

# The Single Plan for Student Achievement

## Farragut Elementary School

School Name

19-64444-6012694

CDS Code

Date of this revision: January 4, 2010

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

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

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## Culver City Unified School District

School District

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The District Governing Board approved this revision of the School Plan on February 23, 2010.

## **II. School Vision and Mission**

### **DISTRICT MISSION STATEMENT**

The mission of the Culver City Unified School District, a diverse haven of excellence, is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued, responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement.

### **BELIEFS**

We believe that:

- Each person deserves to be safe.
- Everyone deserves to be treated with respect.
- Honoring diversity makes us stronger.
- Peace is worth pursuing.
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- Everyone has a right to a belief system.
- Aesthetics is essential to life.
- We are responsible for ourselves and accountable to each other.
- Individuals have the right to express their views, opinions and thought.
- The sense family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

### **SCHOOL MISSION STATEMENT**

The mission of Farragut Elementary School is to provide a learning environment, which offers each child, within a caring and cooperative atmosphere, the opportunity to develop individual intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community.

Inherent in this mission is the belief that all students, regardless of individual differences, can learn; that schools make a difference, and that teacher and parents who are committed to this belief provide for the most successful learning experiences.

- We believe that all students should be engaged in meaningful educational activities.
- We are committed to promoting a calm, nurturing, safe school-wide learning environment.
- We believe that reading is critical to learning in all other subjects and is the foundation for lifelong education.
- Our educational program strives to be balanced and adheres to the California State Standards and Frameworks.
- We believe that parental involvement and support in a child's life is essential for each individual's success.
- We value a community where all people are responsible for themselves and respectful of each other.
- We believe that a team achieves greatness.
- We value hard work, self-reflection, and personal growth.

### III. School Profile

Farragut Elementary is more than just an outstanding school. It is a community, with a passion and joy for learning. At Farragut, teachers take pride in their efforts, parental involvement is strong, and students know they are expected to do their best in academics and citizenship. Farragut is more than an institution. It is a community for learning in which all feel a part of the family. We are proud of our tradition of excellence and proven success.

The staff, faculty and administration of Farragut School are dedicated to providing a high quality and challenging elementary program to its students. The staff, families, and community have demonstrated significant support and confidence in our school. The values and traditions that we share include appreciation of knowledge and thinking skills, the importance of literacy and empowered learners, collegiality and team work, responsible citizenship and the importance of the role of the family in child growth and development. We are proud of our many achievements and of the high quality educational program offered at Farragut. Our instructional program supports problem solving, critical thinking, and understanding of our individual differences through cooperative learning, individualized instruction, team-teaching, peer/cross-age tutoring. We value the Arts and Technology and have made them an integral part of our students' daily life. Development of values and attitudes to promote positive self-esteem, along with the acceptance and understanding of others, continues to be part of the total educational program.

Farragut was opened 60 years ago as a small neighborhood school and today serves nearly 500 students from diverse ethnic and economic backgrounds. Our school focus is as an Arts and Technology Campus. We have a strong visual arts program with a curriculum which follows the VAPA standards for grades K-5th. Our Art Room is staffed by an art specialist who is a credentialed teacher. Our music program consists of music appreciation classes for all students. In addition, fourth and fifth graders may choose to take band or orchestra classes each week and all third graders are mandated to take recorder class. We have two Bell Choirs - advanced and beginning - which are available as free before school classes to students in grades 3-5 and a school choir which is available to all students in grades 1-5. Our state of the art computer lab serves all students and is staffed by two aides. The lab was funded by parent donations and through grants. In addition to the lab, we also have computers in every classroom. Students learn keyboarding skills, word processing, use the Internet for research projects, take benchmark assessments on line, and practice academic skills using a variety of computer programs. Several field trips are arranged annually for each grade level and are funded by PTA. In addition, assemblies are also funded and arranged for by PTA. We have an extensive, moderately priced after school enrichment program available to all students. Tuition assistance is available if needed. The class offerings vary throughout the year; however, classes in the fields of science, the arts, sports, computers and chess are regularly available. Our Student Council meets twice a month and is the guiding force in organizing our Community Service Projects. Our Buddy Reading Program pairs Kindergarten and Fifth Graders and Second and Fourth Graders in a shared reading program. The students develop friendships across grade levels and older students mentor younger ones. Finally, our School Families Program is another example of cross-age mentoring and relationship building. Based on the Six Pillars of Character Program, students ranging from Kindergarten - Fifth Grade meet with their adult leader each month to discuss various topics, share ideas, do activities, or perform school service based on the trait of the month.

