

Single Plan for Student Achievement

Schools: Princeton Elementary School and Princeton Junior Senior High School

District: Princeton Joint Unified School District

Principal: Cody Walker

Date of this revision: May 15, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Position: K-12 Principal

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The Princeton Joint Unified School District approved this revision of the SPSA on June 26, 2014.

Background

During the 2013-14 school year, the School Site Councils for Princeton Elementary School and Princeton Junior Senior High School worked together in creating Princeton Joint Unified School District's first Local Control and Accountability Plan (LCAP). One goal of the LCAP creation process was to write a plan that was strongly aligned to the Single Plans for Student Achievement (SPSAs) for each school site. While the LCAP and SPSAs have some differences, the plans will feature common goals and actions. Budget information specific to the SPSAs has been modified as appropriate.

Goals and Actions				
#	Analysis	Goal(s)	Action(s)	Site
1)	<p>The California Department of Education has adopted the California Common Core State Standards. Teachers have been gathering and incorporating appropriate material to augment existing curriculum. The District has not, however, adopted any new curriculum based on the Common Core State Standards.</p> <p>Princeton Joint Unified School District has computer labs at both of its two schools and additional computers (1-5) in each classroom. The District has recently installed a new server, POE switches, and wireless access points. We have identified need for more ceiling-mounted LCD projectors and mobile carts of laptops (likely Chromebooks). We also recognize the need to develop a BYOD (Bring Your Own Device) Policy that will allow us to better leverage student-owned technology.</p>	<p>Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum.</p> <p>Improve student access to technology; revise policies on use of technology on campus.</p>	<p>Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum</p> <p>Evaluate and purchase updated California English Language Development Standards aligned curriculum</p>	LEA-wide
2)	<p>The California Department of Education has adopted the California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards. Princeton teachers have been involved in a variety of professional development</p>	<p>Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.</p>	<p>Provide teachers opportunities for professional development in California Common Core State Standards and Next Generation Science Standards.</p> <p>Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods</p>	LEA-wide

	activities oriented toward implementation of these standards. However, full implementation of the new standards has not yet been achieved.		(elementary). Provide opportunities for professional development for updated California ELD content standards	
3)	Princeton Elementary School has focused instruction on English Language Arts and mathematics. Coverage of social science, science, visual and performing arts, and health has been limited in recent years. The focus on the core curriculum has been validated by dramatically improved academic results. However, Princeton Elementary School now intends to add back the breadth of curriculum specified in Education Code 51210	Augment social science and science instruction at Princeton Elementary School.	Plan Princeton Elementary School master schedule to incorporate periods for social science and science. Provide professional development opportunities to Princeton Elementary teachers, specifically oriented toward social science and science instruction. Maintain bilingual paraprofessional support for ELD students	Elementary
4)	On a variety of performance measures, Princeton schools have made outstanding progress. The District API stands at 807, with Princeton Elementary having been above 800 three years in a row, and Princeton Junior Senior High reaching 800 for the 2012-13 school year. STAR/CST results have been the primary component of API scores, and accordingly show strong testing results. CAHSEE passage rates have been above 80% for both English and math both of the last two school years.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT (or new equivalent) annually.	Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs. Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support. Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class. Maintain categorically funded paraprofessionals at Princeton Elementary Schools.	LEA-wide

	<p>Increasing numbers of ELD students have been entering PJUSD each year. Princeton Elementary has done an excellent job of helping these students become fluent in English and has accordingly had strong ELD reclassification rates, which we desire to maintain. The primary determinant for reclassification has been student scores on the CELDT test.</p>		<p>Continue use of SDAIE strategies for ELD instruction in the classroom</p>	
5)	<p>A college preparatory course of study that covers all of UC / CSU A-G requirements is available to all Princeton Junior Senior High School students. In 2011-12, 33.3% of graduating seniors completed UC / CSU A-G requirements. In 2012-13, 44.4% of graduating seniors completed UC / CSU A-G requirements. We believe that we can and should improve the UC / CSU A-G requirement completion rate.</p>	<p>Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.</p>	<p>The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.</p>	<p>Princeton Jr Sr High</p>
6)	<p>Princeton schools continue to employ a variety of traditional methods of communicating with parents. These include newsletters, Back-to-School and Open House Nights, parent access to Aeries ABI, parent-teacher conferences, etc. We do not believe that we have sufficiently leveraged available technology. Specifically, we believe that we could significantly</p>	<p>Improve district and school websites. Develop social media presence.</p>	<p>Work with webmaster on revamp of district and school websites.</p> <p>Create and utilize Facebook and Twitter accounts to share district and school news.</p>	<p>LEA-wide</p>

	<p>improve our website and its use. We also would like to develop a social media presence (e.g., Facebook, Twitter, Instagram, etc.). By doing so we believe that we will not only have more involved parents but better engaged pupils.</p>			
7)	<p>Princeton Joint Unified School District has a current school safety plan. However, we believe that this plan should be updated and made more thorough and comprehensive. Safety procedures need to be practiced more regularly through drills.</p>	<p>Update school safety plans. Drill safety procedures more regularly. Improve safety alert system.</p>	<p>Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater frequency.</p>	<p>LEA-wide</p>

School Site Council Funds - 2013-14 School Year

Site Council Resources	2013-14 Revenue	Contributions Out	Contributions In	Net Revenue	Budget
3010 NCLB - Title I, Part A, Basic Grants Low Income and Neglected	\$ 29,177	\$ 39,900	\$ 11,900	\$ 1,177	14% bilingual paraprofessional
3150 NCLB - Schoolwide Programs (SWP)	\$ -	\$ -	\$ 50,175	\$ 50,175	86% bilingual paraprofessional, 100% computer lab paraprofessional, 10% teacher
4203 NCLB - Title III, Limited English Proficiency (LEP) Student Program	\$ 6,200	\$ -	\$ -	\$ 6,200	10% teacher
5814 NCLB - Title VI, REAP	\$ 12,129	\$ -	\$ -	\$ 12,129	25% teacher
7090 Economic Impact Aid (EIA): State Compensatory Education	\$ 35,265	\$ -	\$ -	\$ 35,265	55% teacher
Total	\$ 82,771	\$ 39,900	\$ 62,075	\$ 104,946	

Notes:

Resource 3010 contributes \$28,000 to Res 3150

Resource 4035 contributes \$11,900 to Res 3150 (routed through Res 3010)

Fund 01 contributes \$10,275 to Res

3150

2013-14 School Site Council Members

High School

Principal

Cody Walker

Teachers

Natalie Behr

Chris Stillwell

Other School Employees

Jodi Cortez

Parents or Other Community Members

Patti Angus

Clinton Wills

Mark Shulthise

Mary Menzies

Students

Julia Romo

Bret Salazar

Marisela Valencia

Elementary

Principal

Cody Walker

Teachers

Morgan Iversen

Caitlin Phelps

Parents or Other Community Members

Melissa Hansen

Michelle Lutz

Elias Cervantes