The Single Plan for Student Achievement

INYOKERN ELEMENTARY SCHOOL

15-73742-6009609
CDS Code

Date of this revision: 3/19/09

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

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

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Sierra Sands Unified School District

The District Governing Board approved this revision of the School Plan on _____ 5/21/09 .

School Vision and Mission

Inyokern School's vision is to provide a safe, nurturing environment where students, staff, parents, and the community work together. We set high expectations for achievement in academic skills, thinking skills, and social skills to enable a student's success in life with a focus on:

- Each student meeting or exceeding state academic standards
- On-Going Assessment of Student Progress
- Professional Staff Development
- Student Behavior and Discipline
- Positive School Environment
- Community Involvement

At Inyokern School we pursue our mission involving students, staff, and parents:

- **Standards.** We believe that it is our responsibility to assist each student to meet or exceed the academic standards set forth by the State of California so that each child can maximize his or her potential and eventually become a well educated productive member of society.
- **Assessment.** We believe that assessment is an opportunity to ensure appropriateness of curriculum delivery and experience and celebrate success. Staff will meet regularly to review current data. Various measures and models will be utilized and shared with parents throughout the year.
- **School Behavior and Discipline.** We believe that all students are unique and need to be provided a safe learning environment to succeed. The entire school community will strive to respect others.
- **School Environment.** We believe that a positive, caring environment will be provided by the students, staff and parents. Qualities that contribute to an improved society, such as tolerance, accountability, and respect will be reinforced.
- **Professional Development.** We believe that leadership is shared and focused on mutually agreed upon goals and objectives. Staff development will be on going, consistent, and focused on identified personal and schoolwide needs.
- **Community Involvement.** We believe that the Inyokern community will work as a team to provide educational support to foster each child's development. The school will seek to provide a welcoming environment that acknowledges parents as parents to promote excellence in all areas.

School Profile

Inyokern Elementary School opened in 1935 and is located in the rural community of Inyokern in eastern Kern County. It is one of seven elementary schools in Sierra Sands Unified School District. The school serves a large geographic area of approximately 150 square miles in the Mojave Desert. The latest census records Inyokern as having a population of 984 people.

Inyokern's student enrollment is 174 students. The ethnic make-up of the school mirrors that of the community with 70% of the students being white, 7% Hispanic, 6% African American, 4% American Indian, 2% Filipino, and 1% Asian. The average level of parent education is a high school diploma with some college completed (2.74%).

Inyokern is truly a community school as it serves students from pre-school through fifth grade. Pre-school students are served in our state pre-school that is licensed for 20 students per session. The preschool provides five-day morning and afternoon sessions. In addition, Inyokern School has one special day class for the emotionally disturbed. A dedicated staff of 26 serves the students of Inyokern School. Eleven staff members are teachers. The eleven teachers include on part-time resource teacher, one full time special day class teacher, and one part-time project teacher. Other staff members include a principal, a librarian, a computer lab paraprofessional, and classroom paraprofessionals. In addition, we have a counselor one day a week who facilitates friendship groups, teaches Second Step and Steps to Respect lessons, offers parenting classes, and who is an active part of our Student Assistance Team.

ANTI-BULLYING POLICY
We are PeaceBuilders and we daily pledge to give up put-downs, notice hurts and right wrongs, praise people and to seek wise people. Bullying is not tolerated at our school.

We define *bullying* as follows:

Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, spreading rumors and gossip, or leaving someone out on purpose.

Examples of bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way-including "just kidding" remarks or supposed jokes.
- Using put-downs, such as insulting someone's race or making fun of someone for being a girl or boy.
- Touching or showing private body parts.
- Spreading gossip or rumors about someone. (Verbally, written, or on-line)
- Leaving someone out on purpose or trying to get other kids not to play with someone.

Staff at Inyokern will do the following things to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Teach the respect and anti-bullying units from health curriculum in grades K-5, and *Steps to Respect* program to students in grades 3-5.
- Respond quickly and sensitively to bullying reports using the *Steps to Respect* Four-A Response and coaching models.
- Take seriously parents' concerns about bullying.
- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.

Students at our school will do the following things to prevent bullying:

- Treat each other respectfully.
- Refuse to bully others.
- Refuse to let others be bullies.
- Refuse to watch, laugh, or join in when someone is being bullied. Be an advocate.
- Try to include everyone in play, especially those who are often left out.
- Report bullying to an adult.

Consequences:

- Conference with teacher
- Conference with principal
- Notification to parent
- Meeting with parents
- Corrective learning lesson (essay, apology, discipline plan)
- Service project to school
- Suspension/expulsion

Keys to Success
Inyokern's School, Family, & Community Involvement Plan

Key 1 Parenting
- Parenting Classes
- Parenting Lending Library
- Parenting TIPS in school newsletter
- Parenting Tips in A to Z Parent Handbook

Key 2 Communication
- Take Home Tuesdays
- Parent-Teacher-Student Compact
- Weekly School Newsletters
- Monthly Recipes for Student Success ~ Suggested Family Learning Activities
- Teacher/Parent Communicator Folders
- A to Z Parent Handbook
- School Website www.ssusd.org
- Parking lot & hall marquees posted with school events
- Class newsletters
- School Messenger to autodial parents about school events
- 4" x 7" School Calendar Magnet for each family
- Principal Open Door Policy
- Monthly Donuts & Dialog Sessions on Flex Fridays
- Annual School Survey (Spring)
- Home-School Compacts
- Back-to-School Night & Open House
- Major Home-School Communication in Spanish & English
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels
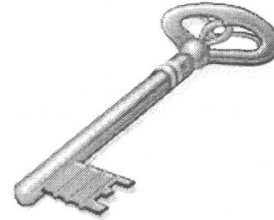
Key 3 Volunteering
- Annual Parent Volunteer Opportunity Survey (Fall)
- Classroom volunteer training with VIP Badge upon completion
- Classroom "Help Wanted" advertisements

