



Riverside Unified School District Single Plan for Student Achievement



CDS#: 33 67215 6032643
County District School (7 digit #)

School: Hyatt Elementary

Year: 2010-11

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Date Approved by SSC: December 10, 2009

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Please check each box that applies to your school:

Non Title I

Title I School

TI Program Improvement Year - 1 2 3 4 5

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Mission/Vision & Districtwide Agreement

RUSD Mission: The mission of the Riverside Unified School District is to educate a community of lifelong learners prepared for the demands of the 21st century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

School Mission, Vision & Collective Commitments

Date of Revision: 11/20/08

MISSION (What is the purpose of our daily work?):

The mission of the Hyatt Community exists to empower students so that all will be prepared to meet or exceed the California Content Standards. We commit to working collaboratively to implement differentiated instruction and interventions that will ensure academic success for all.

VISION (Where do we want to be/what do we want to become in the future?):

We, the Hyatt Professional Learning Community, envision a school that builds upon its strengths to ensure its future. Our vision focuses on continual improvement of students' academic achievement fostered through a collaborative and supportive atmosphere of learning and well-being.

We envision a highly qualified and caring staff providing flexible and timely interventions to meet the specific academic needs of all learners. Our diverse population has access to an increasingly rigorous curriculum that is a framework for dynamic educational excellence that values each individual.

Our vision is measured by addressing targeted needs. These include a commitment to increase parental and community involvement while employing the most effective and standards-based instructional strategies to meet Adequate Yearly Progress (AYP) goals. This document remains a flexible blueprint for positive growth and strategic change dedicated to support the challenges and demands of our future.

COLLECTIVE COMMITMENTS (What will all stakeholders commit to in the pursuit of our mission and vision?):

- The collective commitment for Hyatt is to continue on a journey towards the learning of all students to their highest academic learning potential. It is a dynamic and ever-changing road where college attendance is possible for all students. It is a place where mutual respect for its members and their contributions are valued. It is a place where all strive to demonstrate initiative, responsibility and self-discipline. Finally, Hyatt Elementary School is a place where individuals devote themselves to learning.

1. Provide High Quality Curriculum and Instruction that incorporates design elements for good first teaching that includes:

- Clearly defined two-part learning objectives for English Language Arts and Mathematics aligned to grade level standards.
- Connection to prior knowledge
- Explicit, systematic direct instruction with modeling
- Employment of engagement strategies throughout the lesson that include Marzano's High Yield Strategies and Schlechty's Lesson Design Elements, and Bloom's Higher Order Thinking Skills.
- Highly Structured Practice
- Checking for Understanding for all students prior to assigning Independent Practice
- Immediate corrective feedback to students
- Appropriate Independent Practice

- Universal Access for all students
 - Interventions including pre-teaching and re-teaching
 - Opportunities for depth, complexity and acceleration for benchmarks and advanced students
 - Daily, systematic ELD instruction for all English Learner Students.
 - Use of appropriate SDAIE strategies during whole class and small group instruction.
2. Actively participate in Cognitive Planning sessions for each Houghton-Mifflin English Language Arts Theme that includes the following:
- Planning engaging lessons that are differentiated to address the learning needs of every student.
 - Planning for and creating two-part learning objectives for target areas(Reading Comprehension, Vocabulary, Fluency, and Writing)
 - Analyzing formative and summative assessments to determine areas of strength and weakness; create a plan for improvement for the next theme assessment; create and apply a plan to: strengthen engagement in a selected target area; and make a plan for reviewing or re-teaching specific grade-level skills prior to the CST. Review goals set and determine whether the plan worked or needs revising. Interventions will be timely and monitored for effectiveness.
3. Elicit and require mandatory student engagement throughout the learning.
4. Communicate with parents regarding the academic performance and social behavior of the children through the following:
- phone calls
 - newsletters
 - progress reports
 - report cards
 - Student Planners (Binder Reminders)
 - weblockerz
 - e-mail
 - Parent Conferences

As Administrative Staff at Hyatt Elementary School, we commit to:

- Provide a safe and orderly learning environment for all students.
- Monitor that the Riverside Unified School District -Wide Agreements are implemented.
- Ensure that Houghton-Mifflin instructional time is held sacred by not allowing any disruptions to the first two and one-half hours of each day.
- Observe teaching and learning by visiting each classroom a minimum of once per week for either a formal/informal observation or CWT.
- Meet with grade level teams to review data upon administration of SCOE and Math benchmark assessments to ensure that all students who are not yet proficient are identified and receive systematic interventions and academic support.
- Set aside money and time to provide for cognitive planning and other staff development that teachers need in order to deliver high quality curriculum and instruction.

As students of Hyatt Elementary School, we commit to:

- Respect everyone at Hyatt including teachers, students, staff, and visitors
- Come to school ready to learn with a good attitude
- Be prepared with necessary supplies
- Do class work well, and turn it in on time
- Pay attention and stay on task
- Do your personal best on assignments and tests
- Complete homework and turn it in on time
- Be sure to give important papers to parents on the same day given, and return them when due
- Be good citizens, respect school and personal property, listen carefully, and follow directions
- Will follow the district dress code and dress appropriately

As parents of Hyatt Elementary School, we commit to:

- Support Hyatt's goals and objectives for their child's learning, including sending him/her to school on time, rested, well fed and ready to learn
- Become positive, active participants in their child's education
- Examine and monitor papers, textbooks and other student work to be aware of their child's academic progress
- Maintain open and positive lines of communication between their child and teachers
- Make an effort to attend and participate in all conferences and school functions as well as requesting additional conferences as needed
- Be available to help their child complete homework assignments together and/or independently
- Provide structured time, place and resources necessary for their child to complete all homework assignments
- Review, support and model Hyatt school rules as set forth in the Parent Handbook for all students

Analysis of Current Instructional Program

Standards, Assessment and Accountability

Describe how you use state and local assessments to modify instruction and improve student achievement.

As a professional learning community, teachers analyze state and local assessments through the use of data protocol meetings. Data protocol meetings are held four to five times throughout the year, upon the administration of SCOE and Math Benchmark Assessments. Initially, CST as well as end of year benchmark results are analyzed before the beginning of the new school year to determine how students performed on state assessments. This analysis allows teachers to develop beginning of the year instructional groupings in the areas of language arts, mathematics, and English language development. These groups remain flexible and fluid and are used to form Universal Access, English Language Development, small groups as well as serve to identify groups of students who would benefit from HEARTS and/or the Fall Intervention program. The use of standards-based common assessments such as INSPECT, Math Benchmark tests, and English Language Development assessments (ELLA) are similarly used to monitor and modify student instructional groupings. During grade level data protocol meetings teachers begin by analyzing student results and determining areas of strength and weakness as they pertain to their individual class and team. The achievement of significant subgroups such as EL, Social Economic Status, and Hispanic are also analyzed to determine yearly progress. The primary objective is for teachers to share successful teaching and engagement strategies and create an instructional response for improvement in a specific target area. After the data analysis phase, teachers conduct classroom walk throughs (CWT) with the administrator into grade level classrooms. During the classroom visits, teams look for best practices as it relates to the following; the use of two-part objectives, student engagement, and differentiation of instruction. These three areas then become the focus of the planning phase in which teachers use district adopted curriculum, state standards, CST released questions, and research based instructional and engagement strategies to develop the instructional plan in each of the three aforementioned areas. During this phase teachers also identify which grade-level skills need to be reviewed or retaught prior to the CST as well as set specific goals for improving student achievement that reflect incremental movement towards their end of the year AYP and SMART goals. Lastly, these goals are monitored and reviewed during the following data analysis meeting to determine whether or not the plan for improvement was successful.

Describe how you use data to monitor student progress on curriculum-embedded assessments and to modify instruction.

The use of Data Director and OARS allows us to monitor student progress on curriculum embedded assessments such as INSPECT Blueprint Assessments, teacher created, standards-based, common assessments, and Math Benchmark tests. OARS as well as Data Director enables teachers to obtain Item Analysis, Individual Unit and Unit Comparison Reports that identify target areas of instruction. These target areas provide the focus for data protocol meetings, early release grade-level planning sessions, staff development, and English Language Arts and English Language Development coaching support. In order to modify current instructional practice, teachers need to be aware of trends from previous years so they do not continue to recur. An Item Analysis allows teachers to determine what areas within the adopted curriculum may need to be emphasized, augmented, and/ or modified to ensure student success. Individual Unit Reports provide yet another avenue for teachers to analyze and monitor student progress by determining the percentage and names of students at the various proficiency levels (intensive, strategic, benchmark, and advanced) and use demographic filters to generate data by significant subgroups (ELL, Hispanic, Social Economic Status). Unit Comparison Reports differ from Individual Unit Reports in that they allow teachers to compare students' progress over various curriculum-embedded assessments rather than just the one. These results resurface in the classroom through the use of Class Progress Charts and Monitoring Learning Charts in which teachers have students keep track of their performance and set goals for upcoming curriculum-embedded assessments as a group and as individuals.

Staffing and Professional Development

What percentage of teachers and paraprofessionals are NCLB compliant?

100% Teachers / 100% Paraprofessionals

Describe the leadership strategies used to increase the probability that highly qualified and effective teachers remain at your school.

Through our Professional Learning Community, Hyatt's staff works as a team to focus on student and school needs. The Leadership Team is committed to collaboration and goal setting. On-going collaboration provides teachers support as they meet each week to plan instruction, analyze results, and design interventions for students that are performing below grade level standards and expectations. The energy and discussions of weekly collaboration serve to set the tone of shared leadership for Hyatt. Hyatt's strategies for shared leadership center on the Professional Learning Community model using group adopted norms, which drive meetings, allow teachers access to professional coaching and planning time during the regular school day, provide extra time and support through Title 1 interventions for at-risk students, and encourage/direct teachers to follow, develop and implement the California Standards for the Teaching Profession. In addition, shared leadership is a hallmark of a Professional Learning Community and grade level meetings are facilitated by leadership team members. A sense of efficacy is promoted through a cooperative attitude in planning instruction and interventions for students below proficiency. Moreover, teachers share leadership at staff meetings in presenting topics that pertain to enhancing the level of instruction across grade levels and curriculum areas. Team/staff meetings give teachers a forum to share information, ideas, and concerns. The participation of first year teachers in BTSA offers them further opportunities to extend their collaboration with teachers within the district. Highly qualified, reflective and effective teachers remain the backbone of Hyatt's instructional program. The principal's instructional leadership is critical in improving student achievement. Hence, the principal participates and collaborates in data analysis meetings with all grade levels to provide direction and support as teachers refine instructional effectiveness. Honest and open dialogue focuses on concerns and identification of support teachers need to increase achievement. There is an open door policy that ensures the principal's availability to discuss concerns and celebrate successes. Frequent informal walk throughs are conducted to monitor adherence to RUSD's District Wide Agreements. These include the following: daily two-part objectives, student engagement, differentiation of instruction, and timely interventions. The principal establishes a focus on learning, building a professional learning community, acting strategically and sharing leadership, and creating instructional coherence to achieve instructional improvement goals.

Describe how staff development is aligned to content standards, assessment of student performance and professional development needs.