Our highly professional and caring staff works diligently to provide a positive learning environment that addresses the unique talents and strengths of all students. We are committed to building lifelong learners by providing a school atmosphere where:

- Children feel a strong sense of emotional security and know that they are valued and special, that their ideas matter and are important.
- All children are supported and encouraged in their academic, social and emotional growth.
- Children feel a strong sense of community where students, parents, teachers, administrators and support staff work together as partners in the educational process.
- Students, parents and staff members all share a true sense of caring and trust, resulting in high morale and strong school spirit.

## **IV. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Appendix A)**

In 2008-2009 Farragut's API score was 858 which was an increase over the 2007-2008 API score of 842. Our base API was 838 with a growth increase of 20 points over the previous year. In addition, Farragut met all of their growth targets for API which includes all significant subgroups.

Farragut Elementary successfully met all of the federal accountability targets both overall and for every significant subgroups. The federal accountability is the Adequate Yearly Progress or often referred to as the AYP.

In an effort to ensure continued improvement, the faculty with the guidance of the principal, are examining benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data is an accurate predictor of success on the CST's which occur in late spring. During data analysis, the staff looks at how students are progressing on grade level standards in language arts and math and then reteaching whole class or providing intervention for small flexible groups based on data collected from our benchmark assessments. Teachers share best practices in order to better deliver instruction to their students. Both previewing material and reviewing (reteaching) it, allow students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills. By using technology in combination with more basic methods, students are improving their skills. With the help of Dr. Dennis Fox, administrators and teachers are learning to improve and update their skill set with regard to using data to drive and improve instruction.

### **B. Surveys**

Informal surveys indicate that most parents are satisfied with the overall academic success of Farragut students. The areas in which parents would like to see improvement include: more supplemental resources for Social Studies and Science, more emphasis on developing aerobic activity in Physical Education, continued and improved emphasis on technology, and a stronger intervention program for students not yet attaining Advanced or Proficient status in the core curricular areas.

In the area of English Language Arts and Writing, teachers are aware that, in particular, our third grade reading comprehension and literary analysis areas of the English Language Arts curriculum need strengthening. The faculty has identified a lack of reading strategies and a lack of sufficient academic vocabulary and fluency as possible underlying causes of low achievement among all students, particularly English Learners. During reading instruction emphasis will be placed on explicitly teaching comprehension skills and providing students that are not at grade level with fluency practice. Emphasis will be placed on incorporating academic vocabulary into each lesson.

In the area of mathematics, the following underlying causes of low performance are evident: A lack of exposure to and practice with problem solving materials, lack of familiarity with math vocabulary, difficulty adhering to the district's pacing plan, lack of fluency with math facts in addition, subtraction, multiplication and division. This year we have implemented a new math curriculum and teachers were provided training during professional development days in August. This new math curriculum focuses on conceptual understanding, effective lesson design, problem solving and math vocabulary. The new math curriculum will provide teachers with the instructional materials needed to address the areas of concern presented above. Parents will be encouraged to support their children with memorization of math facts needed for confidence and success in math.

Teachers are encouraged to use technology as an instructional tool that provides visual support to all lessons and motivates students. All fourth and fifth grade classrooms will receive an LCD player and document camera that will allow them to enrich their daily lessons through the use of these technology tools. The Fan Club has provided funds to purchase SuccessMaker software. SuccessMaker provides both practice opportunities and instruction in reading/language arts and mathematics that is aligned to the California grade level content standards for K-8. This software will be used for both intervention and enrichment. SuccessMaker automatically adjusts the difficulty level of exercises presented based on demonstrated mastery of related pre-requisite skills.

It is an important parent and staff priority to have all the Arts represented at Farragut. Visual Arts has been an established part of the curriculum for several years. In 2007-2008 we added music appreciation classes for kindergarten, first and second grades. In 2008-2009 we added music appreciation classes for all grades. These programs are paid for with district funds, grants, and parent generated funds. We are continuing with drama and dance in some grades and in our after school enrichment program. We also have approximately four performing arts assemblies annually which are funded by PTA and grant money. Our associations with the Music Center, Playa Vista, and the Los Angeles Opera benefit all students at Farragut Elementary.

### **C. Classroom Observations**

In 2007-2008 our API score was 842. Our 2008-2009 API score was 858. This was an increase of 20 API points. We met all API targets for all significant subgroups. Farragut met all of the AYP targets for all significant subgroups. The AYP targets continue to raise each year by approximately 10%. In order to successfully meet the increasing AYP targets we must ensure continual improvement in student achievement.