Key 4 Learning at Home
- Study Island on-line
- World Book on-line
- Learning Links listed on teacher pages of our website
- Monthly Recipes for Learning at Home (in newsletter)
- Textbook On-line or CD connections for parents
- Family Night topics to assist in learning at home
- Summer Reading Program through our library
- Parent AR Library Lending Program
- Book Fairs
- Referrals to community agencies as needed

Key 5   Decision Making
- Inyokern Parent Teacher Organization (ITPO)
- Inyokern School Site Council (SSC)
- SSC Subcommittees
- Superintendent's Council membership
- Community Forum with SSUSD School Board Members

Key 6 Collaborating with the Community

- Community wide events such as our Fall Festival
- PeaceBuilding as a community
- Community members becoming IPTO members
- Community service learning at local Senior Center
- Career Day featuring community members
- Member of Inyokern Chamber of Commerce
- Partners with community organizations such as Inyokern Rotary Club, Inyokern Chamber of Commerce, Inyokern Baptist Church, and Inyokern Methodist Church

School Accountability Report Card
A copy of the School Accountability Report Card may be obtained at Inyokern Elementary School or our district website at http://www.ssusd.org

INYOKERN SCHOOL

LIBRARY MEDIA CENTER SITE PLAN

The mission of the Inyokern School Library is to support the school's curriculum, assist members of the learning community in becoming effective users of information and to foster the love of reading.

GOALS

The library program is designed to:
- Generate enthusiasm for books and a love of reading
- Support, supplement, and enrich the curriculum and grade level standards
- Provide access to educational resources to students, staff and parents

STRATEGIES

- **Collection Development**

Expand library collection to provide a print rich environment containing a variety of stimulating reading materials. The recommended student to book ratio will be achieved and maintained. Book acquisitions will include materials to meet specific needs of student populations such as GATE, ELAP, ELD etc. Assess, weed and update books and reference materials.

- **Professional Development**

Attend conferences, classes and workshops for professional development. Participate in forums such as District Advisory Library Committee and School Site Council. Acquire professional resource materials that provide techniques and tools for library and research skills instruction.

- **Technology**

Maintain Accelerated Reader Lab. Serve as Renaissance Place administrator for classes and students. Support the Follett library circulation program. Provide access to computer research through supervised Internet access.

- **Reading Programs**

Promote and encourage student interest in reading with a variety of activities and programs. Accelerated Reading assemblies will be held on a trimester basis recognizing

students who show progress in their individual reading skills. Encourage reading during the summer months with thematic summer reading programs.

- **Physical Environment & Setting**

Scheduling of classes will be arranged to accommodate maximum access to the library. The library will also be open before and after school, during recesses and throughout the summer. The library environment will have an inviting and stimulating atmosphere where students are welcomed and encouraged to become effective users of information and resources. Expansion of the Inyokern Library facility was approved by the Modernization Committee to better serve students, staff and parents.

- **Community Involvement**

Parents are encouraged to check out books from our collection of 10,000 books to take home and share with their children. They are also encouraged to participate in library events and volunteer in the library.

ANALYSIS OF EDUCATIONAL PRACTICE
Standards, Assessment, and Accountability

1. **Use of state and local assessments to modify instruction and improve student achievement:**
   State assessments give us an annual benchmark to examine. District and site assessments give us benchmark exams to examine four times a year. Each student is assessed in reading/language arts at the beginning of the year and then again at each trimester. This year, writing assessments have been formalized, writing prompts designed, and a rubric developed to evaluate grade level specific writing prompts four times a year. The state, district, and site data on each student is housed in an assessment binder which was developed at our site and is used to monitor student growth and make data based decisions on needed modification of instruction.

2. **Use of data to monitor student progress on curriculum-embedded assessments and modify instruction:**
   State approved and district adopted textbooks include a variety of beginning of the year assessments as well as pretests and posttests for each unit. These assessments give the classroom teacher direct feedback as to the success level of current instruction. In addition, teachers can use tests they have developed or that other teachers in our district have developed in Edusoft to test mastery of skills. Edusoft also allows teachers to track student progress which assists the teacher to modify instruction to meet student needs. Yet another available tool is Accelerated Math which allows teachers to individualize math support or math enrichment for students.

Staffing and Professional Development
3. **Status of meeting requirements for highly qualified staff:**
   All Inyokern teachers are deemed highly qualified by No Child Left Behind standards.

4. **Principals' Assembly Bill (AB) 75 training on State Board of Education adopted instructional materials:**
   The principal has completed all requirements for Assembly Bill 75 and her clear credential was issued on October 17, 2005.

5. **Sufficiency of credentialed teachers and teacher professional development:**
   When selecting a new teacher to join our staff, there has always been a sufficient number of highly qualified teachers to interview and hire
   Professional development is available to teachers through AB466, Beginning Teacher Support and Assessment (BTSA), district staff development days, site funded staff development, district and site trainers in Step Up to Writing, English Language Arts (ELA), and English Language Development (ELD), as well as collaborative staff development with Comprehensive Early Literacy Learning (CELL) Literacy Coaches.

6. **Alignment of staff development to content standards, assessed student performance, and professional needs:**
   Staff development is a direct result of a response to stated needs based upon review of student performance as measured by content standard mastery. Reviewing assessment data is not confined to a once a year analysis of standardized test data. All students are formally assessed four times a year at Inyokern Elementary School. Students are formally assessed once at the beginning of the year and just prior to the end of each trimester. Student performance is reviewed using multiple measures. Results from standardized tests, STAR Reading, STAR Math, FASTT Math, Early Literacy, grade level benchmark assessments, Edusoft assessments, and a wide variety of teacher assessments such as oral reading records and fluency tests are reviewed. The results of these assessments are charted and analyzed in regularly scheduled grade level collaboration session on site. Step Up to Writing is an excellent example of a need that was clearly defined by review of student writing scores. Step Up to Writing has become an on-going districtwide writing program which includes a teacher training component, the training of an on site Step Up Trainer of Trainers, and a district level English Language Arts Mentor. Step Up training began in the elementary grades and is now moving to the middle and high school level.