Staff Development is critical to the quality of instruction and to increases in student achievement at Hyatt Elementary School. Preparation of teachers and ongoing support for their continuing professional development is expected of all teachers. Student performance data is analyzed after each assessment to reveal instructional areas of need at each grade level. The result of that analysis allows teachers to participate in collaborative coaching that focuses on the classroom implementation of curriculum content and analysis of student responses (item analysis) to teaching through coaching, specifically focusing on the integration of research-based teaching practices into classroom instruction through demonstration and practice. Focusing on aligning content standards to identified needs based on item analysis, professional development is created to meet student learning needs. For example, professional development is focusing this year on skillful implementation of HM curriculum which includes an in-depth look at the grade level content standards and their connections, the structure of the assessment outcomes, and systems used to measure mastery of grade level standards. The instructional component is supported with staff development which is focusing on reading fluency, reading comprehension, and vocabulary. Teachers skillfully implement HM curriculum, focus on key standards, and implementation of quality initial instruction. Teachers are focusing on student learning, with attention given to tailoring curriculum and instruction to students' needs, all of which is compatible with current research and the English Language Arts Content Standards. Our administration has made a commitment to ensure support, ongoing follow-up, and evaluation of this professional development. Staff development is provided to support the results of progress-monitoring assessments that require teachers to monitor student progress every six to eight weeks.

Describe how you will provide ongoing instructional assistance and support for teachers (e.g., use of instructional coaches and staff development specialists).

The English Language Arts /English Language Development contact person and Math Coach collaborate to provide instructional support to teachers through an integration and connection between best practices for the two curriculum areas, providing trainings, coaching, demonstration lessons, planning and instructional management of materials. Staff Development Specialists in Riverside Unified School District are scheduled for trainings at our school site to reinforce best practices and instructional strategies based on teaching to the standards. These Specialists also work with the coaches in analyzing data and creating constructs in support of the classroom instructional program. Our teachers are informed and encouraged to attend Riverside Unified School District and County trainings at the district with an expectation that they will share their new knowledge with their colleagues at the school site.

To build on the weekly planning time, all teachers use weekly collaboration sessions to analyze data, identify the skills and strategies not being met proficiently, and then write a prescriptive plan of action for all of the students and subgroups. Indicators of critical skills and strategies are used to identify students at risk of difficulty and in need of specialized instruction. The English Language Arts/ English Language Development contact and Math coach meet with each grade level team to help identify specific learning needs based on the content standards, address instructional and management issues, and group students by need for instructional support. Ongoing assessment of student performance is linked closely to instruction and curriculum activities as well as school-site goals, district and state standards, and state assessments. At these meetings, grade level, student, personal and classroom goals are established. Ongoing progress monitoring and other assessment data are used by teachers to reflect on instructional effectiveness and to identify support teachers may need to improve their own practice.

Describe your teacher collaboration process by grade level or department.

After establishing goals and identifying needs through the analysis of results, teachers meet to plan powerful instructional techniques and strategies. The Professional Learning Communities, Teacher Collaboration Time is well established and valued by all teachers, support staff and administration. After early dismissal every Thursday, teachers meet with their grade level colleagues to analyze data, design and discuss curriculum, create plans for interventions and enrichment for our Advanced and GATE students, and construct instructional lessons and resources. Indicators of critical skills and strategies are used to identify students at risk of difficulty and in need of specialized instruction. The English Language Arts/English Language Development coach and Math coach meet with each grade level team to help identify specific learning needs based on the content standards, address instructional and management issues, and group students for instructional support. Ongoing assessment of student performance is linked closely to instruction and curriculum activities as well as school-site goals, district and state standards, and state assessments. At these meetings, grade level, student, personal and classroom goals are established. Ongoing progress monitoring and other assessment data are used by teachers to reflect on instructional effectiveness and to identify support teachers may need to improve their own practice. Another example of teacher collaboration is demonstrated by the many support systems created to enhance the base instructional programs focused on developing student academic achievement. Title 1 teachers are to support our English Learner students in grades four through six who are scoring two or more years below grade level. In creating a common English Language Development time across grade levels has also allowed for planning cooperation, enhanced quality instruction, appropriate interventions, and encouraged collaborative enrichment programs were appropriate. In grade level teams, both weekly in the afternoon on early release day and after each Theme or Benchmark assessment, teachers and coaches meet to analyze student progress on curriculum-embedded assessments so as to modify and differentiate instruction to meet student and classroom needs. Weekly planning time is built in every Thursday in which teachers at all grade levels meet with the support staff of the English Language Arts/English Language Development and Math coaches to plan and develop two-part learning objectives for their targeted area of need as well as develop common assessments. Teachers collaborate on early release days to plan for the various curricular areas.

Teaching and Learning

Describe how you ensure that all standards-based instructional materials are available to all students.

Under the guidance of the School Administration and the cooperation of the Leadership Team, all students are provided with the instructional materials in the areas of Language Arts, Mathematics, English Language Development, Science and Social Studies as adopted and provided by the Riverside Unified School District. Additionally, categorical funding and base budgets supplement the integration of Mathematics, English Language Development, and English Language Arts across all curricular areas. The staff routinely inventories materials and keep records to ensure compliance with the Williams Act criteria, informs parents of our compliance, and monitors distribution and usage of all instructional materials.

Describe how curriculum, instruction and materials are aligned to content and performance standards.

Curriculum and instruction are aligned to California State Standards in all curricular areas, supported by teacher use of state and district adopted programs. This alignment creates a sense of stability, consistency and coherence for our efforts to improve student academic performance. Assessments, including state mandated, teacher created, and program generated, are given both to inform students of their academic progress and to inform teachers of their instructional practices. Students are also formally assessed in Language Arts every four to six weeks using the INSPECT Assessments, and four times during the year through the use of benchmark tests in Mathematics. By checking for understanding, a strategy embedded within the Direct Instruction model, teachers constantly assess the needs of their students throughout the day. Data Director has been adopted and purchased by the District for all Riverside Unified School District schools in order to facilitate data retrieval and analysis. All certificated staff members have been trained on accessing their own individual data. Hyatt has committed to work on developing and articulating formative assessments in Language Arts and mathematics to bring consistency within and across grade levels in this area.

Opportunity for Equal Educational Access

Describe the services that are provided by the base program that enable underperforming students to meet standards.

The staff has committed to skillful implementation of the base programs provided by the State, including all of the support materials we have available to help underperforming students meet the standards. This includes providing a grade level time for Universal Access to Core Curricular materials so as to differentiate instruction for students in the standards in English Language Arts. Engaged academic time where the students are actively participating in appropriately challenging tasks is maximized. Classroom and school time are allocated to activities and content that is highly correlated with essential reading, literacy and mathematic skills. Teachers also provide small group instruction based on flexible student groupings created around common needs identified through a regular assessment schedule with the support and involvement of instructional coaches. Students with special learning needs are provided additional instructional time and support. Additional time is allocated within the school day, after school, and during vacation periods as necessary through our HEARTS program, Social Economic Status program, teacher tutoring, Math Skill Club, Book Clubs, and summer school academy to support student learning. Also, our school extends learning time for all students through a comprehensive and connected Homework Program, and by promoting independent reading outside school in daily at-home reading assignments and expectations involving Accelerated Reader, and family and community literacy activities. Students with reading or mathematic difficulties are provided with opportunities for more intensive systematic teaching and practice to learn the skills and strategies needed for meeting the standards. Those students with more intensive needs requiring special education services may need further instructional differentiation based on their individualized education program. English learners develop proficiency in English and in the concepts and skills contained in the English-Language Arts Content Standards. Emphasis is placed on instruction in reading, writing, speaking and listening in all content areas, and then simultaneously instruction for these students in the acquisition of academic vocabulary and structures of the English Language. Teachers meet regularly to create action plans for achievement, based on data, for underperforming students during cognitive planning time, professional learning community meetings, and student study team meetings. Our Psychologist and Resource Teacher focus on underperforming students who need support emotionally and intellectually. Teachers view the learning of our students as the responsibility of all teachers or grade level. That attitude supports students in knowing that we are a team committed to their success.

Describe the research-based educational practices that are used to raise student achievement.

As indicated by Marzano (2007), three general characteristics of effective teaching include the use of effective instructional strategies, effective classroom management strategies, and effective classroom curriculum design. Among Hyatt's use of research based effective instructional strategies is setting objectives and providing feedback. Communicating a two-part learning objective aligned to grade level standards and referencing it throughout a lesson or unit is not sufficient enough to enhance student learning. Continual monitoring of student understanding throughout a lesson or unit is a key factor in determining and celebrating student success. Marzano's high yield strategies (i.e. similarities/ differences, summarizing and note-taking, non-linguistic representations, questions, cues, advance organizers, generating and testing hypotheses, cooperative learning, reinforcing and providing recognition and homework and practice) contribute to concept attainment.

Describe the transition strategies that are used to assist students entering Kindergarten/7th/9th grade.

The Hyatt Kindergarten Staff conducts an orientation for parents before school begins to support a smooth transition into the Hyatt School family for students and parents. Teachers conduct inservices at some of the day-cares which will enroll future Hyatt Kindergarten students. Contact is made with neighborhood preschools to ascertain if any of the students there will be attending Hyatt, and information is then shared with parents. Currently our Special Day Preschool Program involves its parents and students with our general school population through assemblies, Back to School Night, Open House Night, and cross grade level "buddy" programs. Additionally, students will participate in schoolwide activities, such as Fire Drills and Disaster Preparedness Procedures thereby becoming familiarized with the Hyatt campus procedures, routines and rules. Lastly, the school office and Kindergarten teachers disseminate letters and information to prospective Kindergarten parents regarding meetings, and provides them with district and Hyatt rules, information and procedures.

Involvement

Describe the strategies and services used to increase parental involvement/education that will support students in becoming proficient in grade level standards.

Parental involvement and education remain an ongoing goal and challenge at Hyatt. Because Hyatt is not a "neighborhood" school and is poverty impacted, many Hyatt parents have difficulty attending events, meetings and parent involvement/education classes on campus. In an effort to involve parents, **Hyatt will continue to offer and provide transportation to school events** and a flexible time schedule to accommodate working parents for these functions. Teachers provide formal and informal contact with parents to keep them informed on student academic and social needs through: notes sent home; Progress Reports; phone call contacts; weekly/monthly newsletters; parent/teacher conferences; home visits; Student Study Team and I.E.P. meetings. Parents are involved as partners in drafting group action plans and grants in support of grade level proficiency for their children. Hyatt parent groups, such as the English Language Acquisition Committee (ELAC), Parent/Teacher Association (PTA), Compensatory Education District Advisory Committee (CEDAC), District English Language Acquisition Committee (DELAC) and School Site Council (SSC), provide a forum for English and Spanish speaking parents to become active participants. Parent Title 1 training meetings, Kindergarten Orientation, and parent education sessions at each grade level based on priority learning needs in Language Arts, Mathematics and English Language Development, along with daily formal and informal contacts, also serve to inform parents. These vital communications better enable parents to support their child's attainment of learning proficiency. Arrangements have been established to allow parents to ride school buses to and from school for parent trainings and school events. Parent Education opportunities will be conducted during the Winter of 2010. PTA meetings, student performances and parent education trainings (such as Helping your child reading) are planned for on-campus in the evening and other flexible times. Parents are encouraged to participate as volunteers on campus, and are supported in finding transportation to and from the school. Parent involvement in their child's learning is valued by all Hyatt staff, and is nurtured as a vital link to student grade level standard proficiency and advancement. PTA meetings, student performances and parent education trainings are planned for on-campus in the evening and other flexible times. Parents are encouraged to participate as volunteers on campus, and are supported in finding transportation to and from the school. Parent involvement in their child's learning is valued by all Hyatt staff, and is nurtured as a vital link to student grade level standard proficiency and advancement.

