

The Single Plan for Student Achievement

School: Mary Deterding Elementary School
CDS Code: 34-67447-6034508
District: San Juan Unified School District
Principal: Timmi Elcock
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:

Contact Person: Timmi Elcock
Position: Principal
Phone Number: (916) 575-2338
Address: 6000 Stanley Avenue
Carmichael CA, 95608
E-mail Address: telcock@sanjuan.edu

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

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School Mission

Mary Deterding Elementary School's Mission Statement

Mary A. Deterding, an arts inspired K-6 Learning Community, will educate each student to become a compassionate and confident life long learner, reaching his/her highest level of personal achievement through an innovative, rigorous academic curriculum that integrates the visual and performing arts.

School Profile

Mary A. Deterding Elementary is one of 35 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards, while transitioning to the Common Core State Standards. Comprehensive Balance Literacy is a focus throughout all classes, with teachers integrating Interactive Read Alouds, Shared Reading, Writer's Workshop, and Critical Literacy. Our 6th grade classes are focused on Disciplinary Literacy. Our teachers strive to develop students to become independent workers. All kindergarten through 5th grade teachers are participating in Critical Literacy Training this year, which will allow teachers to develop their students' critical thinking dispositions. We will also continue to focus on Balanced Literacy, with an emphasis on Writer's Workshop, as we prepare to be Common Core ready. Math instruction is of high interest to our teachers, with several teachers participating in Sacramento State University's Math Project, and sharing their knowledge with staff members. Field trips continue to be an important part of the school experience with teachers integrating the experience with the curriculum and grade level standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities, such as the International Food Festival. By integrating the visual and performing arts within the curriculum, the Deterding learning community educates students to become critical thinkers and effective communicators, growing into leaders who approach new situations with confidence and compassion. K-3rd grade students participate in dance each week. 1st through 6th grade students receive music instruction weekly from our full time music specialist. 4th-6th grade students have instrumental instruction each week embedded during the school day. 1st through 6 grade students also receive art instruction each week with a full time art specialist. Students in 3rd through 6th grades have the opportunities to participate in choir each week after or before school. 4th through 6th grade students also have the opportunity to participate with the after school dance team.

The staff at Deterding Elementary believes it is their responsibility to nurture the natural curiosities of students through the arts, humanities, and sciences, inspiring them to become compassionate and confident lifelong learners. We believe that parent involvement is an important part of each student's success.

Our Deterding student body is made up of more than 645 kindergarten through 6th grade students. We currently have two kindergarten classes, two first grade classes, four second grade classes, four third grade classes, three fourth grade classes, three fifth grade classes, and three sixth grade classes. Included in these classes is one Rapid Learner class at each grade level from 2nd through 6th grade. We have 41 English Language Learners at our site. Of the 645 students attending Deterding Elementary School, 10% are African American, 1.0% are American Indian, 9.0% are Asian, 0.6% are Filipino, 13.2% are Hispanic or Latino, 0.6% are Pacific Islander, and 63.0% are White. 32% are Socioeconomically Disadvantaged; 5% are students with disabilities; 9% are English Language Learners.

We strive to achieve through the following programs:

- 2nd - 6th Grade Rapid Learner Program
- Olweus Bullying Prevention Program
- Writer's Workshop
- Enrichment and Intervention in ELA and Math
- K-5th Grades, Critical Literacy; 6th Grade, Disciplinary Literacy
- Wireless school-wide
- K-6 Enrichment field trips
- K-6 Full Time Art Specialist with self contained art room
- K-6 Full Time Music Specialist - Vocal and Instrumental (5th - 6th Grade)
- English Language Learner Tutoring after school
- K-3 Dance Program - within the school day
- 5th and 6th Grade Band Program - within the school day
- 4th - 6th Grade Guitar Club: Beginning and Advanced, before school
- 5th - 6th Grade Intramural Sports Program
- Discovery Club After School Program

- Bridges After School Program
- Chinese Classes offered after school
- Mad Scientist Classes after school
- 4th - 6th Grade Dance Program - offered after school
- After school Missoula Children's Theater - 1st - 6th Grade
- Nature Bowl - 3rd - 6th Grade
- Cross grade level reading and activity buddies / partners
- 4th Grade Recorder Program - within the school day
- 4th - 6th Grade Award Winning Choir (Also a new 3rd grade choir, after school)
- Community Service Opportunities
- International Food Festival
- Harvest Festival
- Red Ribbon Week
- Attendance Awards Program
- Character Ed Awards Program
- Grade Level Field Trips
- Fall and Spring Book Fairs
- Talent Show and Spaghetti Feed
- 3rd - 6th Grade Deterding Idol Nights
- Pancake Breakfast
- Jog-A-Thon
- Spring Art Festival
- DART Art Auction
- * Chess Club during lunch
- Actively Involved Parent Groups:

School Site Council - ELAC (English Language Advisory Committee) - Strategic Planning Committee - PTA (Parent Teacher Association) - DART (Deterding Art Resource Team) - PERLE (Parents Enriching Rapid Learner Education)

Deterding Elementary's API for 2012/2013 is 895. Data from 2012/2013 School Year STAR Testing:

* ELA - overall 2nd - 6th = 73.4% Proficient or Advanced; This represents a 3.6% decrease from 2011-2012.

* Math - overall 2nd - 6th = 80.6% Proficient or Advanced; This represents a 5.6% decrease in Proficiency from 2011-2012.

* Sub Group: Low SES Population:

ELA: 2nd - 6th grade = 51.3% Proficient or Advanced; This is a 7.7% decrease from 2011-2012.

Math: 2nd - 6th grade = 63.1% Proficient or Advanced; This is a 10.5% decrease in Proficiency from 2011-2012.

* Sub Group: EL

ELA: 2nd-6th grade = 53.8% Proficient or Advanced; This is a decrease of 17.9% from 2011-2012.

Math: 2nd-6th Grade = 66.7% Proficient or Advanced; This is a decrease of 20.3% from 2011-2012.

*Sub Group: African American

ELA: 2nd-6th Grade = 51.7% Proficient or Advanced; This is a decrease of 4.3% from 2011-2012.

Math: 2nd-6th Grade = 62.1% Proficient or Advanced. This is a decrease of 17.9% from 2011-2012.