7. **Ongoing instructional assistance and support for teachers:**
   There is a combination of formal and informal instructional support for teachers. In addition to the full day district level staff development opportunities which are offered at the beginning of the school year, on-going instructional assistance and support opportunities are offered throughout the year. Weekly opportunities are available through our district's technology department. Each trimester California Technology Assistance Project (CTAP) classes are offered. BTSA is available to beginning teachers and Peer Assisted Review (PAR) is available to teachers in need of assistance. SSUSD's has begun a program to insure that each teacher is trained in districtwide on-going programs such as Step-up to Writing. Site based support comes from our Step Up to Writing Trainer, Mrs. Worley, our district English Language Arts Mentor, Mrs. Tanaka, and our district English Language Development Mentor, Mrs. Williams. Our kindergarten and first grade teachers are attending guided meetings with CELL Literacy Support Teachers Mrs. Frisbee and Mrs. Durchi at Pierce Elementary School. Substitute teachers are provided so that teachers may observe another teacher at Inyokern or another district school to see a specific teaching technique in action. Individual teachers attend out-of-town staff development training when a defined need can

be met with an available training session. In these ways, we are able to tailor the staff development to the need of each teacher.

8. **Teacher collaboration by grade level:**

   At district level grade level collaboration is scheduled three times a year. In addition, Inyokern staff members of district curriculum committees that meet throughout the year. At site level, teachers collaborate by grade level on a monthly basis. Time to collaborate is made possible by exchanging staff meetings for collaboration sessions.

<u>Teaching and Learning</u>

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

   In order to provide a comprehensive core curriculum and instruction to all students which is aligned to content standards and articulated across grade levels, our staff collaborates regularly. We analyze data to design research based, learning experiences in all areas of curriculum including district adopted textbook selection and curriculum alignment. For example, we offer 2nd-5th grade students English-Language Arts instruction in targeted ability groups. Students are assessed by multiple measures including teacher made tests, publisher exams, computer exams and placed in "like-skills" groups in order to receive 45 minutes of targeted reading instruction four days a week. To make these groups more powerful, the project teacher and the resource teacher each take a group as well as the regular classroom teachers to lower the pupil-teacher ratio. The smallest Targeted Assistance Group (TAG) is the struggling readers. Students are either in a 2-3 TAG group or a 4-5 TAG group, this method of instruction provides the scaffolding necessary to support student learning from remedial to gifted. In math, students are grouped by grade. Teachers supplement the district adopted math program through the use of computer programs such as FASTT Math and Accelerated Math which are available in every classroom. Students also receive additional support through computer programs like Numbers Undercover during their scheduled weekly computer time. Our large school garden acts as a "Hands-on Lab" for related science lessons. Blending thematic teaching into the curriculum allows instruction to flow across content areas including science, history/social science. For example, our 4th grade teacher teaches many skills using the theme of the California Gold Rush. Students gain standards based on reading skills while reading non-fiction and fictional stories about the Gold Rush as they study rocks and minerals in science and learn about measurement and weights in math. Students also write miner's journal entries or write tall tales in order to incorporate thematic standards based writing skills. All curricular areas tie together to make a comprehensive curriculum.

10. **Adherence to recommended instructional minutes for reading/language arts and mathematics:**

    In order to meet the recommended instructional minutes or reading/language arts and mathematics, Inyokern amended its daily schedule by: (1) adding a longer reading/language arts block by the shortening the morning recess and (2) eliminating the afternoon recess. Starting in the 2008-09 school year the morning starts with an uninterrupted two hour reading/language arts block, followed by a 15 minute instead of a 20 minute recess. The 1:45 P.M. to 2:00 P.M. recess was eliminated. These two changes add an additional 20 minutes of

instruction time daily. The modifications listed above result in an extra 3,600 minutes or 60 hours of additional instruction per year.

11. **Lesson pacing schedule for sufficient numbers of interventions courses:**
Intervention starts with our state preschool which is located on our campus. Inyokern State Preschool serves forty low income students annually that would otherwise not attend preschool. In this way, many students come to us more prepared to learn through the excellent preschool experience that they have received. TAG is our major English Language Arts intervention for second through fifth grade. Our project teacher gives a second dose of English Language Arts instruction to our kindergarten and first graders daily. Our computer lab instructor offers math mini interventions in basic skills facts through FASTT Math during the school day. Read Naturally is a fluency intervention that is available in every 2nd through 5th classroom and the computer lab. Through the After School Education and Safety Grant (ASES), we have a daily after school program that lasts until 6:00 P.M. each evening. This program has a strong homework component, which has been strengthened by the fact that several of our classroom teachers work daily after school with their grade level assisting students with their homework. This homework help is a cross-curriculum intervention. In addition we offer targeted after school interventions in math and reading with free busing provided so that all students may participate.

12. **Availability of standards-based instructional materials appropriate to all student groups:**
Equal access to standards-based instructional material is provided to all students. The current adoptions in elementary school are Open Court for reading, Sadlier Oxford for math, Pearson Scott Foresman for social studies and science, Harcourt Health and Fitness and the Great Body Shop for health, and Zaner-Bloser handwriting. Each program has built-in modifications for English Language Learners, struggling learners, and gifted learners. For example, in history/social science leveled readers and computer programs are available to scaffold learning to meet the individual learner's needs. In addition, Avenues is used for English Language Arts instruction with English Language Learners.

13. **Use of SBE-adopted and standards-aligned instructional materials, including intervention materials:**
In order to have standards-aligned instructional materials appropriate to all student groups available to students, our district has an adoption cycle or schedule. A districtwide committee of parents, teachers, administrators, and other community members meet throughout the school year to evaluate curriculum that is on the state approved list. The committee narrows the selection of the curriculum and those programs are sent to all sites for individual and site evaluation. Two districtwide meetings are held and the programs are prioritized as to first and second choice. The districtwide committee then meets again and one program is recommended for the Districtwide Instructional Materials Selection Committee (DIMSC) that is composed of parents, teachers, and administrators. The DIMSC committee then recommends the program to the school board and it is accepted or returned to committee for further study at that point. This year we are evaluating math instructional materials. There are a large number state approved math programs and even more math intervention programs to evaluate this year.

