

SINGLE PLAN FOR STUDENT ACHIEVEMENT

MONSON-SULTANA SCHOOL

54-72009-6054167

CDS Code

Date of this revision: April 6, 2010

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Monson-Sultana School District

The Monson-Sultana School Site Council approved this revision of the School Plan on March 24, 2010.
The District Governing Board approved this revision of the School Plan on April 6, 2010.

School Vision and Mission

Monson-Sultana School District envisions a system in which all students perform at their maximum potential, where differences of language, culture, economics, and abilities are celebrated and become sources of strength for our students. It will be a system which knows where it is going because students, parents, staff administration, and the community work together to plan and implement high quality educational programs; a system which does whatever it takes to assure that every student is actively engaged in learning both in school and throughout a productive lifetime. Our system accomplishes what the public demands and deserves: students who have mastered basic and expanded curriculum and who are actively pursuing the development patterns that will be allow them to become productive citizens.

The mission of the Monson-Sultana School District is to allow all students to achieve high standards while maintaining the highest level of personal and professional accountability. This mission is accomplished through a collaborative process of resource sharing information dissemination, professional networking, scientific approaches to staff development, and shared decision making.

Monson-Sultana School District supports the belief that tobacco, alcohol, drugs, and violence prevention are comprehensive strategies to create learning environments that allow for the support of academic achievement for all students.

School Profile

Monson-Sultana School District is in a rural community in the northern part of Tulare County. We are a single school district with a K-8 program serving approximately 430 students. The school district has been at its present location for 53 years and has maintained its profile of a stand-alone district that is coterminous with the Dinuba Unified School District. Monson-Sultana School District offers preschool, Head Start, Migrant, Special Education, and GATE program. We are providing our students with a full-time technology and music program. The student population is primarily Hispanic 82% and White 15%. A few students, 1%, are American Indian, Asian, or Filipino. The school facilities are located on a 16-acre parcel with permanent structure facilities ranging in age from 5 to 40 years old. The district has maintained its facilities and does not have any condemned or portable structures at its location.

The district is one of the leaders in the area of instructional technology in Region 7 and the State of California. The school currently has a ratio of one computer for every two students, a mini computer lab in each classroom, and a large computer lab in its own state of the art facility. The Gates Foundation recently recognized Monson-Sultana School District as one of 40 top technology schools in the State of California. We have also been recognized as a Title I Achieving School for the 2003 school year.

The district provides the state required instructional minutes for all grade levels: Kindergarten – 50,250; Grades 1-3 – 57,350; Grades 4-8 – 59,750.

The Monson-Sultana School District provides a traditional 180-day student schedule. The school district mirrors our feeder district's yearly schedule for continued continuity with vacations and special activities.

Monson-Sultana School District is identified as being a high-poverty, high-performing school district. The district has maintained a high profile of student achievement and improvement during the first five years of the new assessment program. The district has also achieved positive certification on all adequate yearly progress reports from 1997 to 2007. The most recent AMAO indicated we fell short in the EL category of Language Arts.

Monson-Sultana School fosters academic excellence and improving self-esteem by maintaining an exciting supportive environment for staff and students.

School Accountability Report Card

All students at Monson-Sultana School District have showed improvement and progress towards the API, AYP, and local measurable goals during the last three school years.

Monson-Sultana School District and the term “dropout rate” are not synonymous. During the last three school years, Monson-Sultana School has maintained a 0% dropout rate. Elementary school districts such as ours have a much easier time tracking the mobility of all students and are not faced with the dilemma of multiple pathways for non-traditional students.

Monson-Sultana student expenditures per year are \$5,328.30 as compared to the state average of \$5600.29

Monson-Sultana School fully implemented the state’s CSR program in grades K-3. The implementation was achieved in one school year and has maintained intact for the last six years. The district has also taken steps to provide lower class size through the use of the federally funded initiative for class size reduction. During the 2002-2003 school year, federal class size reduction dollars have been reauthorized through the “No Child Left Behind” legislation within the consolidate application. The school district has continued to look for and to implement smaller class size enrollments in grades 6-8 by creatively creating multiple student pathways through the use of afternoon electives.

Monson-Sultana School District doesn’t have any teachers that are teaching outside of their authorization. The district has 21 fully credentialed teachers.

Monson-Sultana School District is up to date with each curricular and core instructional material. The district has fully utilizes the Instructional Materials Funds (IMF) and “Proposition 20” dollars to remain current and well within the parameters of the seven year textbook adoption cycles.

The school district employs a nurse on a full time basis. A psychologist is scheduled one day per week, a full time resource specialist and aide are provided, a neverstreaming teacher, and the county is able to provide counseling services for catastrophic reasons. The district is also providing services to our students through the Dinuba Children’s Services, and the Central Valley Regional Center.

The Tulare County Office of Education has maintained regulations and certifications that provide our district with a list of fully certified substitutes. The substitute availability is usually the most difficult task in outlying rural school districts. Monson-Sultana School District has maintained a pool of eligible substitutes that are used on a regular basis. The daily rate of pay for substitutes is one hundred ten (\$110) dollars.

The Monson-Sultana School District maintains and continually upgrades its aging facility. The district has accessed available funds through the CAL-Fed Program, Deferred Maintenance Program, the Leroy Greene Modernization Program, School Safety Program, Hardship funding, and specific developer fee planning.

The campus is safe, clean, well-maintained, and provides one with the aesthetic sense of pride of ownership.

The Board-approved evaluation document that is used for evaluation emphasizes all phases of the instructional program. The six California and national teaching standards are embedded in the document to provide and substantiate breath and depth of each standard. The administration and certificated employees who are evaluated have a unique opportunity to dialogue on all phases of the teacher’s evaluative process. Teachers are encouraged and supported by the Board and administration to seek exceptional staff development opportunities within and outside of Region 7.

District personnel, county personnel, and representatives from curriculum and textbook companies provide staff training at Monson-Sultana School. Grade level articulation for curricular improvement is becoming the most effective way to improve methodology and assessment.

