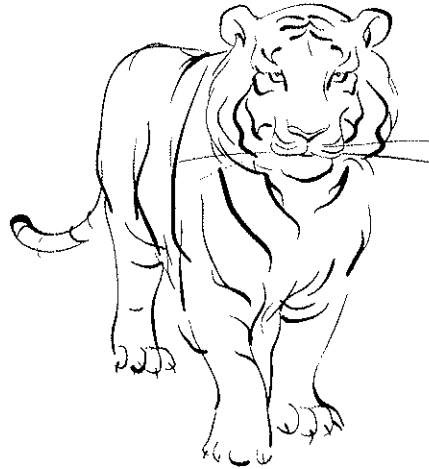


SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT JAMES MONROE MIDDLE SCHOOL

15-73742-6009617
CDS Code



Date of this Plan: November 15, 2012

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 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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The District Governing Board approved this School Plan on December 20, 2012.

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The School accountability Report Card may be accessed at www.ssusdschools.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

MISSION & VISION

The mission of James Monroe Middle School is to guide students to become lifelong learners with skills, knowledge, attitudes and virtues to benefit themselves and society in an ever-changing world.

We believe:

- Student learning is our chief priority.
- Educating students is the shared responsibility of students, staff, parents/guardians and community members.
- Students thrive in a safe environment of openness and trust, where inquiry is encouraged and mistakes are considered opportunities for learning.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students learn in different ways and need a variety of teaching methods to support their learning.
- A student's self-worth is enhanced by positive relationships and mutual respect among students, staff, parents/guardians and community members.
- Continuous school-wide improvement is necessary in order for our students to become confident lifelong learners and productive citizens.

SCHOOL GOALS

James Monroe Middle School School-wide Goals for the 2012-13 school year are as follows:

- All students will be actively engaged in each class every day through the use of effective instructional strategies, especially EDI and AVID strategies.
- All students will be held accountable for their behavior by all staff members who will use our adopted behavior support system.
- All students will be regularly assessed and their progress monitored through the analysis of and effective use of formative and summative assessments. Students will demonstrate growth as a result of teacher collaborative and strategic response to assessment results.

These were