

The Single Plan for Student Achievement

Cornell Elementary School

School Name

01-61127-6090146

CDS Code

Date of this revision: May 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:

Contact Person: Wendy Holmes
Position: Principal
Telephone Number: 510-558-3700
Address: 920 Talbot Avenue
Albany, CA 94706
E-mail Address: wholmes@ausdk12.org

Albany Unified School District

School District

Superintendent: Marla Stephenson
Telephone Number: (510) 558-3750
Address: 904 Talbot Avenue
Albany, CA 94706
E-mail Address: rmartinez@ausdk12.org

The District Governing Board approved this revision of the School Plan on June 2, 2010.

II. School Vision and Mission

District Vision and Mission:

“We live in a changing, global society that is increasingly interdependent, diverse and technological. Given this setting, our vision for our youth is the development of well adjusted and responsible lifelong learners equipped with knowledge and skills to successfully participate in and contribute to this global community. It will be a partnership of students, teachers, parents, administration, business and the community at large. This partnership will provide 1) a strong core academic/vocational curriculum, and 2) a social consciousness that fosters attitudes and values that respect diversity and differences and promote a sense of community cooperation.”

School Vision and Mission:

Our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible. We create safe, inclusive and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and students' ability to express themselves clearly. All of our students are moving towards mastering the essential skills and grade level standards so that they can thrive as learners in school and throughout their lives.

School Motto:

"Living and Learning"

III. School Profile

The Cornell teaching faculty, staff, and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the academic, social, emotional and physical needs of all students. Through the SST/IEP process, we identify students who have special needs, and then determine specific strategies that will best support their academic, social, and emotional growth. The staff strives to provide students with a curriculum that is rigorous, meaningful, relevant, and appropriately challenging. All students are exposed to the core curriculum and are working towards mastery of grade level standards. Cornell teachers differentiate their instruction to meet the individual learning needs of their students. Recognizing the need to develop the whole child, the staff provides learning experiences which foster social and emotional growth.

The school serves approximately 540 students in kindergarten through fifth grade. In addition to the regular education program, the school also serves students with a wide range of needs in the Special Education program. The Resource Program, Speech Program, Occupational Therapy, Adaptive P.E., and the Milestones Special Day Class offer support to students who have special needs. Cornell School has a diverse population and serves families from all over the world, many of them connected to the University of California, Berkeley. To serve the large English Language Learner population, Cornell's ELD program offers EL students extensive support with language acquisition. Cornell School also has the Chinese After School Program located adjacent to the campus. This is a childcare program run through the Albany Children's Center which offers rich cultural and academic learning experiences for students.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Conclusions from Student Performance Data:

1. The redesignation rate of English Learners (EL) to RFEP (Redesignated Fluent English Proficient) as assessed on multiple measures including the CELDT, continues to be consistently high. The classroom teachers' exemplary instruction, the support students receive in the ELD (English Language Development) program, the high academic standards of the school and families, and strong parent support and encouragement are all factors which contribute to this success.
2. The percent of all students scoring at the proficient or advanced levels on the California Standards Test (CST) has consistently been much higher than the California average in reading/language arts and mathematics at all grade levels. In addition, the academic performance of students at Cornell School exceeds the federal Annual Measurable Academic Objectives (AMAOs) set for all schools. These are strong indicators that the instructional program at Cornell is effective and students are gaining the academic skills outlined by California State Standards.

B. Surveys

Funding surveys were distributed to teachers and parents in order to provide feedback on our fiscal resource allocations and the programs that are funded by them.

C. Classroom Observations

The principal conducts regular "walk-throughs" of classrooms during the school year. Feedback from the principal is provided to teachers through oral and written communications. Formal evaluation observations are completed by the principal for teachers who are in their evaluation year. Teachers are observed formally at least two times per year, participate in pre and post-observation conferences with the principal, and receive written reports based on the California Standards for the Teaching Profession. These reports offer teachers feedback related to these teaching standards and include areas of strength and opportunities for growth.

D. Student Work and School Documents

Teachers regularly analyze student work, achievement data, and performance on assessments in order to determine the instructional needs of their students. This ongoing reflection on student achievement is part of the faculty's cycle of inquiry, and it drives the overall instructional program at Cornell. It ensures that all students are gaining the academic skills and essential learning at their grade level and are moving towards mastery of grade level standards. Students who are struggling to reach mastery of standards receive differentiated instruction and targeted intervention to assist in their academic progress.