Developing students proficient in Language Arts is the concern of the entire school community: teachers, parents, community members, college and university partners, and business and industry. We recognize that they can all make significant contributions toward expanding student learning opportunities and designing and implementing exemplary programs. During Parent Education Nights and Parent Conferences, both formal and informal, parents are well informed about the English Language Arts and Mathematics content standards, the District's curriculum and assessment programs, the progress of their children in learning through data analysis, and specific Action Plans developed for their children to support proficiency in grade level Language and Mathematics standards. Parents are encouraged to involve themselves in education and are supported in their effort to improve their children's learning in all subject areas.

Funding Source: Parent Education Grants, Title 1, ARRA, EIA SCE, EIA LEP, and ELAP

Describe the involvement of parents, community representatives, classroom teachers, other school personnel and students (in secondary schools) in the planning, implementation and evaluation of the Single Plan for Student Achievement.

Hyatt Parents and community members are involved as partners in education in the School Plan and helping write grants in support of grade level educational field trips such as the 6th Grade Science Camp for the children. During the School Site Council meetings and English Language Acquisition Committee meetings, data is compared and analyzed for strengths and weaknesses by student groups and grade level instruction. Based on that analysis, questions are asked by the members of the committees and recommendations solicited for academic and instructional supports. Classroom teachers at Hyatt have a strong ownership of the planning and writing of the SMART Goals, along with giving recommendations for the Action Plans. The School Plan is shared with parents at School Site Council and English Language Acquisition Committee meetings to garner their ideas, recommendations and support. A plan for evaluation of the School Plan is also developed and shared with all of the parents and staff members. Members of the Hyatt Community, including teachers, other staff members, and parent members, participate in a walk through and Program Quality Walk through in conjunction with recommendations for the action plans. These walk throughs look for evidence of student engagement and research based instructional practices outlined in the School Plan. The data gathered, and the analytical discussions that follow, serve to evaluate the effectiveness of the implementation of the programs allocated in the School Plan.

Funding

Briefly describe the services that will be provided by categorical funds that enable underperforming students to meet content standards (Details are provided in Action Plans).

Hyatt's budget provides materials and services to enable underperforming students to meet grade level standards. Resources needed as a result of a Staff Needs Assessment are: additional phonics readers; technology for student use; resources to support training using "Classrooms That Work" by Marzano; resources and materials for staff development in Science, Interactive Writing, and Shared Reading; software and student reading material in support of the Accelerated Reader Program as an aid to improve reading comprehension; materials for student folders to promote organizational skills (third through sixth grades); additional computers and printers for classroom and student use; the services of a Literacy contact and a 50% Math Coach to support teachers in reading comprehension and writing strategies and number sense; and services and materials to develop and coordinate a Title 1 intervention program that supports parent education and involvement and provides the services of UCR educational graduate students, student teachers, America Reads and America Counts students, and education students from UCR and Cal-State San Bernardino with over 20,000 hours of classroom assistance (including tutoring, small group instruction and supervision) across the curriculum at every grade level. Each grade level meets after every INSPECT assessment to identify materials/services needed to support targeted Priority Learning Needs.

Ongoing Evaluation Reporting

Describe how staff and School Site Council use data from the California Standards Tests (CSTs), the Academic Performance Index (API), and the Adequate Yearly Progress (AYP) index to evaluate schoolwide and subgroup academic achievement.

Assessment results are analyzed each year to determine areas of strength and weakness in instructional programs and in the implementation of teaching strategies. Analysis leads to targeting specific skills and subgroups of students for improvement. The California Standards Test (CST) results are analyzed and compared to previous years' results to determine the effectiveness of each grade level's instructional program as well as teacher effectiveness over time at each grade level. Changes from year to year will cause grade level teams to analyze factors which contributed to changes in academic gains or losses. The Academic Performance Index (API) results are used to identify achievement gaps existing between and among significant subgroups, inclusive of students from low socio-economic (SES) home environments. Since most of our students (77.70%) are from low SES environments regardless of ethnicity, we will use results to determine whether there is a significant gap between English learners and non-English language learners. The AYP, with its requirement of the testing of at least 95% of all students at a school site, will be used to ensure that all subgroups are adequately represented in test results so that they accurately reflect the overall performance and progress of each student subgroup. The differences between the performance of each subgroup in relation to the established AYP targets for all students will be used to determine whether subgroups are making the same rate of growth towards targets and where school-wide interventions need to be implemented.

Describe how staff and School Site Council will evaluate the effectiveness of your plan on an ongoing basis.

School Site Council is a parent advisory committee, which is actively engaged in monitoring the school plan and programs. As part of the annual program review, School Site Council members in collaboration with other parents and school staff, will systematically review achievement data derived from benchmark assessments, and visit classrooms to monitor the implementation of the school plan's components across grade levels. Observation results will be formally shared with the entire School Site Council and school staff. The review committee is called the Program Monitoring Committee.

Describe how individual student assessment results will be shared with parents.

Parents are formally informed of individual student progress by means of the standardized testing results which they receive from the state and an annual parent/teacher conference conducted in the parent's primary language. Staff also facilitates on-going communication with parents through use of trimester report cards and four-week progress reports sent home for parent information. Teachers communicate with parents through phone calls, Student Study Team, Individual Educational Plan, (IEP), meetings, home visits, and additional parent conferences.

English Language Arts

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other Social Economic Status	Other Hispanic
Grade level/course: K SMART Goal: By June 2011, the percent of Kindergarten students scoring proficient or advanced in English Language Arts will increase to 91% as measured by the average score of the DIBELS NEXT assessments of all students for every subgroup.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: 1 SMART Goal: By June 2011, the percent of First grade students scoring proficient or advanced in English Language Arts will increase to 74% as measured by the average score of the DIBELS Next assessments of all students for every subgroup.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: 2 SMART Goal: By the end of the June 2011, the percentage of students scoring Proficient or Advanced on the CST in English-language arts will increase from 42% to 50% and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth..	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 3 SMART Goal: By the end of the June 2011, the percentage of students scoring Proficient or Advanced on the CST in English-language arts will increase from 40% to 48% and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 4 SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in English-language arts will increase from 64% to 72%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 5 SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in English-language arts will increase from 61% to 70%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

English Language Arts

English Language Arts							
SMART Goals and Action Plan for Improved Performance			Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)			Date: (To be completed in the Fall of 2011)				
			Schoolwide	English Learners	Special Education	Other Social Economic Status	Other Hispanic
<input type="checkbox"/> Not Applicable Grade level/course: 6 SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in English-language arts will increase from 59% to 67%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
How will progress during the year be monitored? Data is collected through common assessments, Houghton Mifflin Theme Tests, INSPECT teacher created, short- cycle common assessments, and CST Blueprint Assessments. In Team and Grade Level meetings, Cognitive Planning Meetings, Professional Learning Committee Meetings, and in Trimester Instructional Meetings between the teacher and the Administration, data is analyzed through data protocols to determine focus standards, specific needs of the students, and development of Action Plans to meet identified needs.							

Action Plan for English Language Arts

<p align="center">Actions to be Taken to Reach These Goals</p> <ul style="list-style-type: none"> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions 	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
<p>Instructional Service Specialists will work with teachers in grades K-6 to provide instructional assistance and support to all teachers about the content and delivery of language arts instruction. Outside experts (Riverside county Office of Education) will consult with grade levels to engage in standards-based planning in order to skillfully implement the HM curriculum. CST blueprints and CST release questions are analyzed so that teachers understand the rigor of each grade level standard.</p>	<p>August 2010 through June 2011</p>			
<p>English Language Development contact will help teachers develop lessons to increase language development and content knowledge for all English learning students, as well as analyze CELDTdata for English Learning students.</p>	<p>August 2010 through June 2011</p>			
<p>Use of instructional technology to support SMART goals set in ELA and Math, as well as improve student engagement.</p>	<p>August 2010 through June 2011</p>	<p>Laptops, document cameras, LCD projectors, and promethean boards</p>		<p>Title 1, EIA SCE, EIA LEP, ELAP</p>
<p>Resources needed as a result of a Staff Needs Assessment are: additional phonics readers; technology for students use; AR libraries; and resources to support training using "Classrooms That Work" by Marzano.</p>	<p>August 2010 through June 2011</p>			<p>Title 1, EIA SCE, EIA LEP, ELAP</p>
<p>Instructional math coach will work with teachers in grades K-6 to provide instructional assistance and support to all teachers about the content and delivery of language arts instruction.</p>	<p>August 2010 through June 2011</p>			<p>Title 1, EIA SCE, EIA LEP</p>
<p>Grouping of students ability to provide intensive differentiated instruction during Universal Access time for grades first through six.</p>	<p>August 2010 through June 2011</p>	<p>*Instructional Supplies*Material</p>		<p>Title 1, EIA SCE, EIA LEP, ELAP</p>
<p>HEARTS After School Program to support literacy concepts taught during the school day to intensive and strategic students.</p>	<p>August 2010 through June 2011</p>			<p>Title 1, EIA SCE, EIA LEP, ELAP</p>
<p>Tutors from University of California Riverside to assist students during Language Arts time.</p>	<p>August 2010 through June 2011</p>			<p>Workstudies through UCR</p>
<p>Professional Learning Communities teacher collaboration once a week during early release days.</p>	<p>August 2010 through June 2011</p>			
<p>Cognitive Planning after INSPECT BPA assessments, teachers may be released to analyze data, set goal for target area(s), create action plan, and standards-based planning to target student learning needs identified.</p>	<p>August 2010 through June 2011</p>	<p>*Substitutes*Materials</p>	<p>Required after each Theme assessment is given for each teacher in each grade, \$100.00 per substitute</p>	<p>Title 1, EIA SCE, EIA LEP, ELAP</p>

Action Plan for English Language Arts

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
Aligning Objectives with key content standards for all grade levels.	August 2010 through June 2011	Staff Development		Title 1, EIA SCE, EIA LEP, ELAP
Parent Involvement and Communication	August 2010 through June 2011			Title 1,EIA SCE, EIA LEP, ELAP
Staff Development will include: Marzano's High Yield Strategies, Schelchty's Student Engagement and Design Qualities, Ruby Payne Framework for Understanding Poverty, Setting Goals, Focus Walls, Direct Instruction, Universal Access, Bloom's Taxonomy, English Language Development Professional Growth, English Language Arts Professional Growth, and SB 472 English Language Development.	August 2010 through June 2011			Title 1,EIA SCE, EIA LEP, ELAP
Implementation of Accelerated Reader program with rewards for reading and increasing zpd.	August 2010 through June 2011	*Incentives*Rewards*Promotion		Title 1, EIA SCE, EIA LEP, ELAP
Interventions for all grade levels will include additional small group instruction during Universal Access Time and extended learning time after school. Components of technology will provide access for all students to reinforce learning through i-tree tools.	August 2010 through June 2011	*Supplies*Substitutes		Title 1, EIA SCE, EIA LEP, ELAP
Resource Teacher to implement Read 180 curriculum for students in grade 4 thru 6, who are two to three years behind. Provide small group intervention in reading, math, and ELD for struggling students.	August 2010 through June 2011	Resource Teacher	1.0 FTE	Title 1, EIA SCE, ARRA

Interventions specifically for underperforming students:

1. Students will continue to participate in flexible, Title 1 small instructional groups and or one-to-one with Title 1 Resource/Intervention Specialist or Resource Specialist Program teacher for 30 minutes at least four days a week.2. Students will participate in pre-conference Student Study Team and or move to full Students Study Team meetings for regular education and Individual Educational Program meetings for Special Education. 3. Students will continue participation in Accelerated Reader with extra motivation, incentives and learning activities with teacher and Title 1 Staff.4. Students will receive an additional 30 minutes of instruction or conference time with Title 1 staff 1 to 2 times every four to six weeks in order to analyze progress, set goals, and review standards being taught in small groups in the classroom or in the Title 1 tutorial.5. Students will be provided with extended learning time opportunities through an after school program from September 2009 through June 2010.6. UCR tutors will be hired through the America Reads and America Counts program to provide additional tutoring for students.7. HEARTS after school program to reinforce standards and learning.8. Differentiated small group instruction for Long-term ELLs by ELA /ELD coach during the school day.9. Extra Support for English Only speaking students in Science or Social Studies during English Language Development block. 10. University of California Riverside college students working under the guidance of classroom teacher to tutor identified students. 11. After school Tutors for Accelerator Reading Program to identified students during after school hours. 12. AmeriCorps tutors to work with intensive and strategic students in the areas of fluency, vocabulary, and reading comprehension.

