruction.	August 2013-	3-6 teachers, computer lab volunteer				
1.5 ELL Students - Teachers and staff will use specific ELL strategies to continue to support our ELL students. These would include mentor texts, software to support visual vocabulary acquisition, and leveled texts to support reading comprehension.	Fall 2013 -	Teachers, support staff, administration	Mentor Texts	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	2,000
			Educational Software	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	2,000
			Leveled Texts	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	2,000
			Substitute Teachers for Collaboration/PD for teachers	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	2,500
			After School Support	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	11,328



## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Character Education</b>
<b>District Strategy:</b>
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
<b>Tactic #2:</b>
We will explicitly teach, model, and integrate positive character traits so that all students will become leaders in and stewards of their community.
<b>Data Used to Form this Tactic:</b>
Dewey has a very low behavioral suspension rate. We believe that that comes from our partnership with families and character education program. We see a direct correlation in these areas with student achievement. We will continue to use office referrals, time out rooms, and suspension rates to track our progress in this area.
<b>Findings from the Analysis of this Data:</b>
While our overall suspension rate is very low, we'd like to see it at zero. We will continue to weave our character education into the fabric of our school and see our office referrals and suspension rates drop.
<b>Related Objective and how it will be Measured:</b>
Teacher observation, assessment data, & office referral data.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Increase Awareness of and participation in our Character Education Program</p> <p>A brochure will be created to market the character education program at San Juan Central as well as to families currently enrolled at Dewey. A video will be created and hosted at San Juan Central, and Dewey which will highlight and explain our strengths and unique focus on "mind, body, heart". We will implement a One Book program, an article in the Tiger Tale highlighting the program and providing family resources around character development.</p>	August 2012-June 2014	Action Team 1	<p>Creation of Dewey video</p> <p>One Book Program</p>	<p>None Specified</p> <p>None Specified</p>		
<p>2.2 Character Education - Family Involvement</p> <p>Staff and PFO will work together to create family nights that center around the pillar of character education the school is working on. These family nights will provide resources and ideas for families to support character development.</p>	August 2013-August 2014	PFO, staff				
<p>2.3 Using a phase in model, we will teach, model, and reinforce evidence based character education practices that implement school wide norms and expectations for positive</p>	August 2013-August 2014	Action team 2, staff	<p>Create program including class meetings</p>	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
social behavior and problem solving skills to create and environment of stewardship at Dewey.						
2.4 Action 3  Provide continuous conversation and teaching to students in all classrooms everyday throughout the day through embedded and explicit lessons.	August 2013- August 2015	Teachers, staff, Action team 1	Books & literature to support class meetings based on character traits.	4000-4999: Books And Supplies		200.00
2.5  Provide students with ample opportunities for recognition of desirable character behavior through individual classroom processes as well as school wide assemblies and public recognition.	August 2013- August 2015	Teachers, staff, Action Team 1	Awards, certificates, and photos	0000: Unrestricted		200.00

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Actively Engage Families</b>
<b>District Strategy:</b>
Strategy 7: We will actively engage families as valued partners in the education process.
<b>Tactic #3:</b>
We will actively engage families as valued and essential partners in the educational process. We will do this through establishing and implementing a protocol for meeting, welcoming, and informing new families about the Dewey community.
<b>Data Used to Form this Tactic:</b>
Families have long been an integral piece of the Dewey community. Families had been voicing some discontent on school environment and feeling welcome in parent circles and in the school as a whole. This was determined through surveys and polls of families. We believe that families are a necessary piece of the educational journey of a student & therefore needed to be addressed.
<b>Findings from the Analysis of this Data:</b>
As we analyzed the data from interviews and surveys, the team found that families needed to feel more connected to the school in order to be more actively involved in their child's academic success. Research shows that children with higher levels of familial participation do better in school.
<b>Related Objective and how it will be Measured:</b>
Suspension rates, office referral rates, buddy classroom visit rates

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Develop and provide welcoming materials at San Juan Central and on campus</p> <p>On campus we will: develop and implement an informational and welcoming binder for Dewey families. This will be handed out and updated annually at Back to School Night. We will also implement a 30 day New Family Satisfaction and Information survey. This will provide the school with information about what's going well and what could be done better. At San Juan Central we will: develop and provide to central enrollment, a parent participation flyer to be inserted into our strategic planning document to be given to all families who enroll or are interested in enrolling at Dewey. This will welcome families and provide information on parent participation and community involvement at Dewey.</p>	August 2012- August 2013	Action team 2	Create binders & stuff with information and materials to support families at Dewey	0000: Unrestricted	Unrestricted	500.00
<p>3.2 Back to School Night Protocols</p> <p>We will develop and implement protocols for Back to School Nights to ensure families are welcomed and informed about parent involvement opportunities and hear coordinated messages from the school and PFO. These protocols will include set up, greeting, stickers or magnets with PFO information, and incentives.</p>	August 2013- August 2014	PFO, staff, administration	Magnets and merchandise to increase affiliation with Dewey.	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	200.00

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Local Control Funding Formula (LCFF)	19,828	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Local Control Funding Formula (LCFF)	19,828.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	200.00
Unrestricted	900.00

**Total Expenditures by Object Type and Funding Source**

<b>Funding Source</b>	<b>Object Type</b>	<b>Total Expenditures</b>
	0000: Unrestricted	200.00
Unrestricted	0000: Unrestricted	500.00
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	13,828.00
	4000-4999: Books And Supplies	200.00
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	6,000.00
Unrestricted	4000-4999: Books And Supplies	400.00
Parent Teacher Association/Parent Faculty Club	None Specified	200.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Beverly Tracy	[ ]	[ ]	[X]	[ ]	[ ]
Jen Conlon	[ ]	[X]	[ ]	[X]	[ ]
Holly Cybulski	[X]	[ ]	[ ]	[ ]	[ ]
Howard Snyder	[ ]	[ ]	[ ]	[X]	[ ]
Jan Littman	[ ]	[X]	[ ]	[ ]	[ ]
Jeffrey Key	[ ]	[X]	[ ]	[ ]	[ ]
Jim Harcharik	[ ]	[ ]	[ ]	[X]	[ ]
Julie Lazar	[ ]	[ ]	[ ]	[X]	[ ]
Julie Vojnovich	[ ]	[X]	[ ]	[ ]	[ ]
Robin Batura	[ ]	[ ]	[ ]	[X]	[ ]
Tim Zajic (Chair)	[ ]	[ ]	[ ]	[X]	[ ]
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	

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 (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - State Compensatory Education Advisory Committee
  - English Learner Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on 5/29/2013.

Attested:

<u>Holly Cybulski</u>	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

<u>Tim Zajic</u>	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date