The core program at Monson-Sultana School is supported by a wide variety of teacher directed supplemental programs. The district has received grants, Title I allocations, SBCP, and other sources that allow students to experience enriching and exciting field trips and hands-on activities. The fourth grade class studies missions and travels to the Bakersfield Oil and History Museum. The fifth grade class studies marine life and visits the Monterey Bay Aquarium and the tide pools at Pacific Grove. This trip expands the students’ appreciation and understanding of the marine environment. The sixth grade class studies science and nature and spends one week at science and conservation camp. The camp provides the students with hands-on access to the entire spectrum of the ecological

diversity of the California foothill environment. The seventh grade class studies the avenues to higher education and visits the University of California, Merced campus. The eighth grade class studies government and politics and attends a two-day visit to the State's capitol and San Francisco. The visit to the State capitol provides the students with a visual and touring experience that enriches their understanding about the people of California and the process of a democratic government. The English learner, special education, and migrant students all receive the core curriculum along with supplemental services that meet their specific learning plans. These programs are offered during and beyond the instructional day's core curriculum and provide the students with lifelong learning experiences.

Monson-Sultana School has maintained a comprehensive and scientific approach to staff development. The staff development program outlined for years 2006-2010 will include mathematics, science, history, social science, english language learner program development, and technology. The guidelines under the NCLB legislation will be followed closely and Title I funds as designated for staff development and teacher training will be the primary source of revenue to provide each of these opportunities for the current and future staff.

Monson-Sultana School has developed a joint process of leadership training and staff development. The principal, projects director, and other staff members have taken the time to gain knowledge in all state compliance areas and provide staff members with in-service activities based on their knowledge. The leadership that directs the educational program is well trained educators with experiences that range from K to 8 programs. The district is currently developing multiple grade level leaders that will receive training and continue the staff development process in the area of data identification and the Edusoft program. The main thrust in developing leaders and maintaining leaders is a continual process of enrichment, communication, collegial development, and exposure to all state assessment, academic, and compliance programs.

Monson-Sultana School prepares its students for a rich secondary educational experience. Each 8th Monson-Sultana student explores career development and future educational prospects and course selections by identifying individual aptitudes through the Dinuba High School Career Center. Students from Monson-Sultana develop a sense of aptitude and career path strengths before they graduate from the eighth grade. This enables each student to plot a four-year secondary educational program that will allow him or her to achieve higher educational and/or vocational goals throughout their high school experience.

The number of instructional minutes provided:

Kindergarten	50,250
Grades 1-3	57,350
Grades 4-8	59,750

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

The district has taken proactive steps in the acquisition, adoption, and alignment of all materials that are used for student instruction. Materials purchased have been very carefully screened to meet the criteria for curriculum instruction that will lead students to mastery of state performance standards.

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

Each student group has a wealth of standards-based instructional materials for ELD, science, mathematics, english language arts, and technology. The district has maintained adoption cycles to allow all students access to the most current curriculum. The district has made a practice of encroaching upon the general fund after all other allowable funds have been exhausted for the acquisition of standards-based materials.

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

The staff development programs for the past 15 years have been aligned to standards for Science, Mathematics, English Language Arts, English Language Development, and Social Studies. Student performance trends have been made available to each staff member for identification, diagnosis, and prescriptive analysis.

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

The regular program provides the full range of after-school interventions as well as summer school programs. Underperforming students are provided with extra tutoring, study hall activities, and transportation home well beyond the end of the normal school day. Students who under perform due to language barriers are provided with High Point materials and instruction. The instructional staff has carefully deployed students so the instruction they are receiving is beneficial to their overall achievement.

5. Services provided by categorical funds to enable underserved and underperforming students to meet standards:

The instructional assistants provide teacher directed supplemental instruction to the core curriculum for underperforming students. Materials used as a supplemental resource are library books, software and state adopted core and EL materials. Services for migrant and special education students are also provided throughout the core program, during after school interventions, and during the summer.

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

State and local assessments are used as a diagnostic tool at the beginning of each year's staff development activities. The instructional staff uses this data to carefully plan a course of instruction for each student. The term "modification" is synonymous with good grade level articulation and vertical dialogue between past, present, and future teachers.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Low student performance is measured in many different ways. To single out individual teachers as a response to this question would be inconsistent and judgmental of the eternal wave of grade levels that pass through any instructional organization. The most accurate percentage in terms of teachers who have experienced low student performance is 10 percent.

8. Family, school, district, and community resources are available to assist the district's parents and students. Preschool and Head Start programs are provided to parents and students and have been an excellent transition for all incoming students. The migrant program is currently in its fifth year of operation and has provided valuable connections to the community when identifying and preparing new families in the community.
9. The school district has made a priority of implementing teacher directed tutorial, after-school, and summer school services for the students. Educational software, accelerated reading materials, and cross-age tutors provide the students with a rich and diverse opportunity for improved achievement. Families of these students are actively engaged in the student educational program in grades K-5. Grades 6-8 have proven to be the area where the student/parent/school relationship begins to fall through the cracks.
10. School, district and community barriers to improvements in student achievement:

The community offers very little in terms of student connections. The district is large in nature however, the immediate town area does not provide the high-density population pockets with the necessary activities. There has been one housing development during the past 18 years that falls under the Section 8, Housing Authority Act. The unfortunate barrier that was not taken into consideration during the planning stages of this development is that the square footage allocations could have provided a fully staffed recreation center.

Law enforcement and the related agencies that could provide student activities are non-existent. Due to the cutbacks in past and current state law enforcement budgeting, we have fewer services to the general public and even fewer to the youth of the community. The school district is the main attraction for all K-8 students and family members. The district is currently looking into ways to formally engage community members into the student's educational program; CBET programs, Migrant Education and Head Start have been the outside programs that we have used to work with our community.

11. Limitations of the current program to enable underperforming students to meet standards:

The limitations that currently exist are a by-product of an unincorporated, rural community. We do not have the opportunity to establish joint power agreements with a city council or any other elected agency due to the unincorporated status of this community. The school district must perform within the limitations of the current parameters that we have inherited.

STUDENT PERFORMANCE DATA SUMMARY

The next ten pages of data performance will cover the last three years of AYP results, CAT/6, and the most recent API results. CAT/6 student scores are included as a comparative measure for years 2005, 2006, and 2007. This data will provide all scores for Reading, Language and Mathematics for students in grades 2-8. This data is also desegregated for all student groups and will measure above the 25th, 50th, and 75th percentile rankings. The final page of data in this section will cover the proficiency levels of grades 2-8, the sub-group proficiency levels in grades 2-8 in Language Arts and Mathematics.