In an effort to improve the scores of all student groups, the faculty, under the guidance of the principal, is examining benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data is an accurate predictor of success on the CST's which occur in late spring. As we collaborate, we plan interventions both by grade level and within individual classrooms. Teachers share best practices in order to better deliver instruction to their students. Both previewing material and reviewing (reteaching) it, allow students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills. By using technology in combination with more basic methods, students are improving their skills. Since students have begun to take benchmark assessments on line, teachers have begun teaching test taking skills. With the help of Dr. Dennis Fox, administrators and teachers are learning to improve and update their skill set with regard to using data to drive and improve instruction.

### **D. Student Work and School Documents**

2007-2008 was the first year of implementation of the Galileo Benchmark Assessments for first through fifth grades. Our teachers and administrator worked diligently to support students taking their assessments on line. Faculty is working collaboratively to develop proficiency at gathering and using the data to inform and improve instruction. Teachers are becoming more familiar and comfortable with Galileo. They are able to use the information available to them more successfully to reteach and enrich their students in the core areas of English language arts and mathematics. We are continuing to improve and strengthen their skills through professional development and the implementation of data analysis days. Our professional development focuses on research-based practices. Allowing more time for grade level planning and dialoguing is a proven technique for improving instruction and sharing best practices. Teachers collaborate to establish effective interventions within the school day and in a before and after-school setting.

At Farragut Elementary School, each teacher has participated in ongoing professional development on differentiated instruction to help meet the needs of individual students and to accommodate a variety of learning styles. We continue to integrate technology and the arts across the curriculum throughout the grade levels. The maintenance of a safe and secure learning environment is of paramount importance. To that end, we support a progressive school-wide discipline plan which focuses on "catching students being good". We offer positive incentives such as "Good Deed" slips and Student of the Month Awards. Clear and consistent behavior-based rewards and consequences help children understand what is expected. Excellent citizenship is a school wide expectation. Character development is taught through the district's Pillars of Good Character Program, the Drug/Violence Prevention Program, monthly school wide assemblies, and classroom recognition. School Families are made up of an adult sponsor and approximately 15 - 22 students from Kindergarten through fifth grade. This program, more than any other, introduces students to cross age peers and fosters the establishment and growth of relationships that otherwise might not exist as we build community throughout the school. Our Student Council sponsors and supports several community service projects including Family Place and Upward Bound House. Our students learn through doing for others.

We take advantage of and enjoy the diversity of resources in our community by encouraging parent and community participation with our volunteer opportunities and business and community partnerships. Service organizations, such as Lions Club, provide vision screening to students. Dental screening offered annually by community dentists. Career Day is a special time for parents and community members to teach children about the variety of careers and professions which are available to them.

#### **E. Analysis of Current Instructional Program (See Appendix B)**

The following State and local assessments are used to improve student achievement and to inform and modify instruction:

- Galileo Benchmark Assessments in Language Arts and Mathematics
- STAR Test Data
- Open Court Reading Unit assessments, including writing prompts, comprehension check points, vocabulary and spelling
- Fluency assessments
- District developed math assessments
- Teacher designed assessments
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting, oral comprehension (K. and 1st Gr.)

Teachers use Galileo Benchmark Assessment Data to drive instruction and to design intervention. Grade level teams examine data from Developmental Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring.

During data analysis days and grade level meetings, teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention and enrichment lessons for individual students within small groups across each grade level.

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), by DATA TOSA's, and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

The physical education program provides a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate. Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The benchmark assessments we use is called Galileo and it provides teachers with data that is used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.

All teachers across all grade levels adhere to the California Content Standards. All instructional materials are standards based, and in social studies and science, the materials are from the most recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment opportunities to meet the needs of our students.

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

### **GOAL #1: WRITING**

Kindergarten - Grade 1: Students will meet or exceed the minimum writing benchmark each year.

Grades 2-5: All students including all significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.

**BARRIERS:** Farragut Elementary School has very limited categorical funding. This impacts our ability to provide professional development in the area of writing.

### **GOAL #2: MATHEMATICS**

The percentage of students scoring at proficient or advanced in mathematics will increase from 66% to 70% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

**BARRIERS:** A new mathematics curriculum was implemented this school year and teachers lack familiarity with the curriculum. Professional development training was provided by the publisher and teachers are working collaboratively to share best practices.