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

Cornell students are performing well relative to grade level standards as determined by multiple performance assessment results. Overall student achievement is improving as evidenced by results on the annual California Standards Tests, and these scores are consistently higher than the federal Annual Measurable Academic Objectives (targeted goals outlined by the No Child Left Behind Act). Multiple measures of assessment include the STAR testing, AUSD Fall and Spring Grade Level Assessments, teacher-developed tests and report cards, as well as evaluation of class work, homework and student projects. The needs of underperforming students are being addressed individually and as groups by the entire staff and cooperatively with parents. The Cornell teaching faculty challenges all students to perform to their potential, including students performing above standards. Classroom teachers, para-educators, specialists, student teachers, parent and community volunteers and all other staff work together to support all students toward success. In addition to our focus on academic achievement, the needs of the whole child for teaching, support, encouragement and nurturing are recognized and addressed in a determined and conscientious manner.

The following statements characterize educational practice at this school:

I. Alignment of curriculum, instruction and materials to content and performance standards:

1. District curriculum standards are aligned with State standards in language arts, mathematics, history/social science, science, physical education, art, and music.
2. Teachers have identified instructional practices to teach the district/state standards.
3. District textbooks and materials are aligned with district/state standards in the areas of reading/language arts, history/social science, and science. Everyday Math, a comprehensive standards based math program, is the district's core math curriculum that has been implemented at the elementary level.

II. Availability of standards-based instructional materials appropriate to all student groups:

Adopted instructional materials are available and appropriate for all student groups.

III. Alignment of staff development to standards, assessed student performance and professional needs:

Staff development is aligned with the standards and refining instructional practices to best meet the needs of our students.

IV. Services provided by the regular program to enable underperforming students to meet standards:

1. Students receive differentiated instruction, small group and individual learning opportunities.
2. The Student Study Team meets weekly to recommend strategies and interventions that will help our underperforming students make progress towards grade level standards.
3. In grades 1-3, the small group reading program supports underperforming students toward meeting standards. In the 2009-2010 school year, these classrooms were required to group students heterogeneously in the small group reading program. This change in grouping students for the small group reading requires teachers to restructure their programs in order to meet the diverse literacy needs of students.
4. Classroom teachers, special education para-educators, specialists, student teachers, volunteers and all other staff work together to support all students towards success.

V. Services provided by categorical funds to enable underperforming students to meet standards:

1. The Reading Specialist provides pull-out small group and individual intensive, skill-based instruction to students. These students are identified by their teachers and by in-depth assessment as needing additional support to meet standards in reading.
2. English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are delivered in the classroom by teachers and by the ELD teachers. The CELDT test is administered to all students whose parents indicate another language is used in the home, as indicated on the District Home Language Survey.
3. Special education services (see SARC).
4. After-school math intervention (Math Club) is offered to students who need additional support to meet standards in math.

VI. Use of state and local assessments to modify instruction and improve student achievement:

STAR (CST), CELDT, and local district and site-based assessments are used to identify student needs and target areas for instruction. See the SARC for tests and results.

VII. Family, school, district and community resources available to assist these students:

1. The parcel taxes and fundraising groups such as SchoolCARE, Cornell PTA, Albany Education Foundation and Albany Music Fund provide funds for Intervention Specialists, art enrichment, and specialized teacher grants to support the curriculum, provide field trips and instructional materials and supplies.
2. Parent and community volunteers assist in the classroom, on field trips, and at school events.
3. Teachers meet with parents in the Fall and Spring to talk about students' progress, strengths, and areas of challenge, and ways to link the work at school to home support.
4. Teachers provide other opportunities for home-school communication and support through means such as classroom newsletters and conversations with families in person, on the phone, and via email. .
5. Parents, teachers, specialists and other staff participate in Student Study Team (SST) and Individual Education Plan (IEP) meetings to discuss students' strengths and areas of concerns, and to create an action plan to address the child's specific needs.
6. Parents and students with attendance challenges are offered support by the school and the district School Attendance Review Board (SARB).

V. Description of Barriers and Related School Goals

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state and federal data. The Cornell staff and School Site Council worked together to review the data and academic performance of all students, including English Language Learners, economically disadvantaged students, students with special needs, and students in subgroups who are disproportionately underachieving (African American students, Hispanic students, and students with disabilities).