	2007 API	MET TARGET	2008 API	MET TARGET	2009 API	MET TARGET
Schoolwide	707	No	734	Yes	718	No
Hispanic	704	Yes	712	Yes	703	No
White	827	Yes	827	Yes	N/A	N/A
Disadvantaged	665	No	687	No	675	No

Initial CELDT testing indicates a growing number of students are coming to the schoolhouse door with limited English proficiency. Helping them learn academic English, reading, writing, listening, and speaking, is a number one priority.

Annual Assessment - All Students – 2009-10

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Performance Level Number and Percent of Students at Each Overall Performance Level														
Advanced	***** ***	1 5.0%	1 3.0%	0 0.0%	0 0.0%	3 13.0%	0 0.0%	2 9.0%	2 11.0%					9 5.0%
Early Advanced	***** ***	1 5.0%	2 7.0%	2 10.0%	3 13.0%	6 26.0%	7 37.0%	7 32.0%	6 32.0%					34 19.0%
Intermediate	***** ***	8 42.0%	14 48.0%	11 52.0%	12 52.0%	10 43.0%	9 47.0%	9 41.0%	6 32.0%					79 45.0%
Early Intermediate	***** ***	6 32.0%	9 31.0%	4 19.0%	8 35.0%	3 13.0%	2 11.0%	3 14.0%	4 21.0%					39 22.0%
Beginning	***** ***	3 16.0%	3 10.0%	4 19.0%	0 0.0%	1 4.0%	1 5.0%	1 5.0%	1 5.0%					15 9.0%
Number Tested	1 100.0%	19 100.0%	29 100.0%	21 100.0%	23 100.0%	23 100.0%	19 100.0%	22 100.0%	19 100.0%					176 100.0%

Domain Mean Scale Scores

Listening	****	414.0	460.5	465.2	500.6	535.5	560.6	574.7	564.5
Speaking	****	398.8	457.0	444.0	471.9	504.0	531.2	528.3	545.8
Reading			426.0	472.8	493.9	525.9	526.5	538.5	543.6
Writing			451.5	464.2	495.5	514.6	528.6	536.0	533.9

Annual Assessment - All Students – 2008-09

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Performance Level Number and Percent of Students at Each Overall Performance Level														
Advanced	***** ***	1 5.0%	1 3.0%	0 0.0%	0 0.0%	3 13.0%	0 0.0%	2 9.0%	2 11.0%					9 5.0%
Early Advanced	***** ***	1 5.0%	2 7.0%	2 10.0%	3 13.0%	6 26.0%	7 37.0%	7 32.0%	6 32.0%					34 19.0%
Intermediate	***** ***	8 42.0%	14 48.0%	11 52.0%	12 52.0%	10 43.0%	9 47.0%	9 41.0%	6 32.0%					79 45.0%
Early Intermediate	***** ***	6 32.0%	9 31.0%	4 19.0%	8 35.0%	3 13.0%	2 11.0%	3 14.0%	4 21.0%					39 22.0%
Beginning	***** ***	3 16.0%	3 10.0%	4 19.0%	0 0.0%	1 4.0%	1 5.0%	1 5.0%	1 5.0%					15 9.0%
Number Tested	1 100.0%	19 100.0%	29 100.0%	21 100.0%	23 100.0%	23 100.0%	19 100.0%	22 100.0%	19 100.0%					176 100.0%

Domain Mean Scale Scores

Listening	****	414.0	460.5	465.2	500.6	535.5	560.6	574.7	564.5
Speaking	****	398.8	457.0	444.0	471.9	504.0	531.2	528.3	545.8

Reading	426.0	472.8	493.9	525.9	526.5	538.5	543.6
Writing	451.5	464.2	495.5	514.6	528.6	536.0	533.9

*** Summary data are not provided for groups of three or less.

An analysis of two years of CAT6 scores indicates that steady improvements are being made by all students and by subgroups. In reading, the majority of students are performing below the state expectancy of the 50th percentile. Results in mathematics are much higher with the majority of students performing above the 50th percentile, but increasing numbers of students are failing to reach this level as they progress through school.

CAT 6 TOTAL READING											
PERCENT OF STUDENTS											
	2005	2006	2007		2005	2006	2007		2005	2006	2007
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	73	68	59		63	61	48		71	66	56
grade 4											
grade 5											
grade 6											
grade 7	78	74	76		*	53	53		65	74	72
grade 8											

CAT 6 TOTAL READING											
PERCENT OF STUDENTS											
	2005	2006	2007		2005	2006	2007		2005	2006	2007
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	58	34	32		53	17	19		59	32	24
grade 4											
grade 5											
grade 6											
grade 7	56	42	38		*	7	5		42	29	28
grade 8											

CAT 6 TOTAL READING											
PERCENT OF STUDENTS											
	2005	2006	2007		2005	2006	2007		2005	2006	2007
	All	All	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	15	10	17		16	9	10		12	8	9
grade 4											
grade 5											
grade 6											
grade 7	22	20	24		*	0	0		8	12	15
grade 8											

	2005	2006	2007		2005	2006	2007		2005	2006	2007
	All	all	all		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	88	80	78		84	83	71		85	79	74
grade 4											
grade 5											
grade 6											
grade 7	76	70	73		*	47	32		69	68	64
grade 8											

CAT 6 TOTAL MATH											
PERCENT OF STUDENTS											
	2005	2006	2007		2005	2006	2007		2005	2006	2007
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	45	56	51		47	52	43		44	50	47
grade 4											
grade 5											
grade 6											
grade 7	49	42	55		*	7	21		38	35	49
grade 8											

CAT 6 TOTAL MATH											
PERCENT OF STUDENTS											
	2005	2006	2007		2005	2006	2007		2005	2006	2007
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	23	22	39		16	17	29		21	21	32
grade 4											
grade 5											
grade 6											
grade 7	24	18	25		*	0	0		19	15	18
grade 8											

Monson-Sultana Joint Union has focused its reform efforts in developing standards-based teaching and learning practices. Local and state assessments indicate that the majority of students are performing below county and state performance and far below the expected level of proficient. The gap between mainstream and subgroups is more pronounced when examining student performance on the California Standards Tests. In language arts, except for grade four and grade eight, performance has been level or has improved over the base year of 2001. In mathematics, as in the CAT6, student performance is much higher and the gap between mainstream and disadvantaged is minimal.