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

At Inyokern, each student is everyone's student and we collectively do whatever is necessary to meet the instructional needs of that student. In order to get students off to a successful start in elementary school, we offer a state preschool program that prepares students for success in elementary school. Preschool students are considered part of our school family and we work together collaboratively to make the transition from preschool to elementary school seamless. We use a variety of instructional practices through flexible groups, whole group/small group direct instruction, small interactive groups, cooperative groups, and independent assignments. Engaging and interactive Smartboard lessons heighten student interest and learning. Our Targeted Assistance Groups (TAG) noted in Question 9 of Analysis of Current Educational Practice and the part time assignment of students to other classrooms within their developmental level are examples of our dedication to meeting all students' needs. We realize that not all students have the same learning strengths or styles and we provide a variety of learning experiences. For example, if you were to visit Inyokern School you might see primary students practicing their letters in sand and 3rd graders learning their multiplication tables to music, 5th graders solving their math problems with base ten blocks, or a fourth grader acting as a cross age tutor to a first grade student. We have an active Student Assistance Team who responds to the needs of an underperforming student. Our special education resource specialist and our special day class teacher meet the needs of our special education students. We mainstream our special day class for emotionally disturbed students into our general education program. Through SSUSD, Inyokern is able to offer a small summer school program. We also offer a summer reading program and keep the library open during the summer so that Inyokern students have access to a local library during the summer. The summer reading program runs concurrently with summer school.

15. Research-based educational practices to raise student achievement at this school:

State approved and district adopted curriculum and the following researched-based supplemental programs:

Phonemic Awareness	*SIPPS and Sing, Spell, Read, & Write*
Fluency	*6 Minute Solution, REWARDS, and Read Naturally*
Vocabulary	*Words Their Way and Building Academic Vocabulary*
Comprehension	*Accelerated Reading, CARS, STARS, and Read Naturally*
Organizational Skills	*Study Skills for School Success.*
ELA Program	2-3 Grade *Standards Plus*
Writing	*Step Up to Writing*
Math	*FASTT Math and Accelerated Math.*

<u>Involvement</u>

16. **Resources available from family, school, district and community to assist under-achieving students:**
   Family Resources: School Family Nights, Family Resource Services, College Community Services, Parenting Classes through Parenting Project or Boys' Town, and a host of services through IWV United Way and the Community Collaborative Project.
   School: Inyokern State Preschool, Kindergarten Round Up, After School Safety and Education Program, Second Step, Steps to Respect, Peer Mediation Program, After School Clubs and Interventions with busing, Title I Project Teacher, School Counselor, Computer Lab Intervention Classes, Inyokern Parent Teacher Organization, and School Site Council.
   School Library: Lending library of over 10,000 books in AR based library, Student and Parent Lending Programs, Summer School Reading Program.
   District: School Attendance Review Board, School Board Community Forums, Deputy District Attorney Attendance Seminars, summer school, and teacher's aides from Mesquite High School.
   Community: Inyokern Methodist Church, Inyokern Baptist Church, Inyokern Rotary Club, Inyokern Chamber of Commerce, and Cerro Coso Community College "I'm Going to College Program".

17. **Involvement of parents, community representatives, and classroom teachers, other school personnel in the planning, implementation, and evaluation of consolidated application programs.**
   We are a learning community. Certificated employees, classified employees, parents, and community members work side by side to plan for student success. Involvement opportunities exist throughout SSUSD School Board's Community Forums, Superintendent's Council, Inyokern Parent Teacher Organization, School Site Council, and Modernization Committee. All parents give input through an annual parent survey. School Site Council members represent a cross section of the school community and work most closely with the development of the Single Plan for Student Achievement. Notice of School Site Council meetings are posted at school and on our website http://www.ssusdschools.org in a timely manner so that any interested parent or community member may attend.

<u>Funding</u>

18. **Services provided by categorical funds that enable underperforming students to meet standards:**
   Categorical funds are used to fund a part time school counselor, a part time project teacher, a computer paraprofessional, research based supplemental educational materials and programs, library books, computer hardware and software, staff development, after school interventions, after school intervention bus, and field trips.

19. **Fiscal support:**
   In addition to the general funds that are received by all district schools, we receive Title I funds due to our high poverty index. Title I and SLBIG are our two biggest sources of categorical funding. We also receive small amounts of GATE and ELL funding. New one time and on going music, art, and P.E. funds are also available. Each year the principal creates an easy to use overview of school funds so that staff and parents alike have access to the funds available to meet stated needs.

INYOKERN SCHOOL HOME-SCHOOL COMPACT

Each student should be helped to reach his/her highest potential for intellectual and social growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a student, I will:

1. Spend time at home completing homework, studying, and reading a grade-level appropriate number of minutes daily.
2. Show respect for all people at school by not using profanity, stealing or vandalizing.
3. Come to class on time, prepared to work.
4. Complete all assignments to the best of my ability.
5. Respect the rights of others to learn without disruption.

Date:_____ Student Signature:_____

As a teacher, I will:

1. Communicate to parents/guardians the ways they can support student learning at home, and discuss other matters and concerns relevant to their child.
2. Schedule parent/teacher conferences.
3. Provide opportunities for parents to volunteer, observe, or participate in class activities.
4. Provide a safe and positive atmosphere for learning.
5. Explain and model assignments in an appropriate way for my students.
6. Communicate to parents the importance of reading daily with their child.
7. Discuss with parents the meaning of this compact as it relates to achievement.
8. Supply clear evaluations of student progress to students and parents.
9. Provide instruction according to district curriculum.