English Language Learners	
SMART Goals and Action Plan for Improved Performance	Verification
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)
<p>AMAO 1 (increase% of ELs making annual progress in learning English as measured by the CELDT) 2010-11 Target = 54.6</p> <p>SMART Goal: On the next California English Language Development Test (CELDT) results, the percentage of English Language Learners making progress in acquiring English as measured by the CELDT will increase from 65.3% to 78%.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>AMAO 2 (increase% of ELs attaining English proficiency on the CELDT)</p> <p>Less than 5 Years of EL Instruction: 2010-11 Target = 18.7</p> <p>More than 5 Years of EL Instruction: 2010-11 Target = 43.2</p> <p>SMART Goal: In the next California English Language Development Test (CELDT) results, the percentage of English Language Learners, who have received less than five (5) years of EL instruction, attaining English proficiency as measured by the CELDT will increase from 31.5% to 37.8% on AMAO 2.</p> <p>In the next California English Language Development Test (CELDT) results, the percentage of English Language Learners, who have received more than five (5) years of EL instruction, attaining English proficiency as measured by the CELDT will increase from 42.1% to 50.5% on AMAO 2.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>AMAO 3 (increase% of ELs meeting AYP requirements for EL subgroup) 2010-11 District Target = ELA 67% and Math 67.3</p> <p>SMART Goal: By Spring 2011, the percentage of English Language Learners meeting the AYP requirements on the CST for English Language Learners will increase in Language Arts from 36.2% to 43.4%, and in Math from 52.2% to 62.6</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Long Term English Learners-5+ years in EL program (increase% of LTELs meeting reclassification criteria)</p> <p>SMART Goal: By June 2011, we will have 80% of our Long Term English Language Learners (LTEL's) reclassified in the 2010-2011 school year</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Reclassified Fluent English Proficient -R-FEP (maintain or increase% of R-FEPs proficient on CST)</p> <p>SMART Goal: Based on CST results for Spring 2010, 54% of our R-FEP students scored proficient or advanced in ELA. We will increase our percentage of R-FEP's scoring proficient or advanced to 65% on the 2010-2011 CST.</p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

English Language Learners

How will progress during the year be monitored?

Monitoring will be conducted during the year, using student achievement data to monitor the progress of all English Learners. Teachers will be given a current list of their English Learners with CELDT levels to differentiate instruction. Data will be collected through common assessments, Houghton Mifflin Theme Tests, Reading Lions, DRA's, and teacher observation. In Team and Grade Level meetings, Cognitive Planning Meetings, Professional Learning Committee Meetings, and in Trimester Instructional Meetings between the teacher and the Administration, data will be analyzed through criteria protocols to determine needs of the students and develop Action Plans to meet those needs and take into consideration the language level of each English Learner and to continue to develop.

English Language Development Coach will monitor students that are possible candidates for reclassification. English Language Development Coach will monitor students that have reclassified within two years. English Language Development Coach will monitor Long Term English Learners (LTELs) and help teachers with action plans to meet reclassification criteria. During the year, Hyatt will use student achievement data to monitor the progress of all English Learners. Teachers will be given a current list of their English Learners with CELDT levels to differentiate instruction. Data will be collected through common assessments, Houghton Mifflin Theme Tests, Reading Lions, DRA's, and teacher observation. Team and Grade Level meetings, Cognitive Planning Meetings, Professional Learning Committee Meetings, and in Trimester Instructional Meetings between the teacher and the Administration, data will be analyzed through criteria protocols to determine needs of the students and develop Action Plans to meet those needs and take into consideration the language level of each English Learner and to develop.

- Weekly walk throughs by Principal focusing on ELL's
- Use student achievement data to monitor the students growth. Data is collected through common assessments, Houghton Mifflin Theme Tests, Reading Lions, DRA's, and teacher observation to determine needs of the students and develop Action Plans to meet those needs.
- Team, grade level meetings, and cognitive planning meetings to plan instruction and adopt research-based practices for English Language Acquisition and content knowledge
- ELA and ELD coach will work with teachers and administrators to monitor progress of students
- Parent teacher conferences
- Formal and informal evaluations

Action Plan for English Language Learners

<p align="center">Actions to be Taken to Reach These Goals</p> <p>✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions</p>	<p align="center">Start and Completion Dates</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Sources</p>
Instructional coaches will work with teachers in grades K-6.	August 2010 through June 2011			
English Language Development coach will help teachers develop lessons to increase language development and content knowledge for all English learning students, as well as analyze data for English Learning students.	August 2010 through June 2011			
Teachers will collaborate to develop thoughtful, rigorous and well-designed standards-based grade level lessons that use district adopted textbooks and materials, incorporate the direct instruction model, and ensure high quality instruction that is targeted to each ELL's level of language proficiency.	August 2010 through June 2011	Laptops		Title 1, EIA SCE, EIA LEP, ELAP
Resources needed as a result of a Staff Needs Assessment are: additional phonics readers; "test ready" materials; technology for student use, and resources to support training using "Classrooms That Work" by Marzano.	August 2010 through June 2011			Title 1, EIA SCE, EIA LEP, ELAP
Grouping of students ability to provide intensive differentiated instruction during Universal Access time for grades first through six.	August 2010 through June 2011	* Instructional Supplies *Materials		Title 1, EIA SCE, EIA LEP, ELAP
HEARTS After School Program to support concepts taught during the school day.	August 2010 through June 2011			Title 1, EIA SCE, EIA LEP, ELAP
Tutors from University Riverside to assist students during Language Arts time in the following areas: fluency, vocabulary, and reading comprehension.	August 2010 through June 2011			Workstudies through UCR
Teachers will collaborate with the English Language Development/English Language Arts Coach to support implementation of effective instructional strategies for English Language Learners that were presented at the SB472 for ELLs.	August 2010 through June 2011			Title 1, EIA SCE, EIA LEP, ELAP
Professional Learning Community teacher collaboration once a week during early release days.	August 2010 through June 2011	Supplies		Title 1, EIA SCE, EIA LEP, ELAP
Cognitive Planning after each Reading Lions Assessment. Teachers are released to analyze data, create action plan and plan instruction based on the student learning needs identified.	August 2010 through June 2011	*Substitutes *Materials	Needed after each Theme Assessment is given for each teacher in each grade, \$100.00 per substitute	Title 1, EIA SCE, EIA LEP, ELAP
Aligning Objectives with key content standards by working with outside expert (RCOE) to skillfully implement HM curriculum. this includes analysis of CST blueprint and Released Test Questions to fully understand the rigor of standards.	August 2010 through June 2011	Staff Development		Title 1, EIA SCE, EIA LEP, ELAP
Provide training to parents through ELAC, focusing on the following areas: Reading comprehension, language development, math, and writing.	August 2010 through June 2011	Supplies, Notes, and food for meetings		Title 1, EIA SCE, EIA LEP, ELAP

Action Plan for English Language Learners

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
Staff Development will include: Marzano's High Yield Strategies, Schelchty's Student Engagement and Design Qualities, Ruby Payne Framework for Understanding Poverty, Setting Goals, Focus Walls, Direct Instruction, Universal Access, Bloom's Taxonomy, English Language Development Professional Growth, English Language Arts Professional Growth, SB 472 English Language Development, and incorporation of i-tree tools.	August 2010 through June 2011			Title 1, EIA SCE, EIA LEP, ELAP
Implementation of Accelerated Reader program with rewards for reading and increasing reading goals.	August 2010 through June 2011	*Incentives *Rewards *Promotion		Title 1, EIA SCE, EIA LEP, ELAP
Grade Level Walk Through to focus on instructional strategies in the classroom.	August 2010 through June 2011	*Supplies *Substitutes		Title 1, EIA SCE, EIA LEP, ELAP
<ul style="list-style-type: none"> • Continue ELD instruction for 30 minutes concentrating on all the aspects of second language acquisition: Grammar, reading, writing, speaking, and listening. • Use SDAIE strategies throughout the day to provide students with the tools to access content material • Readjust teaching to accommodate all students' learning styles • Monitor all ELL's progress and complete a contract for Long Term ELL's which will state specific interventions to be assigned to each child • Teachers will work with ELL's to develop Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) by applying the different components of BICS and CALP, and by using effective, research-based Second Language Acquisition strategies with students. 	August 2010 through June 2011	*Supplies *Substitutes		Title 1, EIA SCE, EIA LEP, ELAP
Teachers will collaborate with ELD Coach to implement strategies into each lesson that may include: SDAIE, Front loading Language, Structured Academic Talk, and ELD to ensure that differentiated learning opportunities are given to ELL students.	August 2010 through June 2011	*Supplies *Substitutes		Title 1, EIA SCE, EIA LEP, ELAP
Common ELD block of time is provided to meet the individual language level needs of every English Language Learner. Teachers deliver systematic ELD lessons aligned to the ELD standards and lessons aligned to HM and provided by the district in a systematic way that supports the ELA textbook adopted by the district.	August 2010 through June 2011	*Supplies *Substitutes		Title 1, EIA SCE, EIA LEP, ELAP
Parents are involved with their EL's progress through ELD addendums at parent/teacher conferences, monitoring process toward reclassification by ELD Coach, CELDT results, ELAC meetings, and individual needs at SST meetings or teacher conferences.	August 2010 through June 2011	*Supplies *Substitutes		Title 1, EIA SCE, EIA LEP, ELAP

Action Plan for English Language Learners

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
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Interventions specifically for underperforming students:
 Long Term English Learners (LTELs) will have a specific action plan that addresses area(s) of improvement to reclassify. Students not meeting AMAO 2 will be monitored and teachers will work on domain(s) that need improvement to achieve a proficient level of 4 or 5 on the CELDT. Students not meeting AMAO 1 will be monitored and teachers

1. Students will continue to participate in flexible, Title 1 small instructional groups and or one-to-one with Title 1 ELA coach or Resource Specialist Program teacher for 30 minutes at least four days a week.
2. Students will participate in pre-conference Student Study Team and or move to full Students Study Team meetings for regular education and Individual Educational Program meetings for Special Education.
3. Students will increase participation in Accelerated Reader with extra motivation, incentives and learning activities with teacher and Title 1 Staff.
4. Students will receive an additional 30 minutes of instruction or conference time with Title 1 staff 1 to 2 times every four to six weeks in order to analyze progress, set goals, and review standards being taught in small groups in the classroom or in the Title 1 tutorial.
5. Students will be provided with extended learning time opportunities through an after school program from September 2008 through June 2009.
6. UCR tutors will be hired through the America Reads and America Counts program to provide additional tutoring for students.
7. HEARTS after school program to reinforce standards and learning.
8. Differentiated small group instruction for Long-term ELLs by coach which is provided during the school day.
9. Extra Support for English Only speaking students in Science or Social Studies during English Language Development block.
10. University of California Riverside college students working under the guidance of classroom teacher to tutor identified students.
11. After school Tutors for Accelerator Reading Program to identified students during after school hours.