California Standards Tests: Monson-Sultana Joint Union

LANGUAGE ARTS								
percent of students scoring advanced and proficient								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAD	DISAD
Grade 2								
School	62	43		58	34		58	38
County	37	35		26	33		32	39
State	48	53		32	39		35	41
Grade 3								
School	28	35		17	11		17	22
County	29	32		14	18		23	26
State	38	54		17	20		24	29
Grade 4								
School	40	41		15	14		38	28
County	43	49		22	29		37	42
State	55	61		26	34		41	48
Grade 5								
School	42	31		6	0		37	23
County	37	40		12	16		31	34
State	48	54		17	19		34	40
Grade 6								
School	14	46		0	11		8	40
County	37	41		9	10		31	34
State	47	52		13	15		32	38
Grade 7								
School	46	24		6	5		25	20
County	38	44		10	10		31	36
State	49	54		10	13		34	40
Grade 8								
School	40	34		0	0		27	18
County	36	39		8	10		29	32
State	45	48		8	8		30	33

LANGUAGE ARTS								
Percent of students scoring								
BASIC								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAD	DISAD
Grade 2								
School	28	33		32	31		27	33
County	31	30		34	32		33	31
State	29	26		34	32		33	31
Grade 3								
School	38	37		34	44		43	44
County	35	30		35	31		36	32
State	34	28		38	32		38	32
Grade 4								
School	36	30		50	29		32	35
County	33	30		41	38		35	33
State	29	24		42	38		36	31
Grade 5								
School	38	35		63	45		40	37
County	38	32		42	37		40	35
State	33	29		44	41		39	36
Grade 6								
School	40	33		29	47		41	31
County	37	35		42	41		40	37
State	31	30		40	41		38	36
Grade 7								
School	26	32		41	36		38	34
County	33	32		33	39		35	36
State	27	27		32	38		32	34
Grade 8								
School	38	29		41	28		42	27
County	33	35		32	35		35	37
State	29	30		32	34		34	35

LANGUAGE ARTS
Percent of students scoring
BELOW BASIC AND FAR BELOW BASIC

	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAD	DISAD
Grade 2								
School	10	24		11	34		15	28
County	32	26		41	34		36	30
State	24	21		34	29		31	28
Grade 3								
School	34	28		49	45		39	34
County	37	38		52	50		42	33
State	28	29		46	37		38	39
Grade 4								
School	24	30		35	57		30	38
County	24	22		37	43		28	25
State	16	14		31	28		23	20
Grade 5								
School	20	34		32	55		23	39
County	26	27		46	47		30	32
State	19	17		39	40		27	25
Grade 6								
School	46	21		71	42		51	28
County	26	24		50	49		30	29
State	21	18		47	45		30	25
Grade 7								
School	28	44		53	59		38	46
County	29	24		57	51		35	28
State	25	18		58	49		34	27
Grade 8								
School	22	36		58	72		30	54
County	30	25		59	55		36	31
State	25	22		61	58		35	31

MATHEMATICS Percent of students scoring ADVANCED AND PROFICIENT								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAD	DISAD
Grade 2								
School	62	70		48	62		50	65
County	51	57		42	50		47	53
State	59	63		47	53		49	53
Grade 3								
School	46	63		27	44		35	56
County	53	56		41	47		48	51
State	61	64		46	51		51	54
Grade 4								
School	45	49		30	29		44	40
County	53	58		39	46		48	53
State	61	66		42	47		51	56
Grade 5								
School	46	33		19	9		40	29
County	43	47		21	29		37	42
State	51	57		29	33		40	46
Grade 6								
School	25	59		5	32		18	51
County	36	41		14	16		31	35
State	44	49		16	19		30	36
Grade 7								
School	63	34		12	23		39	32
County	41	41		17	17		38	36
State	41	43		14	16		30	32
Grade 8 General								
School	25	4		20	7		31	4
County	24	22		12	12		21	21
State	31	30		14	14		23	23
Grade 8 Algebra								
School	22	25		*	*		15	*
County	31	40		13	19		14	34
State	42	44		50	18		30	33

MATHEMATICS
Percent of students scoring
BASIC

	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAD	DISAD
Grade 2								
School	26	22		37	24		31	26
County	23	22		25	25		24	24
State	21	20		25	24		25	24
Grade 3								
School	27	23		38	33		35	28
County	24	22		28	23		26	24
State	21	19		27	25		25	24
Grade 4								
School	36	33		40	43		35	37
County	26	23		31	28		28	25
State	33	20		31	29		28	25
Grade 5								
School	22	35		31	45		26	37
County	28	22		31	26		28	24
State	24	21		30	27		27	24
Grade 6								
School	33	15		38	21		38	20
County	32	27		34	29		34	28
State	29	26		33	30		33	30
Grade 7								
School	15	24		29	23		19	27
County	29	31		29	33		29	33
State	29	31		29	33		31	34
Grade 8 General								
School	33	4		27	80		37	26
County	28	32		24	29		27	31
State	29	31		26	28		29	31
Grade 8 Algebra								
School	41	42		*	*		46	*
County	32	28		26	26		29	30
State	27	24		22	20		28	25

MATHEMATICS Percent of students scoring BELOW BASIC AND FAR BELOW BASIC								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAD	DISAD
Grade 2								
school	13	8		16	14		19	10
county	25	20		33	26		29	23
state	19	17		27	23		27	23
Grade 3								
School	26	14		35	22		31	15
County	24	23		31	30		27	26
State	17	16		26	25		24	22
Grade 4								
School	19	18		30	29		22	23
County	21	19		30	26		24	21
State	16	14		26	24		21	20
Grade 5								
School	32	31		50	45		35	34
County	30	30		48	45		35	34
State	25	22		42	40		32	29
Grade 6								
School	42	27		57	47		44	29
County	32	32		52	55		35	37
State	28	25		51	51		37	34
Grade 7								
School	32	42		59	54		41	41
County	30	28		56	49		36	31
State	30	26		56	50		39	34
Grade 8 General								
School	41	68		53	70		42	70
County	48	46		63	59		52	38
State	41	39		60	59		48	46
Grade 8 Algebra								
School	37	33		*	*		39	*
County	37	33		60	55		42	36
State	31	32		63	62		43	42

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, CAT/6 test and the STAR Apportionment Information Report

Ethnic/Racial		Parent Education Level	
African American not Hispanic	0	Not high school graduate	98
American Indian or Alaska Native	0	High school graduate	117
Asian	1	Some college	58
Filipino	3	College graduate	27
Hispanic or Latino	297	Graduate school	2
Pacific Islander	0	Average Parent Education Level (Stanford 9)	3.31
White not Hispanic	50	Average Class Size (CBEDS)	20
Participants in Free or Reduced Price Lunch	252	Enrollment in grades 2-11 on first day of testing	343
English Language Learners	168	Number of Students Excused from Testing	0
Multi-track year-round school (CBEDS)	0		
School Mobility	11	Number of Students Tested	327

Conclusions from Student Performance Data:

Note: Students are considered to be performing at or above standards if they are at or above the 50th percentile on the CAT/6 and are performing at “proficient” level on **STAR** Standards-Based Exams and on local measures of student performance.