### **GOAL #3: ENGLISH LANGUAGE ARTS**

The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 64% to 70% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

**BARRIERS:** Farragut Elementary School staff has very limited professional development in the use of Open Court. Training will be provided in January for all staff. The principal will be available to provide modeled lessons in Open Court as needed. Currently there is a lack of effective interventions to support students not at proficiency in ELA. Implementation of SuccessMaker software will be available to provide students with both practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8.

### **GOAL #4: SCIENCE**

The percentage of students scoring at the proficient or advanced level in science will increase from 55% to 60% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).

**BARRIERS:** Farragut Elementary School staff has had very limited professional development in the area of science.

### **GOALS #5: ARTS EDUCATION**

All students in grades kindergarten through fifth have access to and gain knowledge from the arts. Kindergarten through fifth Grade focus is on visual arts and music. Additional Arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.

## VI. Planned Improvements in Student Performance

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

<b>SCHOOL GOAL # 1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Writing Proficiency	
Kindergarten - Grade 1: Students will meet or exceed the minimum writing benchmark each year.	
Grades 2-5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.	
<b>Student groups and grade levels to participate in this goal:</b> Students in grade K-5 (significant focus on socio-economically disadvantaged and English Learner populations).	<b>Anticipated annual performance growth for each group:</b> Kindergarten - Grade 1: 95% of all students will meet the minimum writing benchmark each year. 75% will exceed the benchmark for writing.  Grades 2-5: Students will answer 67% of questions correctly in the writing strategies portion of the CST by 2007-08 with an increase of 3% each year thereafter.  English Learner (EL) students in grades 2-5 will answer 55% of questions correctly in the "Writing Strategies" portion of the CST by 2007/08 with an increase of 3% each year thereafter.  Socioeconomically disadvantaged students in grades 2-5 will answer 55% of questions correctly in the "Writing Strategies" portion of the CST by 2007/08 with an increase of 3% each year thereafter.
<b>Means of evaluating progress toward this goal:</b> CST 4th Grade STAR Writing results grade level writing prompts Writing response (OCR)	<b>Group data to be collected to measure academic gains:</b> CST 4th Grade STAR Writing results grade level writing prompts Writing response (OCR)

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <sup>(38)</sup> <b>Completion Date</b>	<b>Proposed Expenditures</b> <sup>(39)</sup>	<b>Estimated Cost</b>	<b>Funding Source</b>
Teachers will become familiar with the district assessments and rubrics. <ul style="list-style-type: none"> <li>Provide staff development to improve student achievement</li> <li>Purchase instructional materials.</li> <li>School wide monthly writing samples</li> <li>After school tutorials</li> <li>Parent education writing seminar</li> <li>Computer lab programs</li> </ul>	ongoing			
Students will work with instructional aides in small groups to improve writing. <ul style="list-style-type: none"> <li>Provide kindergarten students with assistance from an instructional aide to work with small groups of students not yet proficient.</li> </ul>	September to June	Instructional Aides \$36,601.38		SI
Develop home to school communication regarding grade level expectations and grade level standards for writing <ul style="list-style-type: none"> <li>Parent Education Nights on writing genres and rubics</li> </ul>	September to June	N/A		N/A
Kindergarten teachers will be trained in modeled and interactive writing by the principal using the Teacher Resource Library of CD's from SRA.	January to March			
A fifth grade teacher is piloting "Being a Writer". All grade levels will be trained and will begin implementation of this effective writing program.	2010 school year			grant
Staff meetings will focus on calibration of student writing samples.	February through March			
All first through fifth grade teachers will be trained in writing using the CD's from SRA Teacher Resource Library.	February through March			



## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Mathematics Proficiency	
The percentage of students scoring at proficient or advanced in mathematics will increase from 66% to 70% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).	
<b>Student groups and grade levels to participate in this goal:</b> Students in grade K-5 (significant focus on socio-economically disadvantaged and English Learner populations).	<b>Anticipated annual performance growth for each group:</b> Kindergarten - Grade 1: 95% of students will meet or exceed the district mathematics benchmark each year. 85% of SED and EL students will meet or exceed the district benchmark for mathematics each year  Grades 2-5: 70% of students will meet proficiency on the mathematics portion of the CST by 2009-2010 with an increase of 2% each year thereafter.  English Learner (EL): 55% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 5% each year thereafter.  Socio-economically disadvantaged: 55% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2007-08 with an increase of 5% each year thereafter.
<b>Means of evaluating progress toward this goal:</b> CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	<b>Group data to be collected to measure academic gains:</b> CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal <sup>(1)</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>(38)</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures <sup>(39)</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Students performing below grade level standards will receive small group help <ul style="list-style-type: none"> <li>• Purchase instructional materials.</li> <li>• Provide Staff Development to improve student achievement</li> <li>• After school tutorial</li> <li>• Computer lab programs</li> <li>• Parent education night</li> <li>• Teachers focus on essential standards</li> <li>• Kinesthetic activities involving math standards</li> <li>• Grade level release time to help teachers with pacing</li> </ul> * Implementation of newly adopted mathematics curriculum	Ongoing	Instructional Aides \$36,601.38  Maintenance Agreements/equipment \$9,000.		SI
Teachers will focus on key academic standards <ul style="list-style-type: none"> <li>• Provide Staff Development to improve student achievement</li> <li>• Purchase instructional materials.</li> <li>• School wide monthly grade level/cross grade level meetings</li> <li>• After school tutorials</li> <li>• Computer lab programs</li> <li>• Math pacing guides</li> </ul>	Ongoing	Before & after school tutoring – teachers – extra duty \$9,000.		AB1802
Students working just below grade level (basic category) will be offered tutoring <ul style="list-style-type: none"> <li>• Provide after school tutoring to students just below grade level using SuccessMaker software</li> </ul>	January through March			FAN club
Students requiring early intervention in kindergarten will receive additional assistance through the help of an instructional aide in a small group setting.	Ongoing	Instructional Aides \$36,601.38.		SI

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <sup>(38)</sup> <b>Completion Date</b>	<b>Proposed Expenditures</b> <sup>(39)</sup>	<b>Estimated Cost</b>	<b>Funding Source</b>
All students will improve in math facts <ul style="list-style-type: none"> <li>Teachers will implement daily math drills and opportunities to learn math facts with automaticity. Parents will be encouraged to support math fact mastery at home.</li> </ul>	Ongoing			SI
Students in grades 4 & 5 will receive additional supplementary skill based & individualized lessons through Accelerated Math and SuccessMaker software. <ul style="list-style-type: none"> <li>Staff development as provided by Pearson Learning company.</li> <li>Software purchase of SuccessMaker software</li> <li>Parent education</li> </ul>	Ongoing			FAN Club
Teachers in grades 1-5 will be involved in data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need to be retaught to support students in reaching proficiency. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.	January and March			Unit budget

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> English Language Arts Proficiency	
The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 64% to 70% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).	
<b>Student groups and grade levels to participate in this goal:</b> Students in grades K - 5 (significant focus on socio-economically disadvantaged and English Learner populations).	<b>Anticipated annual performance growth for each group:</b> Kindergarten - Grade 1: 90% of students will meet or exceed the district benchmarks for English Language Arts each year. 75% of SED and EL students will meet or exceed the district benchmarks for English Language Arts each year.  Grades 2 - 5: 65% of students will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 3% each year thereafter.  English Learner (EL): 55% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 2% each year thereafter.  Socio-economically disadvantaged: 55% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2007-08 with an increase of 2% each year thereafter.
<b>Means of evaluating progress toward this goal:</b> CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	<b>Group data to be collected to measure academic gains:</b> CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <sup>(38)</sup> <b>Completion Date</b>	<b>Proposed Expenditures</b> <sup>(39)</sup>	<b>Estimated Cost</b>	<b>Funding Source</b>
Students performing at below grade level standards will receive assistance in small groups <ul style="list-style-type: none"> <li>Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient.</li> <li>Purchase instructional materials.</li> <li>Provide Staff Development together and use data to improve instruction and improve student achievement</li> <li>After school tutorial</li> <li>Use the computer lab and classroom program</li> <li>Enforce Essential Agreement and Board Policy in regards to home reading</li> </ul>	September to June	Instructional aides \$36,601.38		SI
Students working at basic level (just below grade level) will be offered tutoring before and after school to enhance reading comprehension skills <ul style="list-style-type: none"> <li>Provide after school tutoring to students just below grade level.</li> </ul>	January through March	Before & after school tutoring - teachers extra duty \$9,000.		AB1802
Develop home-to-school communication regarding grade level expectations and standards <ul style="list-style-type: none"> <li>Parent workshops and written guidelines (by grade level)</li> <li>Provide staff development on standards based instruction and data gathering and use through Galileo Benchmark Assessments</li> </ul>	September to June	N/A		N/A
Teachers will participate in professional development opportunities provided by the District. <ul style="list-style-type: none"> <li>Teachers will attend professional development.</li> <li>Teachers will meet with their grade level teams to collaborate around best practices and data analysis.</li> </ul>	September to June	Professional development in Open Court provided by the District, January 29th		SI
Principal will model lessons in Open Court as needed to support teachers in more effectively implementing Open Court Reading Program.	on-going throughout the year.			