Consistent with District direction, Cornell staff and School Site Council have developed four goals to positively affect student achievement and decrease our identified achievement gaps. A complete description of the goals can be found in Planned Improvements in Student Performance section in this Single School Plan. Fiscal resources will also be aligned to the goals set forth in this plan.

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:

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #1:

The school will provide a safe, inclusive environment where students are engaged in active learning.

<p>Student groups and grade levels to participate in this goal All students from kindergarten to 5th grade will participate in this goal.</p>	<p>Anticipated annual performance growth for each group</p> <ul style="list-style-type: none"> ~ Increase appropriate and respectful behavior used by Cornell students in the classroom, on the playground and in common areas on campus ~ Increase students' feeling of safety and their involvement in promoting this climate at school ~ Reduce the number of incidents of bullying and harassment that take place at school ~ Decrease the number of incidents of students making poor behavioral choices at school
<p>Means of evaluating progress toward this goal Cornell staff will evaluate this goal through the following:</p> <ul style="list-style-type: none"> ~ Ongoing discussion about student behavior and how we can build and foster a safe, positive and welcoming school ~ Reflection of results from parent/community climate surveys ~ Reflection on student-generated data on bullying/harassment taking place on campus ~ Analysis of student discipline data (referrals to the office, number of incidents of students disobeying playground/classroom rules, and suspensions) ~ Analysis of student achievement data from local and district assessments and CSTs 	<p>Group data to be collected to measure academic gains Cornell staff will evaluate this goal through ongoing discussion about student behavior and building a safe, positive, and welcoming environment at school.</p> <p>The staff will evaluate school climate data from parent/community surveys and student surveys about bullying/harassment and safety.</p> <p>The staff will reflect on student discipline data (suspensions, referrals to the office) and identify means to address trends about negative student behavior (location of unwanted behavior, students involved, rules in place to promote positive behavior).</p>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
The school will foster an environment that welcomes all families and facilitates ways for families to make connections. We will create a system of "Buddy Families" to connect families, particularly ELL families, to serve as a means of offering support for each other and explore school procedures and culture. The school will also support opportunities for families with diverse structures to meet and deepen their sense of community. The school will host a potluck for Buddy Families in September 2010 and in Spring 2011.	Ongoing September 2010- June 2011	TBD	TBD	TBD	TBD	Strategy 3 3.3.2.
Teachers and staff will utilize lessons and activities from the Welcoming Schools curriculum as a means of offering an articulated means to discussing issues of name calling and bullying, family diversity, and gender stereotypes. The Welcoming Schools program helps students build understanding and empathy for differences that students have, facilitates the use of common language school-wide when addressing bullying at Cornell, and it assists students in making positive behavioral choices at school. Teachers will also integrate lessons on disability awareness, including autism, and size acceptance in their program as a means of addressing targeted bullying that students report as a problem. Teachers will teach the language "ally," "bully," "target" and how to celebrate allies throughout the year.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.3.1. Strategy 2 2.4.1-3b.
The Principal will lead anti-bullying discussions in classrooms at least once a year in order to help foster a safe, welcoming, and positive school environment where student learning can thrive. During the year, the teaching faculty will engage in discussions focused on student discipline. The staff will agree upon strategies and protocols as to how we address discipline on a school-wide basis. We will target disciplinary problems and determine ways to remedy the situation, and we will develop and implement practices that better support students in making positive behavioral choices. The school will also offer means for parents to learn how to support their children to make positive behavioral choices at school as well as at home.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.3.1.
Based on CST student achievement data, teacher observations, and student need, Cornell teachers will identify target students in their classroom. Cornell staff will provide outreach to the students and their families with an emphasis on strengthening communication and relationship building. Positive outreach has shown to bring greater involvement in the school which, in turn, leads to improved student achievement.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.1.4. Strategy 2 2.1.1. Strategy 3 3.3.2. 3.3.3.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>The school will continue to offer programs and practices which are effective in fostering a safe school with clear behavioral expectations, rules and policies. These programs and practices include the following: Student Council, Conflict Manager Program, Nutritional Leaders and Green Team (composting stewards), Peaceful Playground Handbook, Cornell's school-wide Big Four Rules, school-wide focus on targeted life skills, monthly school-wide Community Time gatherings, consistently enforced rules for the classroom, library and playground, assemblies, weekly Student Study Team (SST) meetings, class meetings, weekly grade level collaboration/planning time, and home-school communication through classroom and weekly school-wide newsletters, Cornell Parent Handbook, and the Cornell Parent Directory.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 1 1.2.1. 1.3.1.</p> <p>Strategy 2 2.4.1. 2.4.2. 2.4.3.</p> <p>Strategy 3 3.3.3.</p>
<p>Cornell School will continue to offer support and guidance to noon supervisors to monitor and guide students to maintain safe and positive behavior on the playground and in the cafeteria and library at lunchtime. We will continue to support a noontime activities program as a means of offering students a variety of choices on the yard and in the library. These activities will be supported with the assistance with parent volunteers.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 2 2.4.3.</p>
<p>Cornell will maintain a focus on being a green school where students and staff reduce waste through school-wide recycling and composting programs. The school will continue to reduce energy consumption through education and behavioral changes, such as turning off lights and closing doors to keep heat in the building. We will offer students opportunities to learn about how their actions can positively impact our environment, develop environmental awareness, and become more responsible citizens. Students will regularly visit and experience the Cornell garden as a means of learning about ecology, plant life cycles and other science concepts, and the joy of experiencing the natural world.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 1 1.2.2.</p>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>The teaching faculty will maintain a collaborative approach for supporting students. Throughout the school year, teachers will be offered consistent time to meet in grade level teams to plan together, discuss best practices and instructional strategies, and talk together about how to meet the needs of all students, including how to support our target students who are not working at grade level. This emphasis on collaboration also extends to the Cornell Leadership Team, a group of teacher representatives from each grade level who meet twice each month to discuss school-wide issues and drive the work/discussion at weekly faculty meetings.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 1 1.1.4. 1.2.3. 1.2.4.</p> <p>Strategy 2 2.1.1. 2.3.1-5 2.4.1-3b.</p> <p>Strategy 3 3.2.1. 3.2.2. 3.2.3. 3.3.4.</p>
<p>As an effort to make our assemblies and monthly Community Time gatherings more welcoming and inclusive, we will have some key words or phrases translated into several languages.</p>	<p>Ongoing September 2010- June 2011</p>					