A. Student groups performing at and above performance standards:

All students: 57% of all students are at or above the 50% in Math
 CAT/6 54% of all students are at or above the 50% in Language
 39% of all students are at or above the 50% in Reading

All students: 5% of all students are at the advanced level or proficient in Math 48% Reading 30%
 CST 28% of all students are basic
 27% of all students are below basic or far below basic

Title I: The greater percentage of Title I students are performing close to the basic level on all areas.
 Math
 CST is the strongest with reading and language lagging behind.

<u>Math</u>		<u>Language Arts</u>	
37%	Advanced/Proficient	36%	Advanced/Proficient
29%	Basic	33%	Basic
37%	Below Basic/Far Below Basic	31%	Below Basic/Far Below Basic

Hispanic: The Hispanic students scored a 703 on the 2008 API report. They have met the target API during the last three years.

White: The white population scored an 827 on the 2008 API and has met all previous API target requirements during the past three years.

B. Services now provided to students performing below standards by the regular school program:

Students who are below the proficient level are receiving the core program in our school. Our staff takes much time to identify the students' needs and deficiencies. Teachers and instructional assistants work with students to recoup the educational deficiencies by tutoring after school reading and summer school. The district is a participant in the Migrant Program. They provide a reading program with a 1 to 4 teacher-student ratio for students below the proficient level. Students are watched closely by their teachers and are required to coordinate homework activities with their parents. The district has provided technology instruction to the students and has provided extensive library resources. The district offers an after school tutoring program and a summer school program with transportation. Materials are plentiful and supplemental materials are accessible by all staff members.

State-adopted ELD materials have been purchased to provide the teachers with ELD materials that are appropriate for the students.

Conclusions From Parent, Teacher and Student Input:

Teacher Input - Benchmarks and staff development to create, present, and score standards adherence; ongoing grade level teacher training and curricular development, grade level meetings directed towards student achievement of standard; high level of staff wide involvement in: decision-making, implementation, assessment, and goal setting towards standards.

Staff Input - The staff is represented by a leadership team that makes recommendations to the superintendent regarding all phases of the school.

Student Input - All students are made aware of standards being taught as appropriate at each grade level. A goal is to have students develop performance based assessments aligned to standards. Also, we are moving towards student centered portfolios reflecting standards achievement. Students are required to self evaluate work according to standards.

Parent Input - We have school-wide parent conferences twice annually, centered on standards achievement regarding their child. We have a higher than 97% participation at conferences school-wide. Upper grade students are expected to attend these conferences for goal setting purposes to achieve standards.