Date:_____ Teacher Signature:_____

As a parent/guardian, I will:

1. Monitor school attendance and provide positive use of out-of-school time.
2. Provide a regular time, place, and supervision for homework completion.
3. Attend parent/teacher conferences to discuss my child's progress.
4. Volunteer, participate, or observe in my child's class, if possible.
5. Read to and/or ensure that my child reads for a grade-level appropriate number of minutes daily.
6. Communicate the importance of education to my chld.
7. Provide a caring environment for my child.
8. Notify teachers of concerns or problems that may affect school performance.
9. Ensure that my child comes to school with adequate rest, nutrition, and proper hygene.

Date: _____ Parent/Guardian Signature:_____

Inyokern Elementary School
Academic Performance by Grade Level
English Language Arts

Academic Performance Index (API) Data by Grade

API Proficiency Level		Grade 2			Grade 3			Grade 4			Grade 5		
		05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08
Number and Percent At or Above Proficient	#	13	9	10	10	13	10	11	9	13	7	10	9
	%	42%	33%	39%	43%	38%	37%	33%	41%	57%	44%	27%	43%
Number and Percent At Basic	#	11	11	7	8	13	11	18	7	9	8	15	11
	%	35%	41%	27%	35%	38%	41%	55%	32%	39%	50%	41%	52%
Number and Percent Below Basic	#	7	4	4	1	6	3	4	3	1	0	9	0
	%	23%	15%	15%	4%	18%	11%	12%	14%	4%	0%	24%	0%
Number and Percent Far Below Basic	#	0	3	5	4	2	3	0	3	0	1	3	1
	%	0%	11%	19%	17%	6%	11%	0%	14%	0%	6%	8%	5%
TOTAL NUMBER STUDENTS TESTED	#	31	27	26	23	34	27	33	22	23	16	37	21

Conclusions indicated by the data:

1. In Targeted Assistance Groups will continue to focus on moving students from Basic to Proficient and from Proficient to Advanced.

2. Offer after school interventions to increase ELA proficiency in students performing in the Far Below or Below Basic levels.

3. Use newly adopted standards based districtwide grade level benchmarks in collaboration sessions to accurately identify specific learning gaps to drive instruction in class and in intervention sessions. Benchmark data stored in Edusoft will assist in this process.

Inyokern Elementary School
Academic Performance by Grade Level
Mathematics

Academic Performance Index (API) Data by Grade

API Proficiency Level		Grade 2			Grade 3			Grade 4			Grade 5		
		05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08
Number and Percent At or Above Proficient	#	18	8	9	14	15	13	13	7	11	5	8	5
	%	58%	29%	34%	61%	44%	48%	39%	32%	50%	31%	22%	24%
Number and Percent At Basic	#	5	8	10	4	7	5	13	7	9	6	10	8
	%	16%	30%	38%	17%	21%	19%	39%	32%	41%	38%	27%	38%
Number and Percent Below Basic	#	7	9	3	4	11	8	7	5	2	4	16	5
	%	23%	33%	12%	17%	32%	30%	21%	23%	9%	25%	43%	24%
Number and Percent Far Below Basic	#	1	2	4	1	1	1	0	3	0	1	3	3
	%	3%	7%	15%	4%	3%	4%	0%	14%	0%	6%	8%	14%
TOTAL NUMBER STUDENTS TESTED	#	31	27	26	23	34	27	33	22	22	16	37	21

Conclusions indicated by the data:

1. A districtwide conclusion was drawn that fifth grade teachers need a "Math Mentor" to improve their math instruction strategies. The "Math Mentor" has been working with the fifth grade teachers from the beginning of the school year.

2. A new standards based state and district approved math adoption is being used by all teachers and students this year. It is a rigorous program.

3. Use of newly adopted standards based districtwide grade level benchmarks in collaboration sessions to accurately identify specific learning gaps to drive instruction in class and in intervention sessions. Benchmark data stored in Edusoft will assist in this process.

Inyokern Elementary School
English Language Arts Adequate Yearly Progress (AYP)

English Language Arts Performance Level by Student Group

AYP Proficiency Level	All Students			White			Hispanic			Socioeconomically Disadvantaged		
	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08
Met Participation Rate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Number At or Above Proficient	39	39	42	31	30	33	N/A	N/A	N/A	24	23	24
Percent At or Above Proficient	40.2	37.1	43.8	45.6	40.0	49.3	N/A	N/A	N/A	35.8	31.5	35.3
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met All AYP Criteria	Y	Y	Y	Y	Y	Y	N/A	N/A	N/A	Y	Y	Y
API Growth Points	18	-69	26	2	-68	24	N/A	N/A	N/A	15	-82	34
Met API Target	Y	Y	Y	Y	Y	Y	N/A	N/A	N/A	Y	Y	Y

N/A - Not a significant size subgroup

Conclusions indicated by the data:

1. All AYP targets were met and exceeded.
2. The "Socioeconomically Disadvantaged" subgroup functions at about 10% below the "White" subgroup. Extra support in the area of vocabulary development, interventions, adult tutors, and after school homework assistance will continue to be offered.
3. The three year performance of each group is reasonably consistent.

Inyokern Elementary School
Math Adequate Yearly Progress (AYP)

Mathematics Performance Data by Student Group

AYP Proficiency Level	All Students			White			Hispanic			Socioeconomically Disadvantaged		
	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08
Participation Rate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Number At or Above Proficient	48	36	37	30	28	27	N/A	N/A	N/A	28	18	23
Percent At or Above Proficient	49	34.0	38.5	44.1	36.8	40.3	N/A	N/A	N/A	41.2	24.3	33.8
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Y	Y	Y	Y	Y	Y	N/A	N/A	N/A	Y	Y	Y
API Growth Points	18	-69	26	2	-68	24	N/A	N/A	N/A	15	-82	34
Met API Target	Y	Y	Y	Y	Y	Y	N/A	N/A	N/A	Y	Y	Y

N/A - Not a significant size subgroup

Conclusions indicated by the data:

1. All AYP targets were met.

2. There was a 26 to 34 API increase in the different categories over the 06/07 API scores.

3. The key to meeting AYP requirements is to insure the academic proficiency of our socioeconomically disadvantaged students.