*Sub Group: White

ELA: 2nd-6th Grade = 77.6% Proficient or Advanced. This is a decrease of 0.9% from 2011-2012.

Math: 2nd-6th Grade = 84.4% Proficient or Advanced. This is a decrease of 4.9% from 2011-2012.

*Sub Group: Asian

ELA: 2nd -6th Grade = 92.0% Proficient or Advanced. This is an increase of 0.6% from 2011-2012.

Math: 2nd-6th Grade = 100% Proficient or Advanced. This is an increase of 5.2% from 2011-2012.

*Sub Group: Hispanic

ELA: 2nd-6th Grades = 55.8% Proficient or Advanced. This is a decrease of 17.4% from 2011-2012.

Math: 2nd-6th Grades = 63.5% Proficient or Advanced. This is a decrease of 12.1% from 2011-2012.

*Sub Group: Students with Disabilities

ELA: 2nd-6th Grades = 41.9% Proficient or Advanced; This is an increase of 2.8% from 2011-2012.

Math: 2nd-6th Grades: 67.7% Proficient or Advanced. This is an increase of 4.1% from 2011-2012.

* Our site focus continues to be transitioning to Common Core State Standards, the Arts, Comprehensive Balanced Literacy (including Writer's Workshop, Critical Literacy, Disciplinary Literacy (6th Grade) Shared Reading, and Interactive Read Alouds) and the continued utilization of student voice. We will focus on Word Analysis, Vocabulary, Literary Analysis, and writing conventions. Collaboration Thursdays and Professional Development will address Common Core State Standards, best strategies for reading comprehension, interactive and shared read alouds, guided reading, the gradual release of responsibility, mini lessons, Critical Literacy, Disciplinary Literacy (6th Grades) and the understanding and interpretation of our new MAP Assessments, which will be administered three times a year for our 3rd through 6th graders. We will continue to use Running Records and Teacher's College Assessments to monitor student growth in reading comprehension.

* Grade level collaboration will be utilized to develop plans to address key student achievement gaps and curriculum planning in regards to core ELA, Math, intervention, and enrichment.

* Teachers will develop yearly instructional plans that will integrate Common Core State Standards in ELA, Math, PE, Science and Social Studies.

Parent Volunteers:

At Mary A. Deterding, parent participation takes many forms. Families are able to volunteer at the school in a variety of ways to enrich the education of their children. Deterding's outstanding educational program could not exist without the enormous amount of time, energy and talents provided by our parents. Working together, they have provided over 18,000 hours of volunteer time to support our students.

- Parents are involved in many ways at Deterding Elementary School, to help students to be successful. PTA – Parent Teacher Association DART – Deterding Arts Resource Team PERLE – Parents Enriching Rapid Learner's Education School Site Council ELAC – English Learner Advisory Committee SPAC – Superintendent's Parent Advisory Committee The Art Docent Program - A Docent for every classroom School / Classroom volunteers Participation in School and / or Grade specific activities Parent – Teacher Conferences Field Trips Contribution of supplies * GATE Advisory Committee * Fundraising* Supporting teachers in classrooms * Preparing materials for classrooms

Comprehensive Needs Assessment Components

Introduction

In January of 2010 the Deterding Strategic Plan Team, made up of 19 members, met for three days to create a Mission statement and shared beliefs and parameters, which were aligned with San Juan Unified School District's Strategic Plan. They met to draft the Strategic Plan for Deterding, which included objectives to measure success, as well as strategies to achieve success. Four Tactics were developed, with an Action Team assigned to each Tactic, to develop Action Plans to be implemented during the next four years. These plans were approved by the Site Strategic Planning Team, as well as the School Site Council. The Strategic Plan Review Team met in October, 2012 to review the progress of the Strategic Plan for Deterding Elementary School. This Strategic Plan Review Team was made up of 21 members from community, staff (clerical and classified), and parent groups. This Strategic Plan Review Team met for a full day, reviewing data, surveys, and progress made on our strategic plan. The Strategic Planning Team made suggestions, based on data from observations, STAR test Data, and surveys. Changes were recommended to the Tactic 1 strategy (We will implement effective instructional strategies, integrating visual and performing arts, utilizing assessment data and technology, and challenging each student to increase academic achievement using personalized ed. plans), to result statement for Tactic 2A (Ensure all K-6 classroom teachers and specialists are given resources and support to continue and enhance their implementation of fine arts in their daily instruction), to result statements for Tactic 2b (Ensure all K-6 classroom teachers and specialists are given resources and support to continue and enhance their implementation of performing and visual arts in their daily instructional program), to result statements for Tactic 3 (We will communicate actively model, and integrate positive social skills, as well as develop means for assessment, so that each of our students become responsible and compassionate citizens in a diverse society), to result statements for Tactic 3, bulleted statement 5 (Neighborhood, Rapid Learner, and Special Education students will participate in integrated activities whenever possible, including, but not limited to: P.E., theater productions, intramurals, music, math extensions, overnight and day field trips), to result statement for Tactic 4 (We will increase family and community involvement, raising financial resources that are ensured to be used effectively to achieve our mission and objectives), and to the result statement for Tactic 4, bulleted statement 3 (By 2014, Deterding will have 100% attendance at Back To School Night, Open House, and parent/teacher conferences). An Action Team for Tactic I then reviewed Tactic I information, drafted updated result statements and action steps, as well as analyzed costs of the assigned action steps. Recommendations will be taken back to the Strategic Plan Review Team and the School Site Council for approval in October of 2013.

Data Analysis

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

During the initial Planning Meeting and Action Team Meetings, a variety of data points were used to assess progress and identify areas of need. The data points they reviewed came from a variety of sources, such as the Academic Performance Index (API) and Annual Yearly Progress (AYP), California Standards Test (CST), California English Language Development Test (CELDT), student behavior, student and parent surveys, and attendance rates.

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)

Parent resources are available on our School Website, to support parents, as they work with their students. Many of our teachers also have websites that have resources that support our parents. Tutoring takes place on a regular basis after school, to support struggling students.