Mathematics					
SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other Hispanic	Other SED
Grade level/course: K SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the Benchmark Assessment in Mathematics will increase to 85%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: 1st SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the Benchmark Assessment in Mathematics will increase to 56%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Grade level/course: 2nd SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in Mathematics will increase from 46% to 54%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 3rd SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in Mathematics will increase from 65% to 74%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 4th SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in Mathematics will increase from 67% to 77%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 5th SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in Mathematics will increase from 56% to 64%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<input type="checkbox"/> Not Applicable Grade level/course: 6th SMART Goal: By the end of June 2011, the percentage of students scoring Proficient or Advanced on the CST in Mathematics will increase from 66% to 75%, and each student who is Basic, Below Basic or Far Below Basic will make at least one performance level growth.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Mathematics

SMART Goals and Action Plan for Improved Performance

Verification of SMART goals

SMART Goals
(Specific, Measurable, Achievable, Results Oriented, Time Bound)

Date:
(To be completed in the Fall of 2011)

Schoolwide	English Learners	Special Education	Other Hispanic	Other SED
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How will progress during the year be monitored?

Data is collected through common assessments, Envision Topic Tests, Envision Benchmark Tests, and teacher observation. In Team and Grade Level meetings, Cognitive Planning Meetings, Professional Learning Committee Meetings, and in Trimester Instructional Meetings between the teacher and the Administration, data is analyzed through protocols to determine needs of the students and develop Action Plans to meet those needs.

Action Plan for Mathematics				
Actions to be Taken to Reach These Goals	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
<ul style="list-style-type: none"> ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions 				
Mathematics coach to collaborate with teachers in order to plan, model, and analyze effectiveness of lessons as well as results. Provides training in components of EnVision curriculum as well as pearsonsuccessnet.com.	August 2010 through June 2011	Math Coach	.5 FTE	Title 1, EIA SCE, EIA LEP, ARRA
Collaborative Planning to support full implementation of Envision Math Program.	August 2010 through June 2011	*Supplies*Manipulatives		Title 1, EIA SCE, EIA LEP, ELAP
Grouping students by ability to provide differentiated instruction.	August 2010 through June 2011	*Instructional supplies*Materials		Title 1, EIA SCE, EIA LEP, ELAP
Math coach to provide instructional support in the classroom.	August 2010 through June 2011	Salary		Title 1, EIA SCE, EIA LEP, ARRA
Professional Learning Community Teacher Collaboration * Once a week	August 2010 through June 2011	*Materials*Supplies		Title 1, EIA SCE, EIA LEP, ELAP
Cognitive planning: Teachers are released to analyze data, create action plans and plan instruction based on the student leaning needs identified.	August 2010 through June 2011	*Substitutes*Instruction supplies		Title 1, EIA SCE, EIA LEP, ELAP
Use of instructional technology to increase student engagement and learning.	August 2010 through June 2011	*Laptops*Computer software		Title 1, EIA SCE, EIA LEP, ELAP
University of California Riverside tutors assisting students during Math time.	August 2010 through June 2011	Materials		Title 1, EIA SCE, EIA LEP, ELAP
Mathematics Focus Wall to focus learning and be a learning tool for students.	August 2010 through June 2011	Math instructional tools and resources		Title 1, EIA SCE, EIA LEP, ELAP
<ul style="list-style-type: none"> * Envision training throughout the year. * Math Focus Wall training *pearsonsuccesnet.com training *Success Tracker to create common assessments 	August 2010 through June 2011	Instructional supplies		Title 1, EIA SCE, EIA LEP, ELAP
Aligning Objectives with key Content Standards for each grade level.	August 2010 through June 2011	Staff Development		Title 1, EIA SCE, EIA LEP, ELAP

Action Plan for Mathematics

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
District personnel to train teachers to support implementation of new math adoption.	August 2010 through June 2011	Materials		Title 1, EIA SCE, EIA LEP, ELAP
Parent involvement/Communication	August 2010 through June 2011	*Workshops*Babysitting*Notices*Transitions		Title 1, EIA SCE, EIA LEP, ELAP
Walk Throughs to focus on instructional strategies in the classroom. * 4 to 5 times a year * Focus Walls on new Math adoption	August 2010 through June 2011	*Substitutes*Materials		Title 1, EIA SCE, EIA LEP, ELAP
Resources needed as a result of a Staff Needs Assessment are: additional phonics readers; "test ready" materials; technology for student use and resources to support training using "Classrooms That Work" by Marzano.	August 2010 through June 2011	*Substitutes*Materials		Title 1, EIA SCE, EIA LEP, ELAP,

- Interventions specifically for underperforming students:**
1. Students will continue to participate in flexible, Title 1 small instructional groups and or one-to-one with Title 1 Resource/Intervention Specialist or Resource Specialist Program teacher for 30 minutes at least four days a week.
 2. Students will participate in pre-conference Student Study Team and or move to full Students Study Team meetings for regular education and Individual Educational Program meetings for Special Education.
 3. Students will continue participation in small differentiated groups with extra help and learning activities with teacher and Math coach.
 4. Students will receive an additional 30 minutes of instruction or conference time with Title 1 staff 1 to 2 times every four to six weeks in order to analyze progress, set goals, and review standards being taught in small groups in the classroom or in the Title 1 tutorial.
 5. Students will be provided with extended learning time opportunities through an after school program from September 2008 through June 2009.
 6. UCR tutors will be hired through the America Counts program to provide additional tutoring for students.
 7. HEARTS after school program to reinforce standards and learning via pearsonsuccesnet.com and Accelerated Reading.
 8. Differentiated small group instruction by teacher during Universal Access.
 9. Math test to identify students 2 grades below current grade level in 4th, 5th, and 6th grades.
 10. Extra Support for English Learner students in Math during English Language Development block.
 11. University of California Riverside college students working under the guidance of classroom teacher to tutor identified students.
 12. After school Tutors for Accelerator Reading Program to identified students during after school hours.
 13. Title 1 Intervention Specialist will pull 3rd and 6th grade students to assist with Math instruction.

Other: Science

SMART Goals and Action Plan for Improved Performance	Verification of SMART goals				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	Date: (To be completed in the Fall of 2011)				
	Schoolwide	English Learners	Special Education	Other Hispanic	Other SED
Grade level/course: 5th SMART Goal: By June of 2010, the percentage of students scoring Proficient or Advanced on the 5th grade CST in Science will increase from 32% to 40%.	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
Grade level/course: K-6 Behavior SMART Goal: By June of 2010, the number of suspension days will decrease by 50% from 66 total days to 33 days.	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
Grade level/course: K-6 Attendance SMART Goal: By the end of the 09-10 school year, Hyatt's overall attendance rate will increase by .56 from 94.44% to 95%.	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
[] Not Applicable Grade level/course: SMART Goal:	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
[] Not Applicable Grade level/course: SMART Goal:	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
[] Not Applicable Grade level/course: SMART Goal:	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
[] Not Applicable Grade level/course: SMART Goal:	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met	[] Met [] Not Met
How will progress during the year be monitored?					

Action Plan for Science

Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	Start and Completion Dates	Proposed Expenditures	Estimated Cost	Funding Sources
Attendance incentives for individual students as well as classrooms.	August 2009-June 2010			Title 1, EIA LEP,EIA SCE, ELAP
Tutors from University Riverside to assist students during Language Arts time.	August 2009-June 2010			Title 1, EIA LEP,EIA SCE, ELAP
Incorporation of instructional technology to improve student engagement	August 2009-June 2010			Title 1, EIA LEP,EIA SCE, ELAP
Incorporation of Project Wisdom to improve students' behavior. This may also include attendance to conferences during summer of 2010.	August 2009-June 2010			Title 1, EIA LEP,EIA SCE, ELAP
Interventions specifically for underperforming students:				

Recommendations and Assurances

The School Site Council recommends this Single Plan for Student Achievement and proposed expenditures to the RUSD 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 school plan (*check those that apply*):
 - Title I Advisory/ State Compensatory Education Advisory (SCE) Group
 - English Learner Advisory Committee (ELAC)
 - Gifted and Talented Education Program (GATE) Advisory Committee
 - Other (list):
4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirement have been met, including those found in the district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan, including budgets, was approved via quorum by the School Site Council at a public meeting.

Signatures: ** Print and keep a copy of the entire School Plan including these original signatures on file at your school site.

Typed Name	Signature	Date
Raul Ayala, Principal	*	
Tim Vargas, SSC Chairperson	*	

Members of the School Site Council

- At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).
- At secondary schools, the SSC must be constituted of ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members and students. Classroom teachers must comprise a majority of persons represented under section (a).
- ALL SSC members must be selected by their peer group.
- Education Code Section 64001(g) requires that the Single Plan for Students Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Raul Ayala	[X]	[]	[]	[]	[]
Beatriz Camarillo	[]	[X]	[]	[]	[]
Amanda Bonales	[]	[X]	[]	[]	[]
Kathrine Martin	[]	[X]	[]	[]	[]
Joel Ortiz	[]	[X]	[]	[]	[]
Valerie Stephens	[]	[X]	[]	[]	[]
Cheryl Bates	[]	[]	[]	[X]	[]
Elizabeth Cruz	[]	[]	[]	[X]	[]
Jessica Dennis	[]	[]	[]	[X]	[]
Sabina DuCasse	[]	[]	[]	[X]	[]
Kim Escalera	[]	[]	[]	[X]	[]
Heather Roese	[]	[]	[]	[X]	[]
Tim Vargas	[]	[]	[]	[X]	[]
Number of members of each category:	1	5	1	7	

SSC Approval of School Plan and Budgets

Insert Agenda & Minutes from the SSC Meeting(s) Approving the Single Plan for Student Achievement **

Agenda:

HYATT ELEMENTARY
School Site Council
Title 1 Meeting Room
Thursday, December 17, 2009

AGENDA

1. CALL MEETING TO ORDER/INTRODUCTION..... Porfirio Pacheco

2. ORAL COMMUNICATIONS

Opportunity for the public to address council.

3. ACTION AGENDA ITEMS - A quorum must be present to approve ANY Action Item, including approval of minutes)

- A. Approval of previous minutes.....Mr. Vargas
- B. School Plan.....Raul Ayala
- C. Title 1 and EIA LEP Budgets.....Raul Ayala
- D. CST 2009-2010.....Raul Ayala

4. REPORTS

Individual SSC members or school personnel may provide information to the full SSC. The council may discuss the reports but may not take any action other than to place the matter on a future agenda.

- A. Principal's Report
- B. Teacher Report
- C. ELA Coach Report
- D. PTA Report

5. COMMENTS/QUESTIONS

Comments or questions from school principal or individual council members concerning district or school business.