Inyokern Elementary School
California Language Development Test (CELDT) Results
2008-09

| | California English Language Development Test (CELDT) Data | | | | | | | | | | | |
| Grade | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	1	25	0	0	1	25	2	50	4
1	0	0	1	20	4	80	0	0	0	0	5
2	**	**	**	**	**	**	**	**	**	**	2
3	**	**	**	**	**	**	**	**	**	**	2
4	**	**	**	**	**	**	**	**	**	**	1
5	**	**	**	**	**	**	**	**	**	**	2
Total	0	0%	5	31%	5	31%	3	19%	3	19%	16

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

Conclusions indicated by the data:
1. There is not sufficient data to drawn any reliable conclusions from this data.

School Demographic Characteristics
Inyokern Elementary School

Data listed below are from the October CBEDS data collection, STAR Apportionment Information Report

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	6%	Not high school graduate	14%
American Indian or Alaska Native	4%	High school graduate	30%
Asian	1%	Some college	32%
Filipino	2%	College graduate	13%
Hispanic or Latino	7%	Graduate school	10%
Pacific Islander	0%	Average Parent Education Level (Stanford 9)	2.74
White not Hispanic	70%	Average Class Size (CBEDS) K-3 = 12	4-6 = 16
Participants in Free or Reduced Price Lunch	72%	Enrollment in grades 2-11 on first day of testing	120
English Language Learners (STAR)	7%	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility (STAR)	92%	Number of Students Tested	107

These are the percentages of students who were counted as part of the school's enrollment on the October 2007 CBED data collection and who have been continuously enrolled since that date.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed

available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures. Focus on district goals #1-5

GOAL # 1-for Improving Student Achievement: Increase proficiency of all K – 5 students in English Language Arts and Math as set forth in the federal, state, and district standards with the goal of meeting all API and AYP requirements.

Student groups participating in this goal: All K-5 students

Performance gains expected for these students: 2 – 5 students to increase number of students performing at Advanced and Proficient levels while decreasing the number of students performing at Far Below Basic and Below Basic. K- 1 students to meet a Star Early Literacy scaled score goal of 650 for kindergarten and 800 for 1st grade.

Means of evaluating progress toward this goal: Results from API, AYP, CST, CMA, Star Early Literacy, Star Reading, Star Math, & District Benchmarks

Group data needed to measure academic gains: Pre and Post scores on each measurement

GOAL # 2-for Improving Student Achievement: Advance each English Language Learner at least one CLEDT level annually

Student groups participating in this goal: All English Language Learners

Performance gains expected for these students: An increase of one CLEDT level each year

Means of evaluating progress toward this goal: CLEDT testing data, STAR reading, grade level benchmarks

Group data needed to measure academic gains: Pre and post scores on each measurement

Description of Specific Improvements to be Made in Educational Practice	Implementers	Start Date	Related Expenditures	Estimated Cost	Funding Source	Measurable Assessment
Alignment of instruction with content standards: Analysis of disaggregated test data to find performance gaps	Staff	Fall	Paper & office supplies	$250	Title I & SLBIG	CST, CMA, & CLEDT
Development of grade level specific yearlong plans	Classroom Teachers	Fall				
Analysis of grade level benchmark exams	Staff	Ongoing	Chart paper, pens, & pens	$750		Benchmark exams, Star Reading, Star Math, Early
Professional Development: Regular grade level collaboration meetings to assess student progress	Staff	Ongoing	Copier costs, copy paper, & notebooks	$750	Title I	Literacy, CLEDT, Math Facts in a

towards goals and to plan strategies to assist students meet their goals.

Description of Specific Improvements to be Made in Educational Practice	Implementers	Timeline	Related Expenditures	Estimated Cost	Funding Source	Measurable Assessment
						Flash FASTT Math Edusoft
Improvement of instructional strategies and materials: Language Arts:						
• Open Court	Staff	2008-09 on-going	Paper, ink, & office supplies	$100	IMF funds	AR STAR growth reports
• Step Up to Writing		2008-09	Personnel Costs	$16,396		Early Literacy
• CELL.ExLL			Step Up to Writing K-3	$300	SLIBG	
• Academic Vocabulary	Project Teacher		Step Up to Writing 3-5	$300		English in a Flash vocabulary report
• Leveled Reader Library (BookNook)			CELL/ExLL supplies	$2500		
• SIPPS			CELL/ExLL easels	$400		
• STARS & CARS			English in a Flash Program	$1800	Title I	Classroom assessment records
• Classroom library & reference books	RSP Teacher		Stipends for Book Nook	$1000		
• Project Read			Shelves/supplies for Book Nook	$1500		
• World Book Online (DLG 3 & 4)			Books for Book Nook	$2000	GATE	Comprehensive Districtwide Grade Level Benchmarks
• Netrekker (DLG 3 & 4)			Thesaurus Set	$500		
• Technology enhanced learning through Read Naturally, Accelerated Reading Lab, English in a Flash, classroom and computer lab programs (DLG 4)	Library Specialist		Project Read Materials	$300		
			World Book subscription	$1000		API & AYP
			8 computers for lab to begin a four year program of replacing aging computer	$9000	EIA-LEP	
• Library instruction, books, & reference materials/supplies (DLG 2)			AR books, research materials, & AR supplies	$3000	ELAP	Edusoft Assessments
• REWARDS (Anita Archer)					Microsoft Voucher	
• Corrective Reading						