At Mary A. Deterding, parent participation takes many forms. Families are able to volunteer at the school in a variety of ways to enrich the education of their children. Deterding's outstanding educational program could not exist without the enormous amount of time, energy and talents provided by our parents. Working together, we have provided over 18,000 hours of volunteer time to support our students. Parents are also encouraged to be active participants in the education of their child through:

- Parents are involved in many ways at Deterding Elementary School, to help students to be successful. Parents are involved in many ways: PTA – Parent Teacher Association DART – Deterding Arts Resource Team PERLE – Parents Enriching Rapid Learner's Education School Site Council ELAC – English Learner Advisory Committee SPAC – Superintendent's Parent Advisory Committee Art Docent Program - A Docent for every classroom School / Classroom volunteers Participation in School and / or Grade specific activities Parent – Teacher Conferences Field Trips Contribution of supplies * GATE Advisory Committee

Description of Barriers and Related School Goals

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

Deterding Elementary School's data analysis of the CST in English Language Arts shows 73.4% of our students are proficient or advanced. All student groups met target. Our API Similar School's Ranking is 7. Our sub groups, however, are not making yearly adequate growth. 51.5% of African American students are proficient or advanced in ELA; 55.8% of Hispanic students are proficient or advanced in ELA; 53.8% of our English Learners are proficient or advanced in ELA; 51.3% of our Low SES students are proficient or advanced in ELA; 41.9% of our students with disabilities are proficient or advanced in ELA. In math, 84.4% of students are proficient or advanced. In our sub groups, however, 51.7% of African Americans are proficient in math; 55.8% of Hispanic students are proficient or advanced in math; 53.8% of English Learners are proficient or advanced in math; 51.3% of low SES students are proficient or advanced in math; 41.9% of students with disabilities are proficient in math. As seen state wide, our scores have decreased this year.

In reviewing attendance, we continue to stay at 96% for attendance. Tardies and truanancies continue to be an issue, which impact and interrupt instructional time. Our attendance goal for the coming year is to reach an attendance rate of 97%. Our suspension rate has decreased from 41 suspensions in 2011-2012 to 29 suspensions in the 2012-2013 school year. Deterding Elementary School continues to promote a bully-free environment through implementing the OLWEUS Anti Bullying Program and Character Trait awareness.

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
Number Included	423	457	485	301	311	321	24	25	29	49	58	50
Growth API	914	919	895	917	927	910	832	860	804	999	972	989
Base API	910	917	919	916	917	927	848	868	860	969	999	973
Target	A	A	A	A	A	A						
Growth	4	2	-24	1	10	-17						
Met Target	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
Number Included	34	41	52	39	46	39	109	122	144	27	23	30
Growth API	817	865	838	879	891	838	812	838	803	680	740	752
Base API	805	817	865	867	879	891	810	819	839	651	680	740
Target							A	A	A			
Growth							2	19	-36			
Met Target							Yes	Yes	Yes			

Conclusions based on this data:

1. Students met target growth in areas measured, however there was a decrease in API in all but the Asian sub group. The Asian sub group's API grew by 17 points.
2. Scores consistently dropped across all but one sub group. Decreases were seen in API between 14 and 56 points.
3. English Language Learners and African American students had the most significant decrease in API, in comparison to the other groups (53 and 56 points).

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	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	338	356	356	248	244	249	14	14	15	46	53	46
Percent At or Above Proficient	79.9	77.9	73.4	82.4	78.5	77.6	58.3	56.0	51.7	93.9	91.4	92.0
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	Yes	No	Yes	Yes	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	98	100	100	100	100	100	99	100	100	96	97
Number At or Above Proficient	17	30	29	24	33	21	64	72	72	15	9	13
Percent At or Above Proficient	50.0	73.2	55.8	61.5	71.7	53.8	58.7	59.0	50.0	55.6	39.1	43.3
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	Yes	No	--	--	--

Conclusions based on this data:

1. Socioeconomically disadvantaged students did not meet AYP target in Language Arts. We need to continue to address achievement for all students within our Strategic Plan.
2. White sub group did not meeting AYP target in language arts.
3. Asian sub group did meet AYP target in language arts.

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	99	100	100	98	99	100	100	100	100	100	100
Number At or Above Proficient	351	396	390	254	276	270	15	20	18	49	55	50
Percent At or Above Proficient	83.2	87.0	80.6	84.4	89.3	84.4	62.5	80.0	62.1	100.0	94.8	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	98	98	100	100	100	98	100	98	100	97	92	94
Number At or Above Proficient	21	31	33	33	40	26	68	89	88	12	14	21
Percent At or Above Proficient	63.6	75.6	63.5	84.6	87.0	66.7	62.4	73.6	61.5	46.2	63.6	70.0
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	--	--	--

Conclusions based on this data:

1. All students, except for the Asian subgroup, did not meet AYP criteria in mathematics.
2. White students did not meet AYP criteria in mathematics.
3. Socioeconomically disadvantaged students did not meet AYP criteria in mathematics.

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	20	1	20	2	40			1	20	5
1	1	9%	4	36%	6	55%	0	0%			11
2	3	30%	3	30%	2	20%	1	10%	1	10%	10
3	0	0%	0	0%	0	0%	0	0%	0	0%	1
4	0	0%	3	60%	2	40%	0	0%	0	0%	5
5	1	16%	4	66%	1	16%	0	0%	0	0%	6
6					***** *	***					*****
Total	1	17	1	17	3	50			1	17	6

Conclusions based on this data:

1. The majority of our English Language Learners are at the Intermediate (37.5%) and Early advanced levels (40.0%). 50% of kindergarteners and 44.0% of 1st graders are intermediate. They will benefit from after school tutoring in English Language Arts, Math, and Language development.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***					*****
1	1	11	4	44	4	44					9
2	3	25	4	33	3	25	1	8	1	8	12
3			***** *	***	***** *	***					*****
4			3	60	2	40					5
5	1	20	3	60	1	20					5
6					***** *	***					*****
Total	5	14	15	43	13	37	1	3	1	3	35

Conclusions based on this data:

- 42.9% of our English Language Learners are Early Advanced, while 37.1% are intermediate. 100% of kindergarten and 6th grade students are intermediate. 50% of 3rd grade student are intermediate. They will benefit from language development and after school small group tutoring.