VI. Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #2:

The great majority of the students at Cornell School are excelling in their academic achievement and are meeting their grade level CA state standards. Specifically, 77.9% of 2nd-5th grade students scored proficient or advanced in the English/Language Arts section of the 2009 CST (California Standards Test). This achievement is well above the Annual Measurable Academic Objective (AMAO) of 67.6% proficient outlined by federal No Child Left Behind legislation. Although almost 78% of students are successfully meeting standards, about 22% of our students are not yet acquiring the essential language arts skills that they need at their grade level. Of these students, there is a disproportionate number of African American students and Hispanic students who are not working at standard. Specifically, 60% of African American students and 60% of Hispanic students scored proficient or advanced on the CST. Also, English Language Learners, one of the largest subgroups at Cornell, are underachieving (52.8% proficient or advanced) in comparison with overall Cornell student achievement in language arts. To address this achievement gap, we have established a goal to increase the number of students working at the proficient level in the African American, Hispanic, and English Language Learner subgroups.

The following is our overarching goal for increasing student achievement in language arts:

By June 2010, the number of students currently scoring at the proficient or advanced level on the English/Language Arts section of the CST will increase by 1.5%. Specifically, the percentage of our students scoring proficient or advanced will increase from 77.9% to 79.4%.

The following are our goals for increasing student achievement in language arts with our targeted subgroups:

Increase the number of African American students scoring at the basic level or below on the English/Language Arts section of the 2010 CST to the proficient or advanced level by 7.6%. (Specifically, the percentage of students scoring proficient or advanced will increase from 60% to 67.6%.) The targeted goal of 67.6% proficient is the 2010-2011 Annual Measurable Academic Objective (AMAO) for English/Language Arts as designated by the federal NCLB legislation.

Increase the number of Hispanic students scoring at the basic level or below on the English/Language Arts section of the 2010 CST to the proficient or advanced level by 7.6%. (Specifically, the percentage of students scoring proficient or advanced will increase from 60% to 67.6%.) The targeted goal of 67.6% proficient is the 2010-2011 Annual Measurable Academic Objective (AMAO) for English/Language Arts as designated by the federal NCLB legislation.