Surveys – Recent parent surveys have indicated that there is a general satisfaction with the school's curriculum, leadership, and extra-curricular activities. The surveys have indicated that even though students are learning, more homework could be assigned. The survey also indicated that parents and children feel safe attending Monson-Sultana School.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will take the following steps to align instruction with state academic content standards: The district has adopted California state academic content standards and performance goals All teachers will receive continuing and substantive training on standards-based curriculum design and delivery. Teachers will identify essential standards and refine the process of delivering them. Benchmarks will be developed and benchmark assessments will be refined on a regular basis. Classroom assessments will be standards-driven. The district will continue to deepen the process of curriculum mapping through the use of Strategic Schooling methodology. The district leadership personnel will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to deliver standards-based instruction. Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards. All textbooks and supplemental materials and programs will align with the standards.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: All adopted textbooks and instructional materials will be standards-based. Teachers will receive SB-472 training. Teachers will regularly examine student work to assure that it is at grade level standards. Standards will be prominently posted. Research-based practices through Strategic Schooling training in instructional delivery will be implemented throughout the district.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>3. Extended learning time: The district will collaborate with agencies and organizations to provide extended learning opportunities for students. The district will provide tutoring and summer school programs. The district will provide advice and assistance to parents on how to help students with homework and how to enrich school activities at home. The district will implement an intervention program for students who are performing below basic and far below basic.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased access to technology: Standards-based/research-based computer programs such as Lexia, Education City and other County-supported programs are used in classrooms through the grade levels to support phonics, comprehension and other reading strategies</p>	<p>Supt/Principal Teachers Technology director Technology tech New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>All teachers will receive substantive training and follow-up monitoring on district adopted standards-aligned textbooks and materials</p> <p>Other strategies to be employed include:</p> <ul style="list-style-type: none"> Publisher training Peer-to-peer support/collaboration Migrant Education SUTW ELD training Grade level meetings After school/weekend/summer workshops County-provided training Consortium training Strategic Schooling training 	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <ul style="list-style-type: none"> Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms 	<p>Up to \$200,000 million per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): The school will maintain an active, School Site Council/ELAC with staff and parent representatives. Parent conferences will be held regularly and will focus on student achievement of standards. Parents will receive regular reports of student progress through report cards, parent conferences, assessment reports, and personal teacher to parent communication. Parents and the community will receive regular and substantive reports through school handbooks, newsletters, and district publications.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Home Based-Head Start program meetings are held bi-monthly to support preschool children and parents</p> <p>Choices mentoring program to support 8th graders in their transition to high school</p> <p>8th grade orientation and scheduling for parents and students to support high school career path development</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <ul style="list-style-type: none"> Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms 	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Monitoring program effectiveness: The district will fully support the NCLB accountability programs. The district will participate in all phases of the state's accountability system. Test data and API/AYP results will be used to monitor programs and drive changes in instructional practice. The school will have an annual evaluation of the effectiveness of its programs and of the Single Plan for Student Achievement through the use of APS Classroom teachers will use standards-based classroom assessments to continually assess and monitor student progress</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Targeting services and programs to lowest-performing student groups: Students scoring below proficiency will receive supplemental instruction in reading from teachers and instructional aides. Students performing below basic and far below basic will receive additional interventions outside the regular classroom in order to assure they have the opportunity to accelerate. Administration and teachers will analyze student performance on state and local assessments in order to identify specific knowledge and skills which must be targeted to bridge the achievement gap for students. Tutoring, extended day, and summer school programs will be offered.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year Unrestricted and restricted funds as appropriate and available</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Any additional services tied to student academic needs: The district will take advantage of services and programs available through the county office and local agencies to assist in improve the psychological, social, and other external factors that students need.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms Accelerated Reader/Lexia</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will adopt California state academic content standards and performance goals. All teachers will receive continuing and substantive training on standards-based curriculum design and delivery. Teachers will identify essential standards and refine the process of delivering them. Benchmarks will be developed and benchmark assessments will be refined on a regular basis. Classroom assessments will be standards-driven. Strategic schooling methodology will be implemented and monitored to improve effective teaching strategies. The district leadership will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to deliver standards-based instruction. Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards. All textbooks and supplemental materials and programs will align with the standards.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: All adopted textbooks and instructional materials will be standards-based. Teachers will receive training on standards-based instructional strategies and classroom assessments. Teachers will regularly examine student work to assure that it is at grade level standards. Standards will be prominently posted. Research-based practices in instructional delivery will be implemented in the district.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$1million per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>3. Extended learning time: The district will collaborate with agencies and organizations to provide extended learning opportunities for students. The district will provide tutoring and summer school programs. The district will provide advice and assistance to parents on how to help students with homework and how to enrich school activities at home. The district will implement intervention programs for students who are performing below basic and far below basic.</p>		<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Software programs that support standards. Computer labs use Cosmeo interactive math and Education City programs to enhance and support student learning.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: All teachers will receive substantive training and follow-up monitoring on district adopted standards-aligned textbooks and materials.</p> <p>Other strategies to be employed include: <ul style="list-style-type: none"> Publisher training Peer-to-peer support/collaboration Coaching Grade level meetings After school/weekend/summer workshops County-provided training Consortium training </p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The school will maintain active School Site Council/ELAC with staff and parent representatives.</p> <p>Parent conferences will be held regularly and will focus on student achievement of standards. Parents will receive regular reports of student progress through report cards, parent conferences, assessment reports, and personal teacher to parent communication.</p> <p>Parents and the community will receive regular and substantive reports through school handbooks, newsletters, and district publications.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <ul style="list-style-type: none"> Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms 	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Home Based/Head Start program holds bi-monthly meetings to help preschool children.</p> <p>Choices mentoring program to support 8th graders in their transition to high school.</p> <p>8th grade orientation and scheduling for parents and students to support high school career path development.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <ul style="list-style-type: none"> Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms 	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>The district will fully support the NCLB accountability programs. The district will participate in all phases of the state’s accountability system. Test data and API/AYP results will be used to monitor programs and drive changes in instructional practice. The school will have an annual evaluation of the effectiveness of its programs and of the Single Plan for Student Achievement through the use of the APS. Classroom teachers will use standards-based classroom assessments to continually assess and monitor student progress.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Students scoring below proficiency will receive supplemental instruction in mathematics from teachers and instructional aides. Students performing below basic and far below basic will receive additional interventions outside the regular classroom in order to assure they have the opportunity to accelerate. Administration and teachers will analyze student performance on state and local assessments in order to identify specific knowledge and skills which must be targeted to bridge the achievement gap for students. Tutoring, extended day and summer school programs will be deployed.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Any additional services tied to student academic needs:</p> <p>The district will take advantage of services and programs available through the county office and local agencies to assist in improving the psychological, social, and other external factors that students need.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Goal Statement

The Monson-Sultana School District has established four major goals for all English Learners.

1) All English Learners have access to appropriate English Language Development instruction and materials, 2) Expose English Learners to both ELA and ELD instruction on a daily basis, 3) Intervention for English Learners two or more years below grade level, and 4) Teachers will improve English Learner instructional strategies through the use of data, through Strategic Schooling training, collaboration, and monitoring to enhance effectiveness.

Under this model, the school will be expected to:

Develop annual goals that address performance in the areas of student achievement.

Assess the students to measure the gains made each year.

To assure effective teaching through monitoring, collaborating, and promoting best teaching practices.

Take appropriate action as necessary if, upon assessment of the students, the goals set forth were not met.

To ensure ongoing assessment of performance:

Specific criteria will be established to monitor student academic achievement.

The criteria incorporation will be the responsibility of the principal/curriculum director.

The student assessment will be used to modify the educational program of the student and to provide specific academic support.

General Perspective

Program Implementation

Describe how the district holds staff accountable for implementing the district's program for English Learners, the district's organization and accountability structure:

- English Learner Accountability Logs

- Classroom walk-throughs by administration and leadership team

- Consequences for failure to implement appropriate programs

- The accountability of roles and responsibilities of all staff involved in the LEAP