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	17	1	17	3	50			1	17	6
1	1	11	4	44	4	44					9
2	3	25	4	33	3	25	1	8	1	8	12
3			***** *	***	***** *	***					*****
4			3	60	2	40					5
5	1	20	3	60	1	20					5
6					***** *	***					*****
Total	6	15	16	39	16	39	1	2	2	5	41

Conclusions based on this data:

1. On Initial Assessments, 40.0% of our English Language Learners are intermediate, with 20.0% beginning, 20.0% Early Advanced, and 20% Advanced. Students are making growth, but will continue to need support in the classroom with English Language Development, as well as small group tutoring in Language Arts and Math, after school.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	32	40	35
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	32	40	35
Number Met	20	33	23
Percent Met	62.5%	82.5%	65.7%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

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	32	9	38	9	32	5
Number Met	11	--	20	--	17	--
Percent Met	34.4%	--	52.6%	--	53.1%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

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

Conclusions based on this data:

1. Students met target for annual growth.
2. Students met target for attaining English proficiency.
3. Teachers implement small group instruction for English Language Learners after school, focusing on English Language arts and Math instruction, while developing English Language acquisition.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Mary Deterding Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	72.1	95.8	90.1	90
	African Am				90
	Hispanic		90.9	84.6	90
	Low SES	50.0	89.7	82.1	90
	English Lnr				90
	Special Ed				90
Ovl	Growth API	914.0	919.0	894.0	800
	African Am	832.0	860.0		800
	Hispanic	817.0	865.0		800
	Low SES	812.0	838.0	810.0	800
	English Lnr	879.0	891.0		800
	Special Ed	680.0	740.0		800
2	Reading on grade level (gr 2-11)	78.2	77.4	72.6	90
	African Am	55.6	50.0	48.6	90
	Hispanic	52.6	74.4	57.1	90
	Low SES	55.5	59.7	49.0	90
	English Lnr		68.8	38.9	90
	Special Ed	46.9	63.2	60.6	90
2	Math at grade level (gr 2-7)	82.1	86.5	79.7	90
	African Am	63.0	75.0	57.1	90
	Hispanic	67.6	74.4	64.3	90
	Low SES	60.9	73.7	59.2	90
	English Lnr		68.8	38.9	90
	Special Ed	46.9	63.2	60.6	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.	62.5	82.5		70
3	Pct of students abs>10% (gr K-8)	9.2	7.6	9.7	3
	African Am	12.8	21.5	19.7	3
	Hispanic	15.9	14.0	16.5	3
	Low SES	18.1	14.7	23.9	3
	English Lnr	18.2	5.9	8.8	3
	Special Ed	11.1	3.2	10.4	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	3.1	2.9	1.9	<2
	African Am	10.6	6.5	1.6	<2
	Hispanic	1.4	1.3	3.3	<2
	Low SES	6.5	5.5	3.2	<2
	English Lnr		2.9		<2
	Special Ed	20.6	6.7		<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.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF		
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text		222	84.2%	180	72.2%	10	90.0%
Improved written communication skills		224	83.5%	180	78.3%	10	80.0%
Improved spoken/oral communication skills		223	82.5%	178	68.5%	11	90.9%
Improved ability to solve complex problems		223	81.6%	178	74.7%	10	80.0%
Improved ability to use technology to find information/solve problems		224	68.3%	179	70.9%	10	50.0%
Improved ability at working with other students on problems/projects		223	81.2%	179	81.6%	12	91.7%
Improved leadership skills		223	66.8%	180	61.1%	12	91.7%
Encouraged to share knowledge/ideas in a creative way		225	82.7%	179	65.9%	12	91.7%
Curiosity/imagination is fostered		226	83.2%	180	67.8%	12	91.7%
School promotes academic success of all students.		224	82.6%			12	91.7%
Personalized Learning							
<i>Personalized Learning</i>	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.		218	78.4%	178	87.1%	11	72.7%
Students have a learning plan/4-year plan.		205	53.2%	177	23.2%	10	90.0%
Students are challenged at school through high standards of academic performance.		223	78.5%	179	71.5%	12	91.7%
Character Education							
<i>Character Education</i>	<i>Pct Most/All of the Time (character)</i>	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.		223	76.7%	176	61.9%	11	100.0%
Students model RESPONSIBILITY at this school.		221	84.2%	177	50.8%	12	66.7%
Students model HONESTY at this school.		219	56.6%	177	65.0%	12	100.0%
Students model CARING at this school.		220	72.7%	176	76.7%	11	90.9%
Students model COOPERATION at this school.		220	78.6%	175	60.0%	12	91.7%
Students model COURAGE at this school.		217	57.6%	176	67.0%	12	66.7%
The school fosters an appreciation of student diversity and respect for each other.				179	78.2%	12	100.0%
Parent/Family Involvement							
<i>Parent/Family Involvement</i>	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.		220	82.7%				
Teachers provide information about a child's performance to parents who speak a language other than English.		77	71.4%			12	75.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.		219	72.6%			11	100.0%
Teachers are responsive to parents when they call or want to meet.		220	84.1%			12	100.0%
Teachers send home work or ideas that help parents support their students at home.		216	80.1%			11	81.8%
Adults/staff in the office are helpful when parents/students come in or call.		218	92.7%	176	79.5%		
Translated materials (or a translator) for my language are available when parents come to school.		74	45.9%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		217	80.6%				
The school keeps parents well-informed about school activities.		219	90.4%				
I speak a language other than English and I receive general information from my student's school in my language.		80	73.8%				
This school offers parents opportunities to be involved in school and classroom activities.		219	90.9%			12	100.0%
Parents are invited to meetings where the school's academic performance is discussed.		217	85.3%				
This school actively seeks the input of parents before making important decisions.		215	73.5%				

Strategy 1:

Conclusions based on this data:

1. Targets were met in writing on the CST at 4th grade level.
2. 72% of parents feel teachers contact them if they have a concern. We need to improve this area.
3. The school keeps parents well informed and involved in school and classroom activities.