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #4</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Science Proficiency - The percentage of students scoring at the proficient or advanced level in science will increase from 55% to 60% by the end of the 2009-2010 school year as measured by the California Standards Test (CST).	
<b>Student groups and grade levels to participate in this goal:</b> Grade 5	<b>Anticipated annual performance growth for each group:</b> 42% of all 5th graders will perform at Proficient or Advanced Levels on the Science portion of the California Standards Test, increasing by 5% each year thereafter.  40% of 5th grade English Learners (EL) will score at the Basic Level and 10% at the Proficient or Advanced Levels.
<b>Means of evaluating progress toward this goal:</b> CST Classwork Chapter and unit tests Teacher made quizzes	<b>Group data to be collected to measure academic gains:</b> CST Classwork Chapter and unit tests Teacher made quizzes

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal</b> <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <sup>(38)</sup> <b>Completion Date</b>	<b>Proposed Expenditures</b> <sup>(39)</sup>	<b>Estimated Cost</b>	<b>Funding Source</b>
Purchase supplemental instructional materials	ongoing			SI
Enhance and expand library books and resources to support the curriculum	ongoing			Book Fair funds
School wide Science Fair	Annually - Spring			PTA
Fifth grade teachers will use the test release items in science from previous CST to reinforce the standards tested on the CST.	February through April			

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #5</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Arts Education	
All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered in three sessions per year for grades K-5th.	
<b>Student groups and grade levels to participate in this goal:</b> Students in kindergarten through grade 5	<b>Anticipated annual performance growth for each group:</b> All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through Fifth Grade focus on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.
<b>Means of evaluating progress toward this goal:</b> Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit  Participation and effort evident to teachers in music and art classes. Ability to use skills learned to perform before an audience of peers and/or others	<b>Group data to be collected to measure academic gains:</b> Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit  Participation and effort evident to teachers in Music classes, Dance, and Drama Ability to use skills learned to perform before an audience of peers and/or others

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal</b> <sup>(1)</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <sup>(38)</sup> <b>Completion Date</b>	<b>Proposed Expenditures</b> <sup>(39)</sup>	<b>Estimated Cost</b>	<b>Funding Source</b>
Visual Arts teacher will provide instruction in Arts education. Classroom teachers will support and supplement her efforts <ul style="list-style-type: none"> <li>• Curriculum development, mapping, planning</li> <li>• District provided Professional Development</li> <li>• Parent education</li> <li>• Arts committee members</li> <li>• Team teaching/planning</li> <li>• Staff expertise to train others</li> <li>• Staff sharing</li> <li>• Use technology to support arts education</li> </ul>	Ongoing	Supplemental curricular materials  Arts materials and supplies		Unit budget/Booster Club funding
The Farragut staff will serve as the body by which arts education is overseen, curriculum planning is ongoing, and the program updated/evaluated. <ul style="list-style-type: none"> <li>• Planning</li> <li>• Arts committee members</li> <li>• Parent education</li> <li>• Form and maintain business partnerships</li> <li>• Ongoing oversight, planning, &amp; evaluation</li> </ul>	Ongoing	Supplemental curricular materials  Arts materials and supplies		Unit budget/Booster Club funding
Teachers will participate in staff development. <ul style="list-style-type: none"> <li>• Team teach</li> <li>• Staff expertise to train others</li> </ul>	Ongoing	District run in-services and conferences		N/A

## Appendix A - School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	307	331	324	107	104	106	56	49	44	30	52	48
Growth API	860	842	858	906	879	897	822				907	
Base API	816	858	838	860	902	874	778	822				901
Target	A	A	A	A	A	A	5					
Growth	44	-16	20	46	-23	23	44					
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes					

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	92	98	100	62	66	60	88	93	72	17	21	31
Growth API	799	774	792	798			784	757	785			
Base API	750	796	774		798		731	781	755			
Target	5	4	5				5	5	5			
Growth	49	-22	18				53	-24	30			
Met Target	Yes	No	Yes				Yes	No	Yes			