Increase the number of English Learners scoring at the basic level or below on the English/Language Arts section of the 2010 CST to the proficient or advanced level by 14.8%. (Specifically, the percentage of students scoring proficient or advanced will increase from 52.8% to 67.6%.) The targeted goal of 67.6% proficient is the 2010-2011 Annual Measurable Academic Objective (AMAO) for English/Language Arts as designated by the federal NCLB legislation.

<p>Student groups and grade levels to participate in this goal All students from Kindergarten to 5th grade will participate in this goal.</p> <p>All African American students, Hispanic students and English Language Learners who scored in the basic category or below on the English Language Arts section of the 2010 CST.</p>	<p>Anticipated annual performance growth for each group The percentage of students scoring at the proficient or advanced level on the English Arts Language Arts section of the CST will increase by 1.5% from the 2010 CST testing period to the 2011 CST testing period.</p> <p>Increase by 7.6% the number of African American students, by 7.6% the Hispanic students, and by 14.8% the number of English Language Learners scoring basic or below on the English/Language Arts section of the 2010 CST (California Standards Test) to the proficient or advanced level on the 2011 CST.</p>
<p>Means of evaluating progress toward this goal We will evaluate progress toward this goal using our 2009 and 2010 CST/STAR data, local and district level assessment measurements, CELDT data, District English Language Learner benchmark information, and teacher assessments.</p>	<p>Group data to be collected to measure academic gains CST/STAR data for students in 2nd-5th grades</p> <p>Local and district level assessments for all students (Kindergarten-5th grade)</p> <p>CST/STAR data for our African American students in 2nd-5th grades</p> <p>CST/STAR data for our Hispanic students in 2nd-5th grades</p> <p>CST/STAR, CELDT and ELD Benchmark data for our English Language Learners in 2nd-5th grades</p>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>The Cornell teaching faculty will participate in staff development and collaboration targeted to enhance students' reading comprehension and proficiency. Cornell teachers will engage in focused conversations and share their expertise and experience with the rest of the faculty by facilitating these meetings. A minimum of two hours per quarter will be dedicated to topics that are teacher-initiated and designed to share best practices, within and across grade levels.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>Strategy 1 1.1.1. 1.2.3.</p> <p>Strategy 2 2.1.1.</p> <p>Strategy 3 3.1.1. 3.1.2.</p>
<p>Consistent use of assessments will inform the teachers of their students' understanding of concepts, drive instructional decisions, and offer means for dialogue with colleagues about teaching practices and student progress.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 1 1.1.1. 1.1.2. 1.1.4. 1.1.5.</p>
<p>The Cornell teachers will assist students in their understanding of academic language by targeting vocabulary instruction at each grade level and articulating what should be taught in all grades/classes (e.g. Kate Kinsella and Marzano), integrating research-based instruction on teaching high frequency words (e.g. Kate Kinsella) higher level vocabulary (Developmental Studies Center), and identifying the vocabulary specific to the CST/STAR test.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 1 1.1.1.</p> <p>Strategy 3 3.1.2.</p>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>At the beginning of the 2010-2011 school year, the Cornell teaching faculty will review and analyze 2010 CST results, other local fall assessments, and classroom evidence in a systematized process to identify target students who will benefit from additional ongoing reading and writing support. These target students will include those students who are not working at grade level and who would gain from extra support to move them to proficiency of grade level language arts standards. Throughout the school year, teachers will monitor the progress of their target students and respond with appropriate interventions. We will also use the cycle of inquiry as a means of using assessments to provide feedback about the effectiveness of teaching strategies and determine next steps for instructional practices. The emphasis will be on teachers collaborating with one another and planning appropriate instruction.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>		<p>Strategy 1 1.1.4.-5. Strategy 2 2.1.1.</p>

VI. Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. **We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.**
2. **We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.**
3. **We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.**

School Goal #3:

The majority of students at Cornell School are achieving at high levels in math and are meeting their grade level CA state standards. Specifically, 79.4% of 2nd-5th grade students scored proficient or advanced in the math section of the 2009 CST (California Standards Test). This achievement is well above the Annual Measurable Academic Objective (AMAO) of 68.5% proficient outlined by federal No Child Left Behind legislation. While almost 80% of students are experiencing success in meeting their grade level standards in math, about 20% of our students are not reaching this goal of being proficient in this subject area. Out of this 20% not meeting standard, there is a disproportionately high number of African American students, Hispanic students, and English Language Learners. Specifically, 56% of African American students, 57.8% of Hispanic students, and 68% of English Language Learners are scoring proficient or advanced. To address the achievement gap that exists between the African American, Hispanic students, Language Learners and our white students (86.3% scoring proficient or advanced) and Asian students (0% scoring proficient or advanced), we have established a goal to increase the number of students working at the proficient or advanced level in our African American, Hispanic, English Language Learner subgroups.