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:

Focus: Academics
District Strategy:
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.
Tactic #1:
We will implement effective instructional strategies, integrating visual and performing arts, utilizing assessment data and technology, and challenging each student to increase academic achievement using personal education plans.
Data Used to Form this Tactic:
Examine proficiency rates of school wide population, grade levels, and student sub groups - STAR Examine Teacher's College Assessments, grades 2-5 Examine MAP assessments results in grades 3rd-6th Examine Personal Education Plans
Findings from the Analysis of this Data:
Scores from the 2012-2013 STAR assessments showed 73.4% of students are proficient or advanced in English Language Arts. 80.6% of students are proficient or advanced in math. Scores from the 2012-2013 STAR assessment indicate that scores declined for the following sub groups: ELA: White, from 77.9% to 73.4%; African American from 56% to 51.7%; Hispanic from 73.2% to 55.8%; EL Students, from 71.7% to 53.8%; They increased for ELA in these subgroups: Students with Disabilities: 39.1% to 41.9%; Asian: 91.4% to 92%. In Math, scores declined in the following sub groups: White: 89.3% to 84.4%; African American: 80.0% to 62.1%; Hispanic: 75.6% to 63.5%; EL Students: 87.0% to 66.0%; SES: 73.6% to 63.1%. Scores in math increased in the following sub groups: Students with disabilities: 63.6% to 67.7%, and Asian: 94.8% to 100.0%. Most significant drops in ELA are in the Hispanic sub group and EL sub group. In Math, the most significant drops are in the African American sub group and the EL sub group. The majority of teachers at Deterding Elementary utilize Personal Educational Plans by the end of fall parent conferences.
Related Objective and how it will be Measured:
By 2014, we will increase to 90% the number of students meeting grade level standards in ELA and Math, utilizing school wide student created personal learning plans. The following assessments will be used to measure data: Writing samples each trimester, Emergent Literacy Surveys, AR scores, MAP Assessments, STAR, teacher created assessments, teacher observations, HM math assessments, student work and projects, Teacher College Assessments, grades 2-5; Mondo Oral Language Assessment, 1st grade

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Each student will have a personalized education plan that ensures individual growth and achievement.	8/15/2013 - 6/30/2014	School Leadership Team, Administration, Lead Teacher of Writer's Workshop; Certificated Staff, district training offered for Critical Literacy	Provide staff with ongoing support in Balanced Literacy to implement the CCSS. Schedule monthly PD after school to support Writer's Workshop.	None Specified		
			Support staff in Writer's Workshop through Monthly professional development offered after school by our lead teacher of writing. Teachers will also receive support from our literacy teacher in creating effective mini lessons. Time will be planned for teachers to share successes and gain feedback, school wide, and as grade level teams on Thursdays. This support will continue to transition teaching into the CCSS.	None Specified		
			As a staff, discuss how education plans can best be used to support student progress.	None Specified		
			Action Planning Team for Tactic 1 will make necessary revisions, with staff and parent feedback to our results statements. New PEP plans will be distributed to teachers.	5700-5799: Transfers Of Direct Costs	Other	100.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Personalized Education Plans: Staff will create and implement Personalized Education Plans by the November 2013 parent conferences. These Personalized Education Plans will be developed with input from the classroom teacher, parent, and student, based on each student's data. Student data will continue to be used to monitor each student's progress towards his or her Personalized Education Plan and to support each student's needs. These Personalized Education Plans will be revised throughout the year, as needed.	None Specified		
			We will implement Critical Literacy to ensure student success as we move into Common Core State Standards.	None Specified		
			Schedule time for staff to receive Critical Literacy Training throughout the year.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Allow time for teachers to discuss, share and plan Critical Literacy lessons during Thursday Collaboration times.	None Specified		
			Quality First Math Instruction: Teachers will continue to implement quality first instruction in math, as they integrate the current math adoption materials with other resources to build students' critical thinking and problem solving strategies and Common Core State Standards. Teachers will support each other throughout the year in meeting students' needs during collaborative Thursdays. Some teachers will continue to participate in the Sacramento Math Project, as classes become available.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Ensure collaboration time to analyze the results of common assessments to guide and revise instruction. We will plan and implement appropriate assessments. We will use results to plan instruction. Staff will be trained in MAP assessments and Running Records Assessments. They will know how to give these tests as well as interpret data	None Specified		
			Provide ongoing teacher support and training to support the implementation of Common Core State Standards. Teachers will be trained with district CCSS modules twice each month. We will complete a book study of Pathways to the Common Core for PD hours.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Professional Development: Comprehensive Balanced Literacy: Staff will receive support from our lead teachers for Comprehensive Balanced Literacy, our Literacy Teacher, School Leadership Team, and Principal, as they share and discuss information from their district trainings by Adria Klein to improve student literacy. Staff will focus on implementing interactive read alouds, shared reading, guided reading, and interactive writing as strategies to develop students' literacy skills and raise students' levels of thinking and understanding as we move into the Common Core.	None Specified		
			Evaluate our needs and obtain new instructional materials for CCSS (informational text)	4000-4999: Books And Supplies	Other	
			Through community meetings and newsletters and Bridge Flash, educate parents on the CCSS.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2			Implement assessments of MAP and running records; provide training and support; support teachers in learning to interpret data to plan instruction.	None Specified		
			Continue with book studies for PD after school on Pathways to the Common Core.	4000-4999: Books And Supplies	Other	
			Continue to develop each teacher's library with genre-rich classroom multi leveled libraries, beginning with informational text.	4000-4999: Books And Supplies	Other	
			Create Common Agreements for classroom environment	None Specified		
			Continue to build a teacher resource room of sets of leveled books to use in their classrooms.	4000-4999: Books And Supplies	Other	
			Evaluate instructional needs for EL learners and obtain new instructional materials as needed.	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	5,000.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			English Language Learners: Tutoring will be offered by certificated staff before or after school for our EL population, to support their literacy and mathematical development. The use of i-Pad Applications, Comprehensive Literacy Strategies, and mentor text will be used to support their instruction.	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	16,000.00
1.3 Implement the Common Core State Standards (CCSS) to build 21st Century skills to ensure student success.			Collect and review data of our lower performing student groups (African American and Low SES population), to inform our instruction and make program modifications to ensure their success academically.	None Specified		
			Provide staff development for technology: i-Pads, apps, and Chrome Books	None Specified		
			Continue yearly participation in A/R reading to monitor student reading progress.	5000-5999: Services And Other Operating Expenditures	Other	5,149.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide teachers with technical support and education to maintain classroom computers.	None Specified		
			Develop a program to accept computer/printer/software donations from parents/community directly to school in compliance with district technology policy.	None Specified		
			Identify relevant technology to support current curriculum and desired development areas.	None Specified		
			Obtain and integrate identified relevant technology: Purchase and integrate the use of i-pads, Chrome books, and apps. into our daily instructional practice	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	5,000.00
1.4 Increase the exposure of students to visual and performing arts.			Ensure teachers are provided with support to deliver art instruction.	None Specified	Other	
			Support the continuation of Art, choir, and band with qualified instructors and the necessary financial backing. Funded by DART (Deterding Arts Resource Team; Parent Organization)	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Ensure students in grades K-3rd receive dance instruction once a week. Funded by DART (Deterding Arts Resource Team; Parent Organization)</p> <p>Ensure students receive music at least once a week.</p> <p>Ensure students receive instrumental music each week in grades 4th-6th.</p> <p>Each class will go to the B Street Theater to observe a performance each year. Funded by DART (Deterding Arts Resource Team; Parent Organization)</p> <p>Each class will perform on stage at least once a year.</p> <p>Students in grades 1st through 6th will participate in art lessons at least once a week. Funded partly by DART (Deterding Arts Resource Team; Parent Organization)</p> <p>The art specialist will collaborate on a regular basis with classroom teachers to integrate lessons from classrooms into the art studio.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	Other	