**Appendix A - School and Student Performance Data (continued)**

**Table 2 – Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	859	791	851			
Percent with Prior Year Data	92.4%	99.9%	94.8%			
Number in Cohort	794	790	807	498	471	424
Number Met	414	511	489	170	221	182
Percent Met	52.1%	64.7%	60.6%	34.1%	46.9%	42.9%
NCLB Target	48.7%	50.1%	51.6%	27.2%	28.9%	30.6%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Appendix A - School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	201	200	220	84	71	80	33	29	30	27	37	37
Percent At or Above Proficient	65.5	60.4	67.9	78.5	68.3	75.5	58.9	59.2	68.2	90.0	71.2	77.1
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	41	45	54	33	34	26	38	39	36	2	10	10
Percent At or Above Proficient	44.6	45.9	54.0	53.2	51.5	43.3	43.2	41.9	50.0	11.1	47.6	32.3
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

\*\* = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)



**Appendix A - School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	207	216	230	80	76	87	35	29	29	28	42	39
Percent At or Above Proficient	67.4	65.5	71.0	74.8	73.8	82.1	62.5	59.2	65.9	93.3	80.8	81.3
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	45	47	54	31	37	31	45	41	38	6	8	13
Percent At or Above Proficient	48.9	48.0	54.0	50.0	56.1	51.7	51.1	44.1	52.8	33.3	38.1	41.9
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

\*\* = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

**Appendix A - School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>							*****	***				2
<b>1</b>	2	18	5	45	3	27	1	9				11
<b>2</b>	2	13	9	56	4	25	1	6				16
<b>3</b>	1	7	2	14	5	36	4	29	2	14		14
<b>4</b>			2	29	4	57			1	14		7
<b>5</b>			5	56	4	44						9
<b>Total</b>	5	8	23	39	20	34	8	14	3	5		59

## Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)  
The following State and local assessments are used to improve student achievement and to inform and modify instruction:
  - Galileo Benchmark Assessments in Language Arts and Mathematics
  - STAR Test Data
  - Open Court Reading Unit assessments, including writing prompts, comprehension check points
  - Fluency assessments
  - District developed Math assessments (K-5th)
  - Teacher designed assessments (K-5th)
  - Johnston Spelling Inventory
  - Basic Phonics Skills Test (BPST)
  - Phonemic Awareness Assessments such as segmenting, oral comprehension (K. and 1st Gr.)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
Teachers use Galileo Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in first through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
60% of the classified staff at Farragut Elementary School is considered highly qualified according to NCLB requirements. However, all staff does not need to be highly qualified as we are not a Title 1 school.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
Principal has completed the necessary requirements of AB75/AB430 training as of August 2008.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
All faculty at Farragut Elementary School have met the requirements necessary and are highly qualified and fully credentialed according to NCLB.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
The monthly organization of professional development/grade level collaboration for teachers at Farragut Elementary School is as follows:
  - 1st Wednesday: Faculty Meetings
  - 2nd Wednesday: Grade Level Meeting/Professional Development
  - 3rd Wednesday: Project T.I.E. - technology training
  - 4th Wednesday: Professional Development

During these grade level meetings teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention and enrichment for individual students across each grade level.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), by DATA TOSA's, and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

8. Teacher collaboration by grade level (EPC)

At Farragut Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All teachers across all grade levels at Farragut Elementary School adhere to the California Content Standards. All instructional materials are standards based, and in Social Studies and Science, the materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment needs.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All teachers are meeting the suggested number of minutes per day for each curricular area.

ENGLISH LANGUAGE ARTS:

Kindergarten - 90 minutes

First - Third Grade - 150 minutes

Fourth & Fifth - 120 minutes

MATHEMATICS:

Kindergarten - Fifth Grade - 45-60 minutes

ENGLISH LANGUAGE DEVELOPMENT:

Kindergarten - Fifth Grade - 20 minutes

11. Lesson pacing schedule (EPC)

The Culver City Unified School District pacing plans provide guidance and structure for delivering instruction in the essential California Content Standards in English Language Arts and Mathematics across all grade levels. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Culver City Unified School District provides all students across grade levels with standards based instructional materials in all curricular areas.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
Students at Farragut Elementary School have available and use the following SBE-adopted and standards-aligned materials:  
Open Court Reading 2002, including English Language Support Guide, Intervention Guide  
McGraw-Hill Mathematics, including re-teach and enrichment  
Scott Foresman Science  
Houghton-Mifflin Social Studies