Item	Personnel	Description	Cost	Funding Source
• ELA Content Mastery		ELA Mastery Booklets	$700	
Math:	Computer Para-professional	Personnel Cost	$6399	Ed Tech Block Grant
• Houghton Mifflin		AM Math Scanners & Scantron Sheets plus copy paper for AM sheets	$1500	
• FASTT Math				
• Accelerated Math		Math Mastery Booklets	$700	Medi-Cal
• Math Facts in a Flash				
• Supplemental Math Materials		Classroom Computer	$1050	Discretionary Block Grant
Intervention Materials		Classroom Printers	$500	
Technology to support learning		Classroom SmartBoards	$24,000	
• Classroom computers		DVD Player	$150	
• Classroom printers		32 headphones	$350	
• Data Projectors/Smartboards		Smart Document Cameras	$1300	
• DVD Player		8 computers for lab/Phase I of a 4 year replacement plan	$8,400	
• Headphones for computers				
• Teacher Tool Digital Presentor				
• Educational Software				

Activities	Staff	Year	Cost Item	Amount	Funding	Data/Records
Extended learning time: Interventions programs, Full Day Kindergarten, After School Club's Instruction, Community Summer School Library Program (DLG 3 & 6), Web based programs such as World Book Online to extend student learning (DLG 3 & 6), Increased instructional minutes & Uninterrupted literacy block instruction Focus on 95% + attendance rate DISTRICT GOAL 3 & 5	Teachers, Walk-on-Coach, Librarian	2008 - 2009	Stipends, Hourly Rate, Hourly Rate, Annual fees, Attendance Incentives	$6,000, $2,000, $1,000, $1000, $300	Title I, SLIBG	Attendance Records, Benchmark Results, Intervention Records, Early Literacy, AR Growth, AM Growth
Increased educational opportunity: Targeted Assistance Groups (TAG), Homework as District Policy, After School Clubs & Interventions, After School Education & Safety Program (ASES), Computer Lab Based Interventions Study Island, Educational Field Trips, World Book On-line, Accelerated Reading & Math Program, Community Summer Library Program (DLG 3 & 6), Assemblies, Robotics Class, I am Going to College Program	Project Teacher Staff, Computer Para-professional, Library Specialist, Clerk	2008-2009	Personnel Cost, Intervention Materials, Personnel Costs, Incentives for AR Program, Summer Library Program Supplies, Personnel Costs	$16,392, $3000, $6399, $400, $300, $1978	Title I, SLBIG	Grade Level Benchmark Results, Attendance, AR Growth, AM Growth, CST

Description of Specific Improvements to be Made in Educational Practice	Implementers	Timeline	Related Expenditures	Estimated Cost	Funding Source	Measurable Assessment
Staff development and professional collaboration:						
CLAD/SDAIE	Specialized presenters	2008 -2009	Conference Fees & related travel costs	$8,000	EIA/LEP	Certification
ELD Coaching Service	ELD Coach		Personnel Cost	$3,326	EIS-SCE	Sign-in sheets & evaluations
CTAP	CTAP					
Renaissance Training					Title I	Mentor feedback & evaluation
Professional Conferences:						
• GATE	Math Mentor					
• Literacy Conference						
• Classroom Management	Step Up				SLIBG	CELDT results
• SmartBoard Training						
• Differentiated Instruction	BTSA Mentors					
• CELL & ExlI Training/STELLAR	Principal				GATE	Meeting minutes
• Step Up to Writing						
• Closing the Achievement Gap	District Tech Staff		Substitute Teacher	$1,500	General Fund	
District Technology Staff Development Opportunities						
Observations						
Staff Development Days	Classroom Teachers		Newsletter Subscription	$110		
Collaborative Grade Level Meetings						
Better Teaching Newsletter						
Involvement of staff, parents and community:						
Parent Teacher Conferences	Staff	2008 -2009	Family Night activity supplies	$1,500	SLIBG GATE Title I	Attendance Records
Superintendent's Council	Parents					
District Textbook Selection			Guest speakers			

				EIA-LEP	Agendas & minutes
Committees School Volunteers & Mentors Family Connection Nights: • Ice Cream Social • Back-to-School Night • Open House • Family Nights • Community Forum • Parenting Classes Parent Resource Library Inyokern Parent Teacher Organization (IPTO) • Fall Festival • Track & Field Day • Pride Days Chamber of Commerce Member Attendance Forum with Deputy DA School Site Council Kiwanis Walk-a-thon Maturango Museum Girl Scouts Lunch Bunch Boy Scout Lunch Den DISTRICT GOAL 5	Community Members	Refreshments Parent Education Literature Babysitting Common Sense Parenting Classes Parent Resource Books	$400		
Auxiliary services for students and parents: Translation services State Pre-School on campus Kindergarten Orientation & Transition Program Middle School Orientation Referrals made to support services such as Family Resource Center and College Community Services	2008 -2009 Centralized translator service State Pre-School Inyokern Staff Murray Staff Community support providers	Personnel Cost	$2000 $2,500	SLIBG GATE Title I EIA-LEP ELAP	Preschool screening results School Attendance

Action/Task	Persons Responsible	Timeline	Expenses	Cost	Funding Source	Assessment
After School Interventions/ Clubs Free Club Bus @ 3:30 P.M. College volunteer tutors ASES After School Program-6:00 DISTRICT GOAL 5	Cerro Coso Boys & Girls Club		Busing for after school interventions and clubs			ASES Survey Results
Monitoring program implementation and results: Student Assistance Team (SAT) Grade level collaboration to assess: • State Test Scores • Benchmark Exams • Trimester Assessments • Intervention Progress towards standard's mastery • Student focus towards goals as reflected in behavior, attendance, & homework records DISTRICT GOALS 2 & 4	Principal Teachers Computer Paragraph. Community SSC Members	2008 - 2009	Computer paraprofessional Computer and copier ink, paper, and supplies.	$6399 $2000	SLIBG GATE Title I	API Scores CAT 6 Scores CST Scores AYP Scores Benchmarks STAR Math & Reading Writing Scores

GOAL # 3 for Improving Student Achievement: Creation of a physically safe, emotionally safe, and enriched learning environment for students.