6. FUTURE AGENDA ITEMS

- A. School Plan
- B. Teacher Trainings
- C. Budgets

7. ADJOURNMENT

Next Meeting

Place: Hyatt Title 1 Room

Date/Time: At 2:30 on : Thursday, January 21, 2010, Thursday, March 18,2010, Thursday, April 22, 2010, and Thursday, May 27, 2010

*Information concerning SSC meeting agenda items may be obtained at the Title 1 office from Bea Camarillo***

Minutes:

HYATT ELEMENTARY

**School Site Council
Thursday, November 18, 2010**

MINUTES

1. IN ATTENDANCE

Members-Staff: Raul Ayala, Bea Camarillo, Amanda Bonales, Katherine Martin, Joel Ortiz, and Valerie Stephens

Members-Parents/Community/Students: Cheryl Bates, Jessica Dennis, Sabina DuCasse, Kim Escalera, and Tim Vargas

2. CALL MEETING TO ORDER

Mr. Vargas called the meeting to order at 2:44 pm. A quorum was present.

3. ORAL COMMUNICATIONS

No members of the public were present.

4. ACTION AGENDA: A quorum was present

- A. Approval of previous minutes. Ms. Dennis made a motion to approve the minutes as presented. Ms. Bonales seconded the motion. The minutes were approved unanimously.
- B. Mr. Ayala presented the CST results for 2010 including the results for each subgroup and grade level. Hyatt's API was 798 overall, 752 for Hispanic students, 758 for socio-economically disadvantaged students, and 756 for English language learners. Adequate Yearly Progress (AYP) for No Child Left Behind is attained by having 58.6% of all students and subgroups scoring advanced or proficient or by showing significant gains from the previous year. AYP was met for all subgroups for Math, LA, and science.
- C. The Hyatt Elementary School Plan was presented by Mr. Ayala. SMART Goals for each grade level were presented. These goals are aligned to the district guidelines for percentage of children expected to reach proficient or advanced on the CST at each grade level. Since K-1 do not take the CST, their SMART goals are based on DIBELS and Benchmark assessments. If the SMART goals are met, Hyatt will achieve AYP in 2011. Mr. Ayala presented the ongoing evaluation reports for Language Arts, Mathematics, and English Language Learner instruction. The SMART goals for each grade level were presented for each of these areas of instruction and the action plans for meeting the goals were reviewed.
- D. The Title I budget for 2010-2011 was presented. The total with carryover for this budget is \$103,696. The items in this budget include part of the salary and fixed costs for a mathematics coach, a HEARTS director, teacher overtime for HEARTS, summer training, CPS group leader stipend, Language Arts phonics readers for K-2, parental involvement funds (Project Wisdom and parent institute). The EIA-LEP 2010-2011 budget with carryover was \$30,122. The items in this budget include part of the salary and fixed costs for a math coach. The rest of the budget is allotted to supplies for now. The EIA-SCE budget with carryover is \$20,611 and includes part of the salary and fixed costs for a resource teacher. The rest of this budget will be allotted for supplies, technology, and software. The ARRA-Title 1 budget is \$54,332. This budget must be spent in 2010-2011. It includes part of the salary and fixed charges for the instructional math coach and resource teacher, and supplies. Ms. Dennis made a motion to approve the Title I budget, Mrs. Bates seconded the motion. A vote was taken and was unanimous to approve the Title I budget for 2010-2011. Ms. Dennis made a motion to approve the EIA-LEP budget, Mrs. Bates seconded the motion. A vote was taken and was unanimous to approve the EIA-LEP budget for 2010-2011. Ms. Dennis made a motion to approve the EIA-SCE budget, Mrs. Bates seconded the motion. A vote was taken and was unanimous to approve the EIA-SCE budget for 2010-2011. Ms. Dennis made a motion to approve the ARRA-Title I budget, Mrs. Bates seconded the motion. A vote was taken and was unanimous to approve the ARRA-Title 1 budget for 2010-2011.

5. REPORTS:

- A. **Principal Report:** Mr. Ayala reminded parents that parent-teacher conferences will be taking place on 11/19. Grades 3-5 will begin their hands-on science programs on 11/29 and the Science fair will take place in January.
- B. **Teachers' Report:** Mrs. Stephens and Mrs. Bonales talked about FirstInMath, a website for math where students can log-in to play math games and earn points. Students should be getting passwords for this website soon if they have not already.
- C. **PTA Report:** Ms. Dennis reported that the money for the See's fundraiser is due on 11/29. The next family barbeque will be on Thursday, 12/2 at lunchtime. Santa's Shop will be open from 12/6-12/10. The rummage drive will take place after January.

6. COMMENTS AND QUESTIONS

7. ADJOURNMENT

Ms. Bonales made a motion to adjourn the meeting. Mrs. DuCasse seconded the motion. The meeting was adjourned at 3:59 pm. The next meeting will be December 9, 2010 at 2:30 pm in the Hyatt Title 1 room.

8. Minutes respectfully submitted by: Jessica Dennis

Programs / Grants

This single plan represents school participation in the following State and Federal Categorical Programs:

PROGRAMS	Allocation
State:	
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA/LEP)	\$20,000.00
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA/SCE)	\$16,200.00
<input type="checkbox"/> Tobacco-Use Prevention Education (TUPE)	
<input checked="" type="checkbox"/> English Language Acquisition Program (ELAP)	\$1,950.00
<input type="checkbox"/> State Preschool	
<input checked="" type="checkbox"/> Helping Elementary Achievers Reach The Stars (HEARTS)	\$.5FTE
<input type="checkbox"/> Partners In Riverside Investing In Middle School Education (PRIME TIME)	
Federal:	
<input checked="" type="checkbox"/> Title I, Part A: Improving the Academic Achievement of the Disadvantaged	\$79,667.00
<input checked="" type="checkbox"/> Title I, Part A, ARRA: American Recovery and Reinvestment Act	\$48,737.00
<input type="checkbox"/> Title II, Part A, D: High Quality Teachers/Principals, Technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited English Proficient students	
<input type="checkbox"/> Head Start (Title I, Part B: Preschool Program)	
<input type="checkbox"/> Even Start Family Literacy (Title I, Part B, Subpart 3: Preschool Program)	

Budget Planning Staff List for 2010-11

School: Hyatt Elementary

[] Not Applicable (no categorical funds are being used for salaries)

Please list below the staff to be paid from Categorical Funds in 2010-11. **DO NOT** list additional hours or tutors. List the names and position titles. For Certificated staff, list the percentage to be charged in the appropriate funding column, and for Classified staff, list the hours to be worked in the appropriate funding column. Be sure to budget for all staff listed on your Tentative Budget Sheets.

Certificated Staff					
Name & Position	3010 Title	7090 EIA/SCE	7091 EIA/LEP	6286 ELAP	Other (list)
Laura King, Resource Teacher	60	20			20% ARRA
Eric Palmer; Math Coach	20		40		40% ARRA

**ELAP (6286) Budget for
2010-11**

School: Hyatt Elementary
 Program: ELAP (6286)

Allocation: \$0
 Carryover: \$4,778
 Total: \$4,778.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary		
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)		
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$6242.00	
	4310	Supplies, Technology/Software		
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other: Centralized Services	\$486.00	
		Total:	\$6,728.00	

**EIA-LEP (7091) Budget for
2010-11**

School: Hyatt Elementary

Allocation: \$28,290

Program: EIA-LEP (7091)

Carryover: \$10,122

Total: \$38,412.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary	\$16023.00	40% Math Coach
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$2306.00	40% Math Coach
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$9742.00	
	4310	Supplies, Technology/Software		
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999	\$9741.00	
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other: Centralized Services	\$600.00	
		Total:	\$38,412.00	

EIA-SCE (7090) Budget for 2010-11

[] Not Applicable

School: Hyatt Elementary

Allocation: \$22,331

Program: EIA-SCE (7090)

Carryover: \$4,411

Total: \$26,742.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	\$11598.00	20
2140	1900	Instructional Coaches Salary		
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$1669.00	20% Resource Teacher
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies, Non-Technology	\$6495.00	
	4310	Supplies, Technology/Software	\$1068.00	Inspect (OARS) Software
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999	\$5426.00	
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other: Centralized Services	\$486.00	
Total:			\$26,742.00	

**Title I (3010) Budget for
2010-11**

[] Not Applicable

School: Hyatt Elementary

Allocation: \$79,714

Program: Title I (3010)

Carryover: \$24,028

Total: \$103,742.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	\$34793.00	60% Resource Teacher
2140	1900	Instructional Coaches Salary	\$8011.00	20% Math Coach
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	\$16796.00	HEARTS (2 tchrs, 1 hour, 4 days/wk), SUMMER TRAINING (6 tchrs, 7.5 hours, 2 days)
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend	\$2600.00	100
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$8716.00	(Math Coach-20%, CPS Stipend-100%, HEARTS tchrs, Summer Training)
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$10556.00	
	4310	Supplies, Technology/Software	\$1600.00	Project Wisdom (1200), Parent Institute (400)
	4400	Equip., Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999	\$10556.00	
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications	\$4500.00	Phonics Readers
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other: Centralized Services	\$3900.00	
		2. Other: Parent Involvement	\$1714.00	
		3. Other:		
		Total:	\$103,742.00	

**Title I (3011) Budget for
2010-11**

[] Not Applicable

School: Hyatt Elementary
 Program: Title I (3011)

Allocation: \$48,737
 Carryover: \$5,595
 Total: \$54,332.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	\$11598.00	20
2140	1900	Instructional Coaches Salary	\$16023.00	40% Math Coach
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$3975.00	40% Math Coach, 20% Resource Teacher
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology	\$6032.00	
	4310	Supplies, Technology/Software		
	4400	Equip.,Other, New, \$500-\$9,999		
	4410	Equip., Technology \$500-\$9,999	\$10032.00	
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors	\$4000.00	
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New \$10,000 & Up		
		1. Other: Centralized Services	\$2425.00	
		2. Other: Parent Involvement	\$247.00	
		3. Other:		
		4. Other:		
		5. Other:		
		6. Other:		
		7. Other:		

Function	Object	Description	Amount Budgeted	Notes
		8. Other:		
		Total:	\$54,332.00	

Centralized Services

No funds are being reserved at the District level for Centralized Services from this school's categorical program allocations.