The following is our overarching goal for increasing student achievement in language arts:

By June 2010, the number of students currently scoring at the proficient or advanced level on the math section of the CST will increase by 1.4%. (Specifically, the percentage of students scoring proficient or advanced will increase from 79.4% to 80.8%.)

Increase the number of African American students scoring at the basic level or below on the math section of the 2010 CST to the proficient or advanced level by 12.5%. (Specifically, the percentage of students scoring proficient or advanced will increase from 56% to 68.5%.)

Increase the number of Hispanic students scoring at the basic level or below on the math section of the 2010 CST to the proficient or advanced level by 10.7%. (Specifically, the percentage of students scoring proficient or advanced will increase from 57.8% to 68.5%.) The targeted goal of 68.5% proficient is the 2010-2011 Annual Measurable Academic Objective (AMAO) for math as designated by the federal NCLB legislation.

Increase the number of English Learners scoring at the basic level or below on the math section of the 2010 CST to the proficient or advanced level by 1.9%. (Specifically, the percentage of students scoring proficient or advanced will increase from 68% to 69.9%.)

Student groups and grade levels to participate in this goal

All students from Kindergarten to 5th grade will participate in this goal.

All African American students, Hispanic students and English Language Learners who scored in the basic category or below on the math section of the 2010 CST.

Anticipated annual performance growth for each group

The percentage of students scoring at the proficient or advanced level on the math section of the CST will increase by 1.4% from the 2010 CST testing period to the 2011 CST testing period.

Increase by 12.5% the number of African American students, by 10.7% the number of Hispanic students, and by 1.9% the number of English Language Learners scoring basic or below on the math section of the 2010 CST (California Standards Test) to the proficient or advanced level on the 2011 CST.

<p>Means of evaluating progress toward this goal We will evaluate this goal using our 2010 and 2011 CST/STAR data, and local and district level assessment measurements.</p>	<p>Group data to be collected to measure academic gains CST/STAR data for students in 2nd-5th grades</p> <p>Local and district level assessments for all students (Kindergarten-5th grade)</p> <p>CST/STAR data for our African American students in 2nd-5th grades</p> <p>CST/STAR data for our Hispanic students in 2nd-5th grades</p> <p>CST/STAR, CELDT and ELD Benchmark data for our English Language Learners in 2nd-5th grades</p>
--	--