- Clear articulation of goals and expectations

Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p>	<p>a. The Monson-Sultana Joint Union Elementary School District English Learner Plan currently provides for the following basic instructional services to students identified as English Learners:</p> <p>Structured English Immersion (SEI): K-12 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1 – 3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.</p> <p>English Language Mainstream (ELM): K-12 students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels 4 – 5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.</p> <p>Depending on availability of funding the district may provide one or more of the following supplemental services to targeted EL students: SES Tutorials (before and after school hours) Intervention programs (during or after the school day) Provide extended day for EL K - 3 students Offer summer school and/or intersession classes targeted to EL student needs.</p>
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	<p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>b. The Monson-Sultana Joint Union Elementary School District has set the following annual goals for EL students in the area of ELD, reading/language arts and math. ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by the California Standards Test and local measures (benchmarks/assessments) per the English Learner Plan.</p> <p>The Monson-Sultana Joint Union Elementary School District has set the following goals for EL learners: ELA: progress in academic vocabulary development and reading comprehension, as measured by DIBELS and teacher developed standards-based assessments. ELA: progress in writing, based on grade level writing application. MATH: progress in computation and concept attainment, as measured by district quizzes and grade level benchmarks.</p> <p>The Monson-Sultana Joint Union Elementary School District plans to use Title III funds, to the extent that these funds are available, to help EL students meet these measurable objectives by implementing one or more of the following:</p> <p>Helping teachers to further develop standards-based assessments in language arts and math.</p> <p>Helping teachers to utilize Edusoft data to monitor student progress in these areas and provide guidance for instructional decisions in ELD, language arts and math.</p> <p>Develop interventions for EL students who are not making adequate progress on benchmarks.</p> <p>Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts and math to EL students.</p>
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<p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<p>c. The Monson-Sultana Joint Union Elementary School District is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and math. To ensure that EL students are making satisfactory progress towards the annual goals stated earlier, the Monson-Sultana Joint Union Elementary School District English Learner Plan employs the following monitoring process:</p> <ul style="list-style-type: none"> • All EL student records (testing, copies of letters to parents, etc.) are kept in a language development folder within their cumulative file. This folder is updated yearly, and accompanies the student as he/she changes schools. • EL Coordinator gathers and monitors EL student records, coordinates EL testing, advises teachers and the principal about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers, EL Committee and principal. • Single Plan for Student Achievement addresses the language and academic needs of the EL students. • The EL Coordinator monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, schedules and attends advisory meetings and ensures implementation of district plans to meet the language and academic needs of the EL students. • Reports are developed by the EL Coordinator to document the language and academic progress of each EL student towards benchmarks. Information from these reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the district level. • As year-end assessment results are received, they are studied to determine if EL students met their annual yearly progress goal based on the results of their CST and CELDT scores. Necessary changes are implemented immediately for the new school year. • Professional development is provided for staff in the following areas: EL Master Plan Effective ELD and SDAIE strategy (training in ELA, Math, Science) Diversity and Equity training BCLAD/CLAD/SB395/SB1969 training offered by TCOE Standards-based instructional planning for ELD, ELA, Math, and Science <p>Title III funds may be used to pay stipends for EL Site Coordinators to collect records, coordinate testing, work with teachers after school and attend district EL meetings.</p>
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	<p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>d. The Monson-Sultana Joint Union Elementary School District will use Title III funds, as available, to encourage and promote broad involvement of the parents of EL students and the community. The school currently has written parent involvement policies and EL parents are involved in developing site plans. The school has a properly constituted English Learner Advisory Committee (ELAC). Leadership and parental involvement training is offered for parent leaders and members.</p> <p>Title III funds will, to the extent that they are available :</p> <ul style="list-style-type: none"> • Build capacity for strong parent involvement through technical assistance which will be made available for planning effective parent involvement and coordinating with other programs. • Provide both written and oral translation for parents who receive individual student assessment results and program descriptions. • Provide resources for teachers to work with parents to implement a School-Parent Compact that describes the responsibilities of the school, parent, and students in improving student achievement. • Provide classes for parents to develop skills, techniques and strategies to assist their children at home (CBET & Passport 2 Success). • Enable a training program for administrators and teachers on how to ensure that all communications that are sent home will be translated into the major languages represented at the site. • Provide oral translation for every advisory meeting and parent conference at both the District and site level. • For meetings the school hires staff to make phone calls to parents and offers child care.
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<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>2. The Monson-Sultana Joint Union Elementary School District currently offers daily ELD and SDAIE and/or primary language assistance in the core academic subjects in its SEI and ELM. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented. Ongoing monitoring of student progress takes place with close attention paid to the achievement of our AYP goals.</p> <p>ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Teachers in grades K–8 currently teach ELD lessons of 30–45 minutes, using adopted ELD supplemental materials. ELD is taught by a qualified teacher. Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). EL students at less than reasonable fluency in English are grouped together within their grade level for SDAIE instruction that is taught by a qualified teacher.</p> <p>Title III funds will enhance the current instructional program for EL students by providing, as funding is available, one or more of the following:</p> <ul style="list-style-type: none"> • Collaboration for teachers of EL students to meet by grade level to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessments • Leadership Team will guide grade-level conversations and research scientifically proven methodologies and materials that meet identified EL student needs • Reading materials for students at less than reasonable levels of fluency provided through ancillary materials in the adopted ELA series • Summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic subjects
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<p>Allowable Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>3. In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title II funds, to the extent they are available, may be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of:</p> <ul style="list-style-type: none"> • Knowledge of met cognitive and met linguistic skills through which EL students are taught the ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community • Strategies to identify potential interference between the primary language and English • A repertoire of strategies for literacy instruction • “Scientifically-based, research-based best practices” for reading comprehension. • The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessment • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>Title III funds may be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as: Strategic Schooling, SDAIE, ELD institutes, Cultural Diversity, Anti-bias training, Use of adopted ELA/ELD materials (AB 466 training/SB472), Effective instructional practices for culturally diverse students, Communicating with linguistically and culturally diverse parents, Step Up to Writing, Learning communities training, Thinking maps, AB 75/AB430 training for principals Curriculum planning ELD/ELA connections, Differentiated instruction, Standards-based lesson planning, Backward mapping design, Subject matter projects, Training for teacher certification</p>
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p>The district has continued to upgrade its programs effective instructional strategies through:</p> <ul style="list-style-type: none"> • Staff Development • Collaboration Days • Strategic Schooling Training • Adoption Alignment • Monitoring Staff • EL log review every six weeks • Classroom walk-through observations
Allowable Activities	<p>5. Provide -</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students b. intensified instruction. 	<ul style="list-style-type: none"> • Full day Kindergarten class • Extended day for grades 1-3 • Deployment in grade 1 for Core ELA • Supplemental Educational Services- Title I

6. Develop and implement programs that are coordinated with other relevant programs and services.

7. Improve the English proficiency and academic achievement of LEP children.

- Step up to writing through Migrant Program
- Thinking maps through Migrant Program

- Strategic Schooling Reading & Vocabulary Campaign

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>CBET/Passport 2 Success is offered through Dinuba Unified School District to our parents since we are their “feeder” district.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Education City (technology)</p> <p>Lexia SOS Reading (technology)</p> <p>Lexia Early Star Literacy (technology)</p>
	<p>10. Other activities consistent with Title III</p>	<p>Migrant Education Regional Affiliate</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ul style="list-style-type: none"> • The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; • The child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; • The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; • How the program in which their child is, or will be participating will meet the educational strengths and needs of the child; • How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; • The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; • In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ol style="list-style-type: none"> a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in L1 or SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals should be explained so that parents can monitor progress towards these goals.) d. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences) e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what is the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers). g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>Information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> • The right that parents have to have their child immediately removed from such program upon their request; and • The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; • The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual)</p> <p>When testing is completed, parents receive their child’s scores, the rationale for identification as EL or FEP, and an explanation of their child’s suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.</p> <p>Following initial placement, progress is formally evaluated at intervals during the year, and parents are informed in writing of their child’s scores (report cards) and any changes in program or classification.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual interpreters are available for individual mini conferences with parents with concerns or questions.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>If the District or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. The principal will answer any questions the parents may have and to inform them of their options regarding public school choice.</p>