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

All Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	43.0	43.0	42	36	22	36	9	27	10	12	8	12
Grade 3	21.0	31.0	41	35	37	38	23	27	14	21	6	8
Grade 4	58.0	54.0	64	36	37	31	2	10	3	4	0	3
Grade 5	29.0	48.0	60	39	38	21	16	6	7	16	8	12
Grade 6	51.0	39.0	59	27	41	28	18	21	8	4	0	5

All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	57.0	57.0	46	24	22	28	14	14	26	5	6	0
Grade 3	52.0	46.0	65	23	33	22	23	17	8	2	4	5
Grade 4	68.0	62.0	67	26	19	28	6	19	6	0	0	0
Grade 5	34.0	51.0	56	37	33	21	24	12	19	5	4	5
Grade 6	42.0	34.0	67	33	41	28	20	18	5	4	8	0

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

African American Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*

African American Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

Asian Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	*	*	*	*	*	*
Grade 3	*	*		*	*	
Grade 4	*	*	*	*	*	*
Grade 5		*	*		*	*
Grade 6	*			*		

Asian Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	*	*	*	*	*	*
Grade 3	*	*		*	*	
Grade 4	*	*	*	*	*	*
Grade 5		*	*		*	*
Grade 6	*			*		

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

Hispanic/Latino Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	30	40	28	327.7	324.8	331.7
Grade 3	8	17	27	294.2	313.3	334.8
Grade 4	46	39	62	351.4	342.2	358.7
Grade 5	15	38	40	313.6	335.5	333.2
Grade 6	45	31	43	329.2	336.8	345.3

Hispanic/Latino Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	54	57	28	359.9	340.8	334.5
Grade 3	47	46	68	348.0	349.1	396.8
Grade 4	61	55	69	368.1	352.5	377.2
Grade 5	30	35	44	326.0	334.1	333.7
Grade 6	31	27	48	335.6	330.3	364.1

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

White Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	*	*	75	*	*	377.3
Grade 3	82	*	*	385.1	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	91	*	*	395.6
Grade 6	*	*	91	*	*	385.7

White Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	*	*	67	*	*	386.2
Grade 3	73	*	*	435.0	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	82	*	*	431.1
Grade 6	*	*	91	*	*	413.0

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

English Learner Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	33	50	7	334.1	331.8	312.8
Grade 3	0	0	*	288.2	292.3	*
Grade 4	14	43	54	317.4	337.2	346.6
Grade 5	13	0	*	309.9	300.8	*
Grade 6	*	21	*	*	312.6	*

English Learner Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	57	57	14	368.6	341.8	320.5
Grade 3	57	25	*	351.5	323.9	*
Grade 4	43	57	69	341.1	356.6	360.5
Grade 5	33	23	*	321.6	320.1	*
Grade 6	*	7	*	*	301.2	*

Appendix A School and Student Performance Data

California Standardized Testing (CST) Results

Socio-Economically Disadvantaged Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	38	38	31	328.1	324.3	325.5
Grade 3	11	26	33	294.9	322.2	332.0
Grade 4	50	46	59	356.6	346.5	363.8
Grade 5	19	37	52	316.6	337.6	338.1
Grade 6	39	31	48	327.0	335.9	349.2

Socio-Economically Disadvantaged Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 2	54	51	31	360.0	333.5	336.0
Grade 3	48	43	60	351.4	350.6	374.0
Grade 4	59	54	66	364.7	355.5	381.5
Grade 5	26	39	45	327.1	339.8	337.7
Grade 6	29	25	59	332.1	326.6	366.4

Appendix A School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	214	229	196	44	40	45	23	34	20	6	4	6
Growth API	755	763	798									
Base API	753	756	763	847								
Target	5	5	5									
Growth	2	7	35									
Met Target	No	Yes	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	138	145	121	82	87	69	158	183	153	25	35	31
Growth API	707	726	752	703	723	756	710	728	758			
Base API	713	712	726	698	706	723	709	712	728			
Target	5	5	5	5	5	5	5	5	5			
Growth	-6	14	26	5	17	33	1	16	30			
Met Target	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes			

Appendix A School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	93	100	103	34	31	39	10	16	9	--	--	--
Percent At or Above Proficient	42.5	43.9	52.6	75.6	77.5	86.7	40.0	47.1	45.0	--	--	--
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria	Yes	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	42	47	48	21	29	25	53	66	66	8	11	12
Percent At or Above Proficient	30.0	32.6	39.7	25.6	33.3	36.2	32.5	36.3	43.1	25.8	32.4	38.7
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	--	--	--

Appendix A School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99	99	100	100	100	100	98	92	100	100	100
Number At or Above Proficient	117	112	118	31	30	35	11	11	11	--	--	--
Percent At or Above Proficient	53.4	49.6	60.2	68.9	75.0	77.8	44.0	34.4	55.0	--	--	--
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	100	100	100	100	100	100	99	100	98	100
Number At or Above Proficient	68	62	63	43	38	36	74	75	80	13	15	16
Percent At or Above Proficient	48.6	43.1	52.1	52.4	43.7	52.2	45.4	41.4	52.3	41.9	45.5	51.6
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	--	--	--

<h2 style="margin: 0;">Appendix A</h2> <h3 style="margin: 0;">School and Student Performance Data</h3>
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Title III Accountability Data for Hyatt Elementary

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	101	107	96
Percent with Prior Year Data	97	90.7	10
Number in Cohort	98	97	96
Number Met	64	57	63
Percent Met	65.3	58.8	65.6
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	50	53	94	19
Number Met	29	21	29	*
Percent Met	58	39.6	30.9	*
NCLB Target	28.9	30.6	20.7	41.3
Met Target	Yes	Yes	Yes	*

Title III Accountability Data (District)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	7,126	7,798	7,602
Percent with Prior Year Data	98.4	94.9	100
Number in Cohort	7,012	7,402	7,586
Number Met	4,010	4,336	4,291
Percent Met	57.2	58.6	57
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	3,865	4,000	5,501	3,233
Number Met	1,381	1,543	1,216	1,650
Percent Met	35.7	38.6	22.1	51
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

Appendix A School and Student Performance Data

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#		#		#		#		#		#
1	5	18	6	21	11	39	6	21			28
2			4	25	8	50	2	13	2	13	16
3			4	44	4	44	1	11			9
4			9	56	7	44					16
5	2	14	6	43	4	29	2	14			14
6	1	8	4	33	5	42	2	17			12
Total	8	8	33	35	39	41	13	14	2	2	95

Appendix B
Chart of Requirements for the
Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
I. Involvement		
Involve parents and community in planning and implementing the school plan	<i>EC 52055.625(b)(1)(C), (2)(C), (e)</i> <i>EC 52055.620(a)(4)</i> <i>EC 52054</i> <i>EC 35294.1(b)(2)(C)</i> <i>5CCR 3932</i> <i>20 USC 7115(a)(1)(E)</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)(1)(G)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Ongoing Evaluation Reporting
Advisory committee review & recommendations	<i>EC 64001(a)</i> <i>EC 52055.620(b)(1)</i>	Governance and Administration
Written notice of PI status	<i>20 USC 6316(b)(3)</i>	Appendix D-NCLB Program Improvement School Requirements
II. Governance and Administration		
Single, comprehensive plan	<i>EC 64001(a), (d)</i> <i>EC 52853</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(a)</i> <i>20 USC 7114(d)(2)</i> <i>20 USC 6315(c)(1)(B)</i> <i>20 USC 6314(b)(2)(A)</i>	Governance and Administration
School site council (SSC) constituted per former <i>EC 52012</i>	<i>EC 64001(g)</i>	Governance and Administration
SSC developed plan and expenditures	<i>EC 64001(a)</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(b)(1)</i>	Ongoing Evaluation Reporting Governance and Administration Budget

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
SSC annually updates the plan	<i>EC 64001(g)</i> <i>EC 35294.2(e)</i>	Site Information Page Ongoing Evaluation Reporting Governance and Administration
Governing board approves SPSA	<i>EC 64001(h)</i> <i>EC 52055.630(b)</i>	Site Information Page
Policies to insure all groups succeed	<i>20 USC 6316(b)(3)</i>	Action Plans Analysis of Current Educational Practice
Specify role of school, LEA, and SEA; and coordination with other organizations	<i>20 USC 6316(b)(3)</i>	Analysis of Current Educational Practice
Submit High Priority annual report after public LEA governing board review	<i>EC 52055.640</i>	N/A
III. Funding		
Plan includes proposed expenditures to improve academic performance	<i>EC 64001(g)</i> <i>EC 52853</i> <i>EC 52054</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)</i> <i>20 USC 6314(b)(2)(A)</i>	Action Plans Analysis of Current Educational Practice Budget
Describe centralized services expenditures	<i>5 CCR 3947(b)</i>	Budget
IV. Standards, Assessment, and Accountability		
Comprehensive assessment and analysis of data	<i>EC 64001(f)</i> <i>EC 52055.620(a)(1) - (3)</i> <i>EC 52054</i> <i>20 USC 7115(a)(1)(A)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	Action Plans Analysis of Current Educational Practice Appendix A-School and Student Performance Data
Evaluation of improvement strategies	<i>EC 64001(f)</i> <i>EC 52853</i> <i>EC 52055.625(c)</i> <i>EC 35294.2(e)</i> <i>EC 32228.5(b)</i> <i>20 USC 7115(a)(2)</i>	Action Plans Analysis of Current Educational Practice Ongoing Evaluation Reporting

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)	Action Plans Ongoing Evaluation Reporting
Assessment results available to parents	EC 35294.2(e) 20 USC 7115(a)(1)(E) 20 USC 6314(b)(2)(A)	Ongoing Evaluation Reporting Action Plans Analysis of Current Educational Practice
V. Staffing and Professional Development		
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Budget
Budget 10% of Title I for staff development	20 USC 6316(b)(3)	Action Plans Analysis of Current Educational Practice Budget
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)	Analysis of Current Educational Practice
Distribute experienced teachers	EC 52055.620(d)	N/A (at site level)
VI. Opportunity & Equal Educational Access		
Describe instruction for at-risk students	EC52853	Action Plans
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Action Plans Analysis of Current Educational Practice
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
Avoid Isolation or segregation	5CCR 3934	Analysis of Current Educational Practice

VII. Teaching and Learning		
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	Action Plans
Define objectives	EC 52054 20 USC 7114(d)(2)(B)	Action Plans
	20 USC 6316(b)(3)	
Steps to intended outcomes	EC 52054 5CCR 3930	Action Plans
Account for all services	5CCR 3930	Action Plans, Analysis of Current Educational Practice
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931	Action Plans
	20 USC 7114(d)(2)(E)	
	20 USC 6315(c)	
	20 USC 6314(b)(2)(A)	
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)	Action Plans
-Allow all to meet/exceed standards;	20 USC 6315(c)	Analysis of Current Educational Practice
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)	Action Plans
	EC 52054	
-Strengthen core academics;	EC 52055.625(b), (c)	Action Plans
-Address under-served populations;	20 USC 6314(b)(1)(I), (2)(A)	Analysis of Current Educational Practice
-Provide effective, timely assistance;	20 USC 6316(b)(3);	Action Plans
-Increase learning time	20 USC 6314(b)(1)(B),(2)	Analysis of Current Educational Practice
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)	Action Plans Analysis of Current Educational Practice
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)	Governance and Administration
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)	Analysis of Current Educational Practice
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)	Action Plans Analysis of Current Educational Practice
Enable continuous progress	5CCR 3931	Action Plans
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	Action Plans
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	Action Plans Analysis of Current Educational Practice
Provide high school career preparation	5CCR 4403	Action Plans (High School, Career Technical)

Appendix C
Required Components of a Program Improvement
Single Plan for Student Achievement