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
The Cornell teaching faculty will implement the Everyday Math program in all classrooms. Teachers will be offered regular opportunities to collaborate with colleagues on the use of the program as well as supplementing the program with additional math resources in order to best meet the math needs of students. Teachers will continue to analyze and discuss the strengths and weaknesses of the program in order to make these adjustments during the 2010-2011 school year, and time will be dedicated to accomplish this.	Ongoing September 2010- June 2011	TBD	TBD	TBD	TBD	Strategy 1 1.1.1. Strategy 3 3.1.1.
Every teacher will have sufficient math materials (i.e. books, manipulatives, and resources needed for the Everyday Math program) for every student. Each grade level will have the literature called for by the Everyday Math program to be used as a way of linking math and language arts as well as enriching the math program.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.1.1.
In grade level teams, Cornell teachers will periodically revisit and update their math pacing guide. This will allow teachers to reflect on their instruction using the Everyday Math program and other math resources in order to ensure that during the school year, there is sufficient time for students to learn and develop their understanding of the essential math skills and grade level standards before STAR testing begins.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.1.1. Strategy 2 2.1.1. Strategy 3 3.1.1.
Cornell grade level teams will develop a local math assessment and common scoring guide to be administered at the end of each trimester. These assessments will give teachers additional means of measuring students' growth in math, monitoring that progress over time, and providing current information for report cards.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.1.2. 1.1.4.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
The school will strengthen the link between home and school by building close connections with Cornell parents. This will be accomplished by enhancing communication with parents on the math program in place at Cornell, by working with the Math Coach to provide a parent education session on how Cornell parents can support their children in math, and by offering a family gathering centered around math, such as a family math night.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 3 3.3.2. 3.3.3.
By the end of September, a faculty meeting will be dedicated to teachers setting up their classes for Everyday Math on-line support. Parents will have an opportunity to learn how to use Everyday Math on-line resources, such as the on-line Student Reference Book, on-line demonstration lessons, and on-line Everyday Math games though parent education nights.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.1.1. Strategy 3 3.1.1. 3.3.2. 3.3.3.
The school will increase instructional time for students who need additional support with their math learning by offering programs such as a before/after school math club or math intervention during the school day. In both, small groups of students will receive additional math instruction that is consistent and focused on strengthening their math skills and understanding, and apply the newly acquired learning to their math lessons during the school day.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 2 2.1.1.
At the beginning of the 2010-2011 school year, the Cornell teaching faculty will review and analyze 2010 CST results, other local fall assessments, and classroom evidence in a systematized process to identify target students who will benefit from additional ongoing math support. These target students will include those students who are not working at grade level and who would gain from extra support to move them to proficiency of grade level math standards. Throughout the school year, teachers will monitor the progress of their target students and respond with appropriate interventions. We will also use the cycle of inquiry as a means of using assessments to provide feedback about the effectiveness of teaching strategies and determine next steps for instructional practices. The emphasis will be on teachers collaborating with one another and planning appropriate instruction.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 1 1.1.4.-5. Strategy 2 2.1.1. Strategy 3 3.3.1.
Cornell grade level teams will work closely with the Math Coach so s/he can help teachers address concepts presented in the Everyday Math program which are above grade level standard, help adjust the pacing guide as the year progresses, help teachers with integrating strategies that will support students who are struggling to comprehend concepts, and assist with the parent education of Everyday Math and the on-line resources available.	Ongoing September 2010- June 2011	TBD	TBD	TBD		Strategy 2 2.1.1.

VI Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #4:

The Cornell teaching faculty will use the cycle of inquiry as a systematized process of using assessments and student achievement data as a means of informing our instructional practices, identifying target students and determining necessary interventions for the 2010-2011 school year while offering reflection about the effectiveness of instructional strategies implemented during the year. The emphasis will be on the teaching faculty collaborating with colleagues and planning appropriate instruction.

Student groups and grade levels to participate in this goal

All students from Kindergarten to 5th grade will participate in this goal.

Anticipated annual performance growth for each group

By June 2011, the number of students currently scoring at the proficient or advanced level on the English /Language Arts section of the CST (California Standards Test) will increase by 1.5%. (Specifically, the percentage of students scoring proficient or advanced will increase from 77.9% to 79.4%.)

By June 2011, the number of students currently scoring at the proficient or advanced level on the math section of the CST (California Standards Test) will increase by 1.4%. (Specifically, the percentage of students scoring proficient or advanced will increase from 79.4% to 80.8%.)

Means of evaluating progress toward this goal

We will evaluate progress toward this goal using our 2009 and 2010 CST/STAR data, local and district level assessment measurements, CELDT data, and district English Language Learner benchmark information.

Group data to be collected to measure academic gains

CST/STAR data for students in 2nd-5th grades

Local and district level assessments for all students (Kindergarten-5th grade)

CST/STAR data for our African American students in 2nd-5th grades

CST/STAR data for our Hispanic students in 2nd-5th grades

CST/STAR, CELDT and ELD Benchmark data for our English Language Learners in 2nd-5th grades

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>By October 2010, the Cornell teaching faculty will review and analyze 2010 CST results and other local fall assessments in a systematized process to inform our instructional practices, identify target students and determine necessary interventions for the 2010-2011 school year. Throughout the school year, the Cornell staff will use the cycle of inquiry to use assessments as a means to offer feedback about the effectiveness of strategies and determine next steps for instructional practices. The emphasis will be on the teaching faculty collaborating with colleagues and planning appropriate instruction.</p>	<p>Ongoing September 2010- June 2011</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>Strategy 1 1.1.4.-5. Strategy 2 2.1.1. Strategy 3 3.3.1.</p>

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	303	342	TBD	113	129	TBD	19	25	TBD	105	119	TBD
Growth API	863	901	TBD	894	938	TBD			TBD	904	919	TBD
Base API	887	858	TBD	919	888	TBD			TBD	916	901	TBD
Target	A	A	TBD	A	A	TBD			TBD	A	A	TBD
Growth	-24	43	TBD	-25	50	TBD			TBD	-12	18	TBD
Met Target	Yes	Yes	TBD	Yes	Yes	TBD			TBD	Yes	Yes	TBD