Performance Goal 3: *By 2010-2011, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>As of February 2002, all teachers of Title I students meet the federal definition of highly qualified teacher. Other teachers who are not yet fully certificated are enrolled in an approved Intern program and have met subject matter competency.</p> <p>Student data indicate teacher's strengths at the primary level in all subjects, with mathematics a great need at the upper elementary level.</p> <p>In addition, all except two teachers are CLAD certified. The remaining two are enrolled in an approved program of study.</p> <p>Monson-Sultana Joint Union teachers are eager and willing participants in all district professional development programs and ongoing support programs such as Intern and BTSA support.</p> <p>Monson-Sultana Joint Union teachers continually seek out improvements in subject matter competence and instructional methodologies.</p>	<p>Continued professional development based upon increasing depth and breadth of attainment of the California Standards for the Teaching Profession is needed.</p> <p>Teachers have expressed the need for continuing professional development in standards-based curriculum content, instructional strategies, and assessment. This also includes such activities as backwards mapping/pacing calendars.</p> <p>Continued professional development (AB466/SB472) is also needed in literacy and mathematics, with emphasis on how to assure that all students and subgroups of students achieve proficiency in California's academic content standards.</p>

Performance Goal 3: *By 2010-2011 all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district in collaboration with all stakeholders and the County Office of Education, will conduct yearly professional development needs assessment of teachers and administration in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to California academic content and performance standards. Professional development goals will be created and monitored to assist staff to move student proficiency forward. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Supt/Principal Teachers TCOE Director of Curriculum</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: Research on effective professional development activities, programs and approaches will be reviewed to assure that activities assist teachers and administrators to ensure that all students will meet or exceed state content and performance standards. Special attention will be given to those topics and formats with the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups. The professional development system thus designed will be both coherent and differentiated based on teacher effectiveness and assignment. The system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as coaches for those who are less successful, depending on funding and availability.</p>	<p>Supt/Principal Teachers TCOE Director of Curriculum</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>

<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and monitoring professional development, the district will concentrate on the degree to which the program accomplishes the following: How well does it focus on students' meeting/exceeding key/essential standards through the use of state assessments? How close to the instructional work of teachers is the professional development situated? To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of student population in teachers' classrooms? How well do selected professional development resources apply to particular underperforming student populations? How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</p>	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>
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<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The professional development program will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet/exceed state standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment, and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that students meet or exceed achievement expectations on state standards.</p>	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>
<p>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Examples of activities include:</p> <ul style="list-style-type: none"> • Standards-based curriculum mapping • Standards based state and classroom assessments • Monitoring student achieving in essential standards • Differentiated instruction for varied learning modalities • Content area as needed • Effective instructional strategies • State and district adopted research-based instructional programs "Strategic Schooling" Technology 	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Technology-related professional development will be provided in accordance with the district's approved technology plan to assure that technology is integrated into all curricula and instruction and is focused upon increasing student literacy.</p> <p>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>In accordance with the district's approved Technology Plan, Title II, Part D funds and other district funds will be coordinated to assure that all students and teachers have increased and meaningful access to technology. Multiple sources of funds will be used as they become available to increase access and training.</p>	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source	
Salaries and Benefits	\$ 165,669	30100	Title I
Professional/Consulting Fees	3,436	37100	Safe and Drug-Free
Salaries and Benefits	4,733	40350	Title II Teacher Quality
Books and Supplies	265	40350	Title III Technology
Professional/Consulting Fees	2,709	40350	Title II Teacher Quality
Salaries and Benefits	10,635	58126	Title VI SRSA Grant
Materials and Supplies	1,461	58126	Title VI SRSA Grant
Salaries and Benefits	14,639	42030	Title III LEP
Books and Supplies	1,500	42030	Title III LEP
Salaries and Benefits	8,821	62860	ELAP
Books and Supplies	4,009	62860	ELAP
Professional/Consulting	250	62860	ELAP
Salaries and Benefits	3,975	40450	Title II Part D Technology
Services/Operating	199	40450	Title II Part D Technology
Salaries and Benefits	6,150	41100	Title V Innovative
Books and Supplies	3,310	64050	School Safety
Services/Operating	1,708	64050	School Safety
Professional/Consulting Fees	821	66600	TUPE
Salaries and Benefits	93,814	72500	SBCP
Salaries and Benefits	3,394	72710	CA PAR

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education	Amount: \$115,000
Purpose: Help educationally disadvantaged students succeed in the regular program.	

Other State or Local funds (list and describe)	Amount: \$ 3,960
TUPE 860	
PAR 3478	

Federal Programs

Title I:	Amount: \$127,743
Purpose: Help educationally disadvantaged students achieve grade level proficiency.	

Title V: Innovative Programs	Amount: 1,157
Purpose: Support educational improvement, library, media, and at-risk students.	

Other Federal Funds (list and describe):	Amount: 54,660
Title II, Part D Technology	\$ -0-
Title IV (SDFSC)	2,557
Title II, Part A, Teacher Quality	34,813
Title III, LEP	17,290

Total amount of state and federal categorical funds allocated to this school:	\$302,520
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(These are 2007-08 entitlements and do not include 2006-07 carryover)

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Thomas J. Giampietro	X				
Carol Johnson		X			
Rollin Heinrichs		X			
Kari Quintana			X		
Scott Harness				X	
Ericka Marroquin				X	
Angie Arroyo				X	
David Ramirez				X	
Total	1	2	1	4	0

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related 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:
 - School Site Council
 - English Learner Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
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 upon 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 originally adopted by School Site Council on May 15, 2003 and revised April 2006.

Attested:

Thomas J. Giampietro

Typed Name of School Principal

Signature of School Principal

Date: April 6, 2010

David Ramirez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date: April 6, 2010

EDITORIAL COMMENTS

Name	Thomas J. Giampietro
Organization	Monson-Sultana Jt. Union Elementary School District
Telephone #	559/591-1634
E-mail address	thomasg@msschool.org

Dear Keric:

The submitted plan has included goals that go into the 2010-2011 school year. It is the intent of our school district to revise this plan on a yearly basis to reflect annual growth.

If you have further questions, do not hesitate to contact me.

Sincerely,

Thomas J. Giampietro
Superintendent