Student groups participating in this goal: <u>All Kindergarten through fifth grade</u>

Performance gains expected for these students: <u>Students will feel safe, positive, and proud about school and students will be exposed to the arts and world outside of our desert area.</u>

Means of evaluating progress toward this goal: <u>Reduced office referral rate, reduced injury reports, and increased attendance rate over 2006-2007 school year</u>

Group data needed to measure academic gains: <u>Eagle discipline records, Attendance Rate</u>

Description of Specific Actions to Improve Educational Practice	Implementers	Timeline	Related Expenditures	Estimated Cost	Funding Source	Measurable Assessment
Alignment of instruction with content standards:						
Provide counseling services	Title 1	2008-09	Personnel Costs	$5,799	Title I	Records of services provided
Student award assemblies	Counselor				SLIBG	
PeaceBuilder Program	College				ELAP	
	Community		Paper, Ink, copier costs for	$500	EIA-LEP	
	Services		student recognition forms		GATE	
Standards based assemblies	Staff					
	Contractors		Contractor fees	$3,000		
Educational Field Trips	Bus Cost	2008-09	Transportation Cost	$5,000		
DISTRICT GOALS 2,3,4, & 5						
Improvement of instructional strategies and materials:						
Second Step	Staff	2008-09	Conferences	$1500	Title I	Discipline records
Steps to Respect	Counselor		Personnel Costs	$5,799		
Friendship Circles						

Boys' Town Social Skills Character Traits through Literature CHAMPS Program Schoolwide Bully Prevention Program PeaceBuilder Discipline & PeaceBuilder Assemblies Student Council & PeaceForce Cross-age, Peer Tutoring, Adult Mentor After School Clubs ASES After School Program K-3 Weekly Music Program School Emergency Equipment DISTRICT GOALS 2, 4, & 5	Library Specialist Ridgecrest Police Department Students & Adult Volunteers Boy's & Girls' Club Staff Music Teacher SSC		Anti-bullying/ Character Development supplies PeaceBuilder/Student Awards Music Teacher @ hourly rate Emergency Clipboards-backpacks and related equipment	$200 $300 $4000 $2000	SLIBG Safety Funds Art, Music, PE Grant Art-Music Block Grant Medi-Cal	Club Attendance Records
Extended learning time: Increased student time on task ASES & CLUB Programs DISTRICT GOAL 2	Staff Boys & Girls Club Staff	2008-09	Classroom Management Training	$500	SLBIG	Classroom observations ASES Survey r Results
Increased educational opportunity: Improve attendance rate Positive School Climate DISTRICT GOAL 4	Office staff and teaching staff	2008-09	Paper and office supplies Personnel Costs	$350 $1,978	Title I SLIBG	Attendance Records

Description of Specific Improvements to be Made in Educational Practice	Implementers	Timeline	Related Expenditures	Estimated Cost	Funding Source	Measurable Assessment
Staff development and professional collaboration: Crisis Prevention Intervention 40 Developmental Assets Monthly PeaceBuilder Focus DISTRICT GOALS 2 & 4	Staff	2008-09	Paper and office supplies PeaceBuilder Newsletters & Supplies	$500 $250	Title I SLIBG	Meeting agendas and sign-in records
Involvement of staff, parents and community: Newsletters, flyers, and letters home School Website School Compact IPTO & SSC Community Support from Chamber of Commerce, local churches, & service clubs ASES & After School Clubs DISTRICT GOAL 5	Staff Committees Community Volunteers Boys & Girls' Club	2008-09	Paper and office supplies Personnel Costs	$500 $1.978	Title I SLIBG	Document records and surveys
Auxiliary services for students and parents: School Attendance Review Board Family Resource Center Attendance & Behavior Awards College Community Services Parenting Classes DISTRICT GOAL 3 & 4	Principal Students Office Staff Assistance Team Community Org Counselor Staff	2008-09	Paper and office supplies Personnel Costs Assorted Attendance Awards	$700 $1.978 $600	Title I SLIBG EIA-LEP	Attendance Reports Aeries Data

Monitoring program implementation and results: Monthly attendance rates Monitor discipline records Annual Parent Survey DISTRICT GOAL 5	Business Office Principal & Clerk	Monthly	Paper and office supplies	$500	Title I	Aeries Records Survey Results

School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Virginia Cornell	X				
Margaret Holm		X			
Michael McGuire		X			
Patricia Ricks		X			
Molly Cooley			X		
Suzanne Clark				X	
Linda Dietzel				X	
Julie Ann Pennix				X	
Debby Kilburn				X	
Diana Rodriguez				X	
Numbers of members of each category	1	3	1	5	0

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2008-2009

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

Inyokern Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 7395	17,970	2,750	15,220
GATE 7140	1,554	110	1,444
ASES 6010	81,000	12,150	68,850
ELAP 6286	381	9	372
EIA-LEP 7091	9,691	5,326	4,365
EIA-SCE 7090	18,652	11,513	7,139
Art/Music Block Grant 6760	4,000	99	3,901

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	121,829	11,598	110,231
Total amount of state and federal categorical funds allocated to this school:	255,077	43,555	211,522

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Centralized services are generally not removed from site allocations for one-time resources. EIA- SCE funds at the elementary level include elementary counseling costs and EIA-LEP funds include translation and EL project positions which are centrally provided.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE-Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action. Budgets reflect flexibility provisions voted on by the SSUSD Board of Education on March 19, 2008.

Recommendations and Assurances

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

The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

_____ School Advisory Committee for State Compensatory Education Programs

_____ English Learner Advisory Committee

_____ Community Advisory Committee for Special Education Programs

_____ Gifted and Talented Education Program Advisory Committee

_____ Other *(list)*

The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

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.

This school plan was adopted by the school site council at a public meeting on: March 19, 2009.

Attested:

Virginia L. Cornell   _Virginia L. Cornell_   3-19-09
Virginia L. Cornell   Signature of school principal   Date

Suzanne Clark   _[signature]_   3-19-09
Suzanne Clark   Signature of SSC chairperson   Date