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Ensure 5th and 6h grade students receive instrumental instruction at least twice a week.			
1.5 Any district implemented classroom programs will be maintained as standalone, but integrated programs.		Administration, staff	Ensure that all Rapid Learner teachers have adequate training in teaching gifted students.	None Specified		
			Ensure that all Rapid Learner Classes are participating with regular education classes wherever possible, (outside the contained classroom for academics), (PE, Theater Productions, intramural sports)	None Specified		
			Ensure all Special Education students are being mainstreamed into general education classes as appropriate.	None Specified		
			Improve marketing of Rapid Learner Program throughout the district and within Derterding (visitations, handbook, website)	None Specified		

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:

Focus: Visual and Performing Arts
District Strategy:
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.
Tactic #2:
We will integrate the fine arts into our daily instructional program.
Data Used to Form this Tactic:
Final report cards, teacher records, student work, and student performances
Findings from the Analysis of this Data:
Short narrative that summarizes the data above.
Related Objective and how it will be Measured:
By 2013 each student will develop 21st Century skills such as creative, collaborative and critical thinking by participating in a balanced and comprehensive arts program, including but not limited to visual, instrumental, choral, and dramatic arts. Teacher records, student work, progress notices, and trimester report cards will be used to monitor progress.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Ensure all K-6 classroom teachers and specialists are given resources and support to continue and enhance their implementation of fine arts in their daily instructional program.	8/15/2013 - 6/30/2014	Art Specialist, staff, District Art Personnel, Principal, music specialist, dance instructors	Deliver professional development to all K-6 teachers that focuses on integrating the visual arts into their daily classroom instruction provided by Deterding's Art Specialist at least two times an academic year.	None Specified	Other	
			Incorporate an art project in each academic unit (math, science, social studies, and language arts).	None Specified		
			Provide all K-6 students with at least one period each week of visual art instruction from the Deterding Art Specialist. (partially funded by DART)			
			Ensure that each K-6 classroom has an Art Docent, who is a parent or community volunteer trained by the District Art Docent program.	None Specified		
			Provide a yearly, per student fund for visual arts supplies in the Deterding budget.		Other	

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Deliver professional development to all K-6 classroom teachers that focuses on integrating the visual arts into their daily classroom instruction provided by an outside visual art professional at least once per academic year.	None Specified		
			Develop grade level resource binders that contain lesson plans on integrating the fine arts in daily classroom instruction.	None Specified		
			Continue to use a District paid vocal music instructor at minimum of three days a week for all K-6 students.			
			Deliver professional development to all K-6 classroom teachers that focuses on integrating the performing arts into their daily classroom instruction provided by the Deterding vocal music instructor at least two times per academic year.	None Specified		
			Produce a performing art program in each grade level, k-4, at least once per academic year facilitated by the classroom teachers.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide all K-6 students with at least one period each week of vocal music instruction from the Deterding vocal music instructor.	None Specified		
			Produce a combined fifth and sixth grades music and performing arts production that is under the direction of the Deterding vocal music instructor.	None Specified		
			Provide all 4th grade students with recorder instruction each week.	None Specified		
			Provide all 5th and 6th grade students with band instruction twice a week delivered by an instrumental music instructor. This instructor's salary, the instrumental purchases/maintenance and sheet music are currently paid for by DART.			
			Deliver professional development to all K-6 classroom teachers that focus on integrating the arts into their daily classroom instruction provided by an outside performing arts professional at least one time per academic year.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Ensure all K-6 classroom teachers and specialists are given resources and support to continue and enhance their implementation of performing and visual arts in their daily instructional program.			<p>Develop a Deterding Musical Library for use by K-6 classroom teachers that coordinates with grade-level curriculum and expose all students to develop the Musical Library.</p> <p>Develop grade level resource binders that contain lesson plans on integrating the fine arts in daily classroom instruction.</p>			

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:

Focus: Character Education
District Strategy:
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.
Tactic #3:
We will communicate, actively model, and integrate positive social skills, as well as develop means for assessment, so that our students become responsible and compassionate citizens in a diverse society.
Data Used to Form this Tactic:
Suspension rates, behavior report rates, OLWEUS Student Surveys, and attendance rates will be collected.
Findings from the Analysis of this Data:
Information recorded from the above data.
Related Objective and how it will be Measured:
All students will develop and demonstrate the social skills necessary to become responsible and compassionate citizens in a diverse society. Students will demonstrate the character traits necessary to become compassionate, responsible citizens, as measured by a decrease in suspensions and behavior reports, as well as measured by our OLWEUS Anti-bullying program survey.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 We will establish a school wide character education initiative that will allow us to communicate, actively model and integrate a positive school culture.	8/15/2013 - 6/30/2014	All Staff, students, administration	Re-establish the Deterding "Whole Child" visual by providing a model of it to be displayed in each classroom.	None Specified		
			Establish a monthly assembly to showcase a character trait.	None Specified		
			Identify one character trait per month as a school wide focus.	None Specified		
			Provide incentives to hand out at monthly Character Trait assemblies.	None Specified		
			Leadership team will explore possibilities for staff development.	None Specified		
			Read morning messages from Project Wisdom. Support teachers with character ed teaching lesson plans from Project Wisdom.			
			Communicate to families character ed trait of the month and students recognized each month.	None Specified		
			Begin "Caught Ya" character award system on campus.	5700-5799: Transfers Of Direct Costs	Other	25.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 We will proactively address the issue of bullying at Deterding.	8/15/2013 - 6/30/2014	Certificated staff, classified staff, students, district and administration	Establish grade level goals for the year to be incorporated into classroom rules and procedures at the beginning of the school year, and revisited, as necessary.	None Specified		
			Establish a positively-expressed catch phrase, such as, "...the way we do that here", to be incorporated into staff interactions with the students.	None Specified		
			Provide staff training specifically to bullying: how to recognize it and how to react to it. Plan class meetings each week to discuss bullying issues.	None Specified		
			Review Deterding;s Anti-Bullying rules regularly with students. Post them in every classroom.	None Specified		
3.3 We will integrate grade-level social studies/history curriculum with language arts instruction in each classroom.	8-15-13 to 6-4-14	Teachers/Administration/parents	Determine what staff development the district may offer in the area of Social Studies integration.	None Specified		
			Provide time for grade level teams to explore how to achieve Social Studies integration with language arts.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.4 We will establish a Resource Center on campus.	8-13 to 6-14	Administrator, staff, parents, community, district	Identify a location for the Resource room.	None Specified		
			Create a list of resources based on teacher and district recommendation.	None Specified		
			Purchase the books and develop a system for checking them out.	4000-4999: Books And Supplies	Other	100.00
			Create a master list of books, articles, and websites.	None Specified		
			Place copies of articles and website references into binders/files and organize according to topic.	None Specified		
			Assemble all materials into the specified location.	None Specified		
			Advertise the resource room.	None Specified		
			Work with PTA to establish a volunteer position to maintain the Resource Center on a regular basis.	None Specified		
3.5 Neighborhood, Rapid Learner, and Special Education Students will participate in integrated activities wherever possible, including, but not limited to PE, theatre productions, intramurals, music, math extensions, overnight and day field trips.	8-13 to 6-14	Administration, staff, community, and students.	Research field trip locations that accommodate 100 students.	None Specified		
			Meet with grade level teachers to map out fundraisers to help defray the cost of the field trip.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Notify families of upcoming field trips and associated costs through the school website, class websites, first day information packets, Back to School packets, the Bridge, and Open House.	None Specified		
			Work with PTA to increase the level of full/partial scholarships and fundraising.	None Specified		
			Parents give the option to sponsor an additional child (in full or part).	None Specified		

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #4

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:

Focus: Expand Community
District Strategy:
Strategy 2: We will expand human community and financial resources and ensure they are used most effectively to achieve our mission and objectives.
Tactic #4:
We will increase family and community involvement, raising financial resources that are ensured to be used effectively to achieve our mission and objectives.
Data Used to Form this Tactic:
Sign in sheets from school events Surveys
Findings from the Analysis of this Data:
Short narrative that summarizes the information above.
Related Objective and how it will be Measured:
By 2014, we will increase family and community support of student academic achievement and school programs. Document Student Attendance Rates Increased attendance of parents at trimester Community Meetings, Back to School Night, Parent Conferences, and Open House.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 We will ensure consistent and effective communication with Deterding's internal and external audiences.	8/15/2013 - 6/30/2014	Clerical Staff, Certificated Staff, Custodian, and Administrators	Create and implement school-wide communications, outreach and branding to keep internal groups and external groups informed on a regular basis. Provide Newsletter home every Monday, and a Bridge Flash sent home electronically on Tuesdays. Keep School Website up to date. Use Connect Eds. as needed.	None Specified		
			Produce DVDigipak, which reflects the Deterding Community, highlighting school mission, values, academic programs, and art programs. DVD will also include research information about the effect of music and art on the brain.	None Specified		
			Provide parent volunteers or selected 6th grade students to lead school tours on specified visitation days for prospective families.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Weekly Deterding Connect Ed. Update on a consistent day of the week to be determined, featuring different Deterding Voices, with notifications and reminders of next week's school events or other relevant information.	None Specified		
			Parent groups will give a five minute update to staff monthly.	None Specified		
			Annually request from the Learning Support Office names of Prospective RL families, whose students have passed the Naglieri and/or SAT-10 for a school informational meeting.	None Specified		
4.2 We will develop, increase, and use effectively all available resources in support of our mission objectives.	8/15/2013 - 6/30/2014	Administrator, staff, community	Generate a yearly school-wide financial plan detailing all incoming external income and all expenditures.	None Specified		
			Establish fundraising calendar clearly identifying school-wide fundraisers and grade level fundraisers, coordinated by teachers and parent groups.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Create grade level fundraising programs where balances remaining will roll over with class-year to support future activities, such as overnight field trips.	None Specified		
			Form a school wide grant writing committee with 3 to 5 members, who will hire and oversee a commissionable grant writer, and create a letter of intent.	None Specified		
			Organize school supply, clothing, and food drives together with local community organizations to support families in need.	None Specified		
			Form, sustain, and increase partnerships with non-profits, local corporations, and community organizations.	None Specified		
			Generate and distribute on a bi-annual basis, an internal Parent and Staff Survey to assess communications and implement changes as needed.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 By 2014, Deterding will have 100% attendance at Back to School Night, Open House, and parent/teacher conferences.	8/15/2013 - 6/30/2014	Administrator, staff, community, and clerical staff	<p>Have parent orientation BBQ evening, prior to the start of the school year, for all incoming parents to include the following: Deerding DVD presentation, Nuts and Bolts of Deterding, school tours led by veteran parents, parent group presentation, and question and answer session.</p> <p>Produce Deterding Informational Folder for incoming families, to include, but not be limited to: basic school information, questions and answers, school map, brochure, parent group information, and upcoming fundraising calendar. These are donated by a parent.</p> <p>Provide free food for parent Orientation BBQ, Back to School Night, and Open House, to be coordinated by the Parent Groups.</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
			<p>Create a parent mentor program, staffed with a core group of veteran parents with two years or more at Deterding experience, to be assigned to a new incoming family on a one on one basis. Parent mentors will make an initial contact with incoming family to invite family to Parent Orientation BBQ or welcome them to the Deterding community. Mentors will be available by e-mail or phone to answer questions from their assigned families to the Parent Mentor Program throughout the school year.</p> <p>We will offer a fun evening educational workshop on a trimester basis. Frequency increase will be evaluated after initial year.</p>	None Specified		
4.4 Deterding will have an established network of reliable adult volunteers available both during and after school.	8/15/2013 - 6/30/2014	Administrator and Clerical Staff	Establish a daily after-school tutoring/mentoring program, staffed to accommodate 5 students to 1 volunteer.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Form, sustain, and increase human partnerships with local community organizations, senior groups, and civic organizations.	None Specified		
			Create a centralized social networking site, linked to all school websites, and ensure timely communication.	None Specified		
			Develop guidelines, expectations, procedures, and orientation for all volunteers.	None Specified		
			Provide a system for school staff to recommend students for one on one mentor assignment.	None Specified		
			Explore establishment of a dedicated volunteer room for all school-wide volunteer administrative activities.	None Specified		
			Survey staff and volunteers every trimester to determine successful implementation and effectiveness of the volunteer network.	None Specified		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	30,312	4,312.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	26,000.00
Other	5,374.00