Program Improvement Component	School Plan Section
1. Research-based strategies—The plan must incorporate strategies, based on scientifically based research, that address the academic issues that caused the school to be identified.	- Action Plans
2. Adopting best practices—For the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14.	- Action Plans - Analysis of Current Educational Practice (CEP)
3. Meeting professional development needs—The plan must provide an assurance that the school will spend at least 10 percent of its Title I, Part A funds for high-quality professional development. This professional development must directly address the academic achievement problems that caused the school to be identified.	- Appendix D, NCLB Program Improvement School Requirements
4. The plan must specify how the school will use the 10 percent set-aside to remove itself from improvement status.	- Appendix D, NCLB Program Improvement School Requirements
5. Setting annual goals—The plan must set specific annual measurable objectives for continuous progress by each subgroup of students.	- Action Plans
6. Outlining parent notices—The plan must describe how the school will provide written notice about the improvement identification to parents.	- Appendix D, NCLB Program Improvement School Requirements
7. Assigning responsibilities—The plan must specify the responsibilities of the school, the district, and the state under the plan, including descriptions of the district's technical assistance and fiscal responsibilities.	- Appendix D, NCLB Program Improvement School Requirements
8. Increasing parent involvement—The plan must detail strategies to promote effective parental involvement.	- Action Plan - Analysis of CEP #8
9. Increasing instructional time—As appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.	- Action Plans - Analysis of CEP #4, #5
10. Setting up teacher mentoring—The plan must incorporate a teacher mentoring program.	- Action Plans - Analysis of CEP #7

Appendix D

ESEA Program Improvement School Requirements

[] Not Applicable

School Year	PI Year	Mandates	Actions
2007-08	Year 1	<ul style="list-style-type: none"> • Revise school plan within 3 months to cover 2-year period • Use 10% of Title I school funds for professional development • Implement plan promptly • Notify parents of PI identification 	<ul style="list-style-type: none"> • School plan revised on 11-07-07 • \$100.00 Title I funds will be used for professional development for the following activities: Parent Math Training with Eric Palmer using CST release questions. • Revised plan implementation will begin on • Parental notification mailed on
2008-09	Year 2	<ul style="list-style-type: none"> • Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Notify parents of PI status 	<ul style="list-style-type: none"> • \$126,669 Title I funds will be used for professional development for the following activities: 100% ELA Coach, Resource Teacher to assist w/ combination classroom, after-school tutoring, teacher standards-based planning, SB472 coach training, marzano conference fr leadership team • Parental notification mailed on
2009-10	Year 3	<ul style="list-style-type: none"> • Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Collaborate with district to improve student achievement • Notify parents of PI status 	<ul style="list-style-type: none"> • \$115,081 Title I funds will be used for professional development for the following activities: 100% ELA Coach, 50% math coach, teachers for summer academy, after-school intervention teachers. • Will collaborate with district office staff regarding possible: <ul style="list-style-type: none"> ○ Replacement of school staff ○ Implementation of new curriculum ○ Decrease in management authority at school level ○ Appointment of outside expert ○ Extension of school year or day ○ Restructuring of internal organizational structure of school ▪ Parental notification mailed on 10/30/09
	Year 4	<ul style="list-style-type: none"> • Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Collaborate with district to improve student achievement • Collaborate with district to prepare plan for alternative governance of school • Notify parents of PI status 	<ul style="list-style-type: none"> • \$Title I funds will be used for professional development for the following activities: • Will collaborate with district office staff regarding possible: <ul style="list-style-type: none"> ○ Reopening of school as a charter ○ Replacement of all or most of staff, including principal ○ Contracting with outside entity to manage school ○ Any other major restructuring • Parental notification mailed on
	Year 5	<ul style="list-style-type: none"> • Implement alternative governance plan developed in Year 4 • Notify parents of PI status 	<ul style="list-style-type: none"> • Implementation of alternative governance plan will begin on • Parental notification mailed on

Appendix E Home School Compact (Title I Schools)

[] Not Applicable (site is a non Title I school)

Hyatt's Home-School Compact 2008-2009

Hyatt Elementary parents, students and staff will participate in activities, services, and programs funded by Title 1, which are delineated in the following outline. All the aforementioned parties agree that each will share in the responsibility for improving students' academic achievement by working to develop a partnership that will help our students meet and exceed California grade level standards.

Hyatt Elementary School Responsibilities:

Teachers will provide high expectations for student learning, provide a warm, safe, and caring learning environment that will promote student achievement. Teachers will also provide engaging assignments, establish high expectations for student learning to improve academic achievement and present engaging assignments that help students achieve academic content standards. In addition, teachers will hold students accountable for their learning and assignments by providing parents with frequent information regarding their child's progress and achievement. Furthermore, teachers will be available for parent contacts and encourage parent involvement by communicating with families about students' behavior through the use of parent-teacher conferences, phone calls, and notes. In addition to providing meaningful, daily homework assignments to reinforce and extend learning and skills taught at school, teachers will also maintain consistent academic and behavioral standards for students that support self-discipline. Lastly teachers will participate in professional development opportunities and team planning to improve teaching and student learning.

Parent Responsibilities:

Parents will support Hyatt's goals and objectives for their child's learning by sending him/her to school every day, on time, rested, well fed and ready to learn. Parents will become positive, active participants in their child's education. They will notify the school whenever their child is absent, examine and monitor papers, textbooks and other student work in order to be aware of their child's academic progress. Parents will maintain open and positive lines of communication between their child and teachers. They will make an effort to attend and participate in all conferences and school functions as well as requesting additional conferences as needed. Parents will be available to help their child complete homework assignments together and/or independently. They will provide structured time, place and resources necessary for their child to complete all homework assignments, review, support and model Hyatt school rules as set forth in the Parent Handbook for their child, establish and encourage a working partnership with the Hyatt community to nurture positive behavior and self-discipline in their child, attend conferences and school functions, respond to school notes, and provide necessary supplies for homework, and ensure that their child reads daily.

Students Responsibilities:

Students will respect everyone at Hyatt including teachers, students, staff, and visitors. They will come to school every day on time ready to learn with a good attitude and prepared with the necessary supplies to complete class work well, and submit it on time. They will be sure to give important papers to parents on the same day given, and return them when due. The students will be good citizens, respect school and personal property, listen carefully, and follow directions, as well as do class work to the best of their abilities. They will be sure to do and turn in all homework on time.

Appendix F
Corrective Action/Restructuring Plans

[] N/A

Hyatt Elementary

Program Improvement – Year 3 – Corrective Action

Background Information:

09/10 School Population - 325
 10/11 Projected Population- 302

Percent of Students on Free and Reduced Lunch - 76%
 Projected Percent for 10/11 - 75%

09/10 Number of English learners - 96
 09/10 Percent of English learners - 30%

10/11 Projected Number of English learners- 110
 10/11 Projected Percent of English learners – 36%

2008/2009 AYP Results:

ELA-Percent Proficient- 46%

School	Students Tested	All Students	African American	Hispanic	White	Socio-Econ Disadv.	EL	Students w/ Disab.
Hyatt	229	44.1%	47.1%	33.1%	77.5%	36.6% <i>SH</i>	33.3% <i>SH</i>	34.3%

*Grey areas indicate AYP not met.

English Language Arts:

I. Implements new curriculum

- 07-08 Full Implementation of HM
- 08-09 Standards-based planning towards Skillful Implementation of HM
- 09-10 Skillful and faithful implementation of HM

Actions:

- Reading Lions assessment results (for grades 1 and 2) and 2009 CST ELA results (for grades 3-6) used to determine student participation in our after school H.E.A.R.T.S program.
- Reading Lions and CST ELA results used to identify target students that will be working with four of our AmeriCorp members as well as with our 31 UCR America Reads and America Counts tutors during and after school with a focus on fluency and Accelerated Reader (AR).
- Title 1 funds will be used to purchase HP Mini-Netbooks to increase student accessibility and participation in AR.
- Our ELA coach will research and provide content knowledge and resources to staff about best practices, demonstrate the use of RTQ's and other high rigor questions with 5 a Day model, analyze grade level Reading Lions, and OARS Inspect common assessment results as well as meet monthly with the District Language Arts Specialist.

II. Outside Expert (RCOE Consultant)

- An outside expert (RCOE Consultant) will be afforded 10 days to work with K-6 teachers on standards-based ELA planning with an emphasis on the following: data analysis, creating intervention groups, and development of common assessments.

III. Extend School Day

08-09 H.E.A.R.T.S Program Year 1

09-10 H.E.A.R.T.S Program Year 2

- Reading Lions assessment results (for grades 1 and 2) and 2009 CST ELA and Math results (for grades 3-6) used to determine student participation in our after school H.E.A.R.T.S program.
- One teacher per grade level supports academic hour with a new emphasis on the following: fluency, vocabulary, reading comprehension, and math skills

CELDT- AMAO Percent Proficient

School	AMAO 1 Target- 53.1%	*AMAO 2 Target- 32.2%	AMAO 3 Target- 46%
Hyatt	63.3	48.7%	33.3%

* Indicates information collected through Data Director that currently is not aligned to reflect the new parameters set by the state for AMAO 2.

English Learners:

- English Learners will be placed into flexible instructional ELD groupings based on current CELDT data.
- Greater emphasis on monitoring EL levels to inform flexible groupings throughout the year.
- Long Term English Learners (LTEL) in 5th and 6th grade will receive intervention with ELA/ELD Coach for 30 minutes each day in the area of Reading Comprehension, Vocabulary and Fluency.
- Parent conferences with LTEL were conducted and LTEL students were enrolled in either H.E.A.R.T.S. or district tutoring services.
- ELD District Specialist provided staff development on how to sequence ELD instruction within a 5 or 7 day lesson plan.
- Incorporation of the Kate Kinsella vocabulary model for grades 3-6.
- SDAIE and KLLOV strategies across all content areas.
- Reading Lions assessment results (for grades 1 and 2) and 2009 CST ELA results (for grades 3-6) will be used to determine student participation in our after school H.E.A.R.T.S program.
- Reading Lions and CST ELA results will also be used to identify target students that will be working with four of our AmeriCorp members as well as with our 31 UCR America Reads and America Counts tutors during and after school with a focus on fluency and Accelerated Reader (AR).
- Title 1 funds will be used to purchase HP Mini-Notebooks to increase student accessibility and participation on AR.
- A county consultant will be afforded 10 days to work with K-6 teachers on standards based ELA/ELD planning that will involve data analysis, creating of target groups and common assessments.
- Our ELA coach will research and provide content knowledge and resources to staff about best practices, demonstrate the use of RTQ's and other high rigor questions with 5 a Day model, analyze grade level Reading Lions and OARS Inspect common assessment results as well as meet monthly with the District Language Arts Specialist.

Math-Percent Proficient- 47.5%

School	Students Tested	All Students	African American	Hispanic	White	Socio-Econ Disadv.	EL	Students w/ Disab.
Hyatt	227	49.8%	36.4%	43.1%	75%	41.8%	43.7% Y2	47.1%

*Grey areas indicate AYP not met.

- I. Students who are identified as needing intervention will be targeted for our H.E.A.R.T.S after school program based on the following criteria:
 - STAR testing results in Mathematics
 - Results on District Benchmark Assessments
 - Teacher recommendations
 - Mathematics Coach

- II. Research and provide content knowledge and resources to staff about learning and teaching mathematics – including:
 - Teaching strategies
 - Demonstrating the use of RTQ’s and other high rigor questions with 10 a Day
 - Assessment of mathematics skills
 - Interpretation of assessment results; etc.

- III. Research and prepare materials for the use by the school
 - Teaching strategies
 - Assessment of mathematics skills
 - Data analysis
 - Interpretation of assessment results; etc.

- IV. Research and provide information and guidance regarding a range of effective and innovative mathematics practices through various activities such as:
 - Individual discussions (informal and formal)
 - Coaching sessions
 - Demonstration lessons with pre- and post-discussion/analysis
 - Staff meetings; and professional development programs

- V. Meet monthly with the other district Mathematics Coaches and the District Mathematics Specialist.

Technical Assistance – LEA

- District instructional monitoring partner
- Principal summits