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Peer tutoring, in the form of Buddy Reading, is arranged between Kindergarten and Fifth Grade classes and between Second and Fourth Grade classes. We hold a before/after school intervention for at-risk students each winter. The sessions are held two days per week for approximately 8 weeks. Students are given support in English Language Arts and/or Mathematics. Many classes have regular assistance from parent/grandparent volunteers. They read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction.
15. Research-based educational practices to raise student achievement at this school (NCLB)  
Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, Administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.
16. Opportunities for increased learning time (Title I SWP and PI requirement)  
At Farragut Elementary School, opportunities for increased learning time are funded with School Improvement monies. The program we have in place is our before and after school intervention previously described.
17. Transition from preschool to kindergarten (Title I SWP)  
This section is not applicable as we are not a Title 1 school.

## Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)  
The following resources are available to the students of Farragut Elementary School:

- Bell Choir (advanced and beginners)
- Los Angeles Opera Company - 4th graders
- Music Center Assemblies
- Social skills group "Circle of Friends" for 3rd graders
- Enrichment program/ Arts Technology/ Sports
- Art instruction per individual class with an art teacher
- Chess Test Tutors
- School Families
- Family Math and Science Night K-1st graders "Brain Gym"
- Symphonic Jazz Orchestra
- Artist's in Residence Training Program through the Music Center Education Division
- Southern California Wolf Trap Program - administered by the Music Center Education Division
- Fifth Grade Ballroom Dancing through the Physical Education program
- Accelerated Reader Program for 4th and 5th graders
- School wide Science Fair
- Culver City Historical Society interpreters presenting local history to 4th graders
- First Grade Square Dancing

19. Strategies to increase parental involvement (Title I SWP)

In an effort to increase parental involvement the following opportunities exist:

- English Learner's Advisory Committee
- School Site Council
- PTA
- Farragut Fan Club
- Parent Student Handbook
- School website
- Volunteer opportunities in classrooms, on field trips, and at school wide extra-curricular activities

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)  
N/A

## Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Listed below are services provided by categorical funds that enable underperforming students to meet NCLB standards:

- School Improvement Funds: Instructional Aides, before/after school tutoring, supplemental instructional materials and supplies, teacher conferences
- Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies
- ELAP: After School Tutoring Program, conferences and salaries for substitute teachers

## Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$53,031.78
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): AB 1802 ELAP	\$17,022.78 1,713.79
Total amount of state categorical funds allocated to this school	\$71,768.35

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	N/A

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$71,768.35</b>
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.



## Appendix D - Recommendations and Assurances (Farragut Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

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

Attested:

Eileen Carroll

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Melissa Lane

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

The Student's Pledge

As a student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following.

- Being responsible about my own behavior by following all school and classroom rules.
- Respecting the rights of others to learn without distraction and disruption.
- Being a cooperative learner.
- Arriving to school on time and being prepared to do my best.
- Returning all homework completed and on time.
- Spending time at home reading and studying.
- Asking for help when needed.

---

Student's Signature Date

### **Parents Pledge:**

The Parent's Pledge

As a parent, I/we will be responsible for letting my child know through my words and deeds that education is important. Therefore, I/we will be responsible for the following:

- Supporting the school and district's homework, discipline, and attendance policies.
- Being involved in my child's education through participation in school events such as Parent Conferences, Back to School Night, PTA functions, and Open House.
- Providing a quiet place, time and materials needed for my child to study.
- Encouraging my child to complete his/her homework.
- Making sure my child gets an adequate night's sleep and a healthy diet.
- Having my child attend school regularly and on time.
- Listening to, encouraging, or reading with my child on a daily basis.
- Reviewing all school communications and returning notices.

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Parent's/Guardian's Signature Date

### **Staff Pledge:**

The Teacher's Pledge

As a teacher, I understand that education is important to every student's life. I also understand the role I play in making a difference. Therefore, I will be responsible for the following:

- Providing a challenging and positive instructional program to teach all students.
- Teaching grade level standards and addressing the individual needs and strengths of all students.
- Modeling behavior that is expected from our students.
- Assigning appropriate homework with clear instructions.
- Correcting and returning appropriate work in a timely manner.
- Helping students follow the school and classroom rules.
- Assisting parents with how to help children at home.

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Teacher's Signature Date

## Appendix F - School Site Council Membership: Farragut Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eileen Carroll	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy DeFelice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Jackson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristian Knight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynn Eborá	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ann Easley Bishop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Brush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jodie Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dina Wahlert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Conner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>5</b>	

(43) 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.