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	46	44	TBD	102	112	TBD	43	61	TBD	43	6	TBD
Growth API			TBD	851	880	TBD		838	TBD			TBD
Base API			TBD	880	846	TBD	790		TBD			TBD
Target			TBD	A	A	TBD			TBD			TBD
Growth			TBD	-29	34	TBD			TBD			TBD
Met Target			TBD	Yes	Yes	TBD			TBD			TBD

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	542	543				
Percent with Prior Year Data	91.1%	99.8%				
Number in Cohort	494	542		211	196	
Number Met	369	441		121	127	
Percent Met	74.7%	81.4%		57.3%	64.8%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
Met Target	Yes	Yes		Yes	Yes	

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	96	100	TBD	96	100	TBD	90	100	TBD	99	100	TBD
Number At or Above Proficient	223	268	TBD	91	113	TBD	11	15	TBD	83	95	TBD
Percent At or Above Proficient	76.4	78.6	TBD	83.5	87.6	TBD	64.7	60.0	TBD	79.8	79.8	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	TBD	Yes	Yes	TBD	--	--	TBD	Yes	Yes	TBD

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	92	98	TBD	99	100	TBD	94	99	TBD	77	100	TBD
Number At or Above Proficient	24	26	TBD	69	78	TBD	25	38	TBD	16	--	TBD
Percent At or Above Proficient	57.1	60.5	TBD	68.3	69.6	TBD	62.5	63.3	TBD	48.5	--	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--	TBD	Yes	Yes	TBD	--	Yes	TBD	--	--	TBD

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	96	100	TBD	96	99	TBD	90	100	TBD	99	100	TBD
Number At or Above Proficient	221	269	TBD	87	109	TBD	10	14	TBD	88	100	TBD
Percent At or Above Proficient	75.9	78.9	TBD	79.8	85.2	TBD	58.8	56.0	TBD	85.4	84.0	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	TBD	Yes	Yes	TBD	--	--	TBD	Yes	Yes	TBD

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	92	100	TBD	99	100	TBD	94	100	TBD	77	100	TBD
Number At or Above Proficient	22	25	TBD	73	87	TBD	22	42	TBD	18	--	TBD
Percent At or Above Proficient	52.4	56.8	TBD	73.0	77.7	TBD	55.0	68.9	TBD	54.5	--	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--	TBD	Yes	Yes	TBD	--	Yes	TBD	--	--	TBD

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

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 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	2	10	13	62	5	24			1	5		21
2	5	19	12	44	6	22	2	7	2	7		27
3	11	34	8	25	8	25	4	13	1	3		32
4	5	26	9	47	4	21	1	5				19
5	10	48	3	14	5	24	2	10	1	5		21
Total	33	27	45	38	28	23	9	7	5	4		120

Appendix B - 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.	\$36,000 (Estimated)
<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 type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$36,000 (Estimated)

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	

Total amount of state and federal categorical funds allocated to this school	\$36,000 (Estimated)
---	---------------------------------

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix C - 2010-11 Categorical District Services Budget

	SIP	Title I	LEP*	Title V
Allocation	n/a	174,567.00	415,891.00	n/a
Carryover		0.00	0.00	
Indirect Costs		6,760.00	16,170.00	
Direct Costs		20,644.00	17,044.00	
Transfer to General Fund				
NCLB				
Intervention Programs			382,677.00	
Less Testing Team				
Plus Parent Involvement				
Schools Allocation		147,163.00		

2010-11 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP* Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data	n/a	18,352.00		n/a
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits		2,292.00		
4000	Supplies: Programming curriculum materials, office supplies, computer software			17,044.00	
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS		20,644.00	17,044.00	

* This is the total of all funding pertaining to English Language Learners.

Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.4

Appendix D - Recommendations and Assurances (Cornell 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: May 15, 2008

Attested:

Wendy Holmes

Typed name of school principal

Signature of school principal

Date

Edie Johnson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix E - School Site Council Membership: Cornell 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
Wendy Holmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Alcott	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edie Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lara Javier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret Glendening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laurie Roberts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Silva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guy Cheney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Susan Newell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	0

(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.