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	26,000.00
Other	4000-4999: Books And Supplies	100.00
Other	5000-5999: Services And Other Operating Expenditures	5,149.00
Other	5700-5799: Transfers Of Direct Costs	125.00

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
Yvonne Jordan	[]	[]	[]	[X]	[]
Scott Sutch	[]	[]	[]	[X]	[]
Gracie Coverdale	[]	[X]	[]	[]	[]
Rahmeh Shehadeh	[]	[]	[]	[X]	[]
Jill Roska	[]	[]	[X]	[]	[]
Madeline Webberson	[]	[X]	[]	[]	[]
R Rudd	[]	[]	[]	[X]	[]
Sheila Thuet	[]	[X]	[]	[]	[]
Tatyana Lazukova	[]	[]	[]	[X]	[]
Timmi Elcock	[X]	[]	[]	[]	[]
Numbers of members of each category:	1	3	1	5	

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 September 17th, 2013.

Attested:

Timmi Elcock

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Mary Deterding Elementary School's Parent Involvement Policy

At Mary A. Deterding, parent participation takes many forms. Families are able to volunteer at the school in a variety of ways to enrich the education of their children. Deterding's outstanding educational program could not exist without the enormous amount of time, energy and talents provided by our parents. Working together, we have provided over 18,000 hours of volunteer time to support our students. Parents are also encouraged to be active participants in the education of their child through:

- Parents are involved in many ways at Deterding Elementary School, to help students to be successful. Parents are involved in many ways: PTA – Parent Teacher Association DART – Deterding Arts Resource Team PERLE – Parents Enriching Rapid Learner's Education School Site Council ELAC – English Learner Advisory Committee SPAC – Superintendent's Parent Advisory Committee Art Docent Program - A Docent for every classroom School / Classroom volunteers Participation in School and / or Grade specific activities Parent – Teacher Conferences Field Trips Contribution of supplies * GATE Advisory Committee

Annual Program Evaluation for 2013-14 Goals & Actions

Planned Improvement Goal #1:

We will implement effective instructional strategies, integrating visual and performing arts, utilizing assessment data and technology, and challenging each student to increase academic achievement using personal education plans.

Related Objective and how it will be Measured:

By 2014, we will increase to 90% the number of students meeting grade level standards in ELA and Math, utilizing school wide student created personal learning plans.

The following assessments will be used to measure data: Writing samples each trimester, Emergent Literacy Surveys, AR scores, MAP Assessments, STAR, teacher created assessments, teacher observations, HM math assessments, student work and projects, Teacher College Assessments, grades 2-5; Mondo Oral Language Assessment, 1st grade

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Each student will have a personalized education plan that ensures individual growth and achievement.			
Implement the Common Core State Standards (CCSS) to build 21st Century skills to ensure student success.			
Increase the exposure of students to visual and performing arts.			
Any district implemented classroom programs will be maintained as standalone, but integrated programs.			

Planned Improvement Goal #2:

We will integrate the fine arts into our daily instructional program.

Related Objective and how it will be Measured:

By 2013 each student will develop 21st Century skills such as creative, collaborative and critical thinking by participating in a balanced and comprehensive arts program, including but not limited to visual, instrumental, choral, and dramatic arts.

Teacher records, student work, progress notices, and trimester report cards will be used to monitor progress.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Ensure all K-6 classroom teachers and specialists are given resources and support to continue and enhance their implementation of fine arts in their daily instructional program.			
Ensure all K-6 classroom teachers and specialists are given resources and support to continue and enhance their implementation of performing and visual arts in their daily instructional program.			

Planned Improvement Goal #3:

We will communicate, actively model, and integrate positive social skills, as well as develop means for assessment, so that our students become responsible and compassionate citizens in a diverse society.

Related Objective and how it will be Measured:

All students will develop and demonstrate the social skills necessary to become responsible and compassionate citizens in a diverse society. Students will demonstrate the character traits necessary to become compassionate, responsible citizens, as measured by a decrease in suspensions and behavior reports, as well as measured by our OLWEUS Anti-bullying program survey.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
We will establish a school wide character education initiative that will allow us to communicate, actively model and integrate a positive school culture.			
We will proactively address the issue of bullying at Deterding.			
We will integrate grade-level social studies/history curriculum with language arts instruction in each classroom.			
We will establish a Resource Center on campus.			
Neighborhood, Rapid Learner, and Special Education Students will participate in integrated activities wherever possible, including, but not limited to PE, theatre productions, intramurals, music, math extensions, overnight and day field trips.			

Planned Improvement Goal #4:

We will increase family and community involvement, raising financial resources that are ensured to be used effectively to achieve our mission and objectives.

Related Objective and how it will be Measured:

By 2014, we will increase family and community support of student academic achievement and school programs.

Document Student Attendance Rates

Increased attendance of parents at trimester Community Meetings, Back to School Night, Parent Conferences, and Open House.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
We will ensure consistent and effective communication with Deterding's internal and external audiences.			
We will develop, increase, and use effectively all available resources in support of our mission objectives.			
By 2014, Deterding will have 100% attendance at Back to School Night, Open House, and parent/teacher conferences.			
Deterding will have an established network of reliable adult volunteers available both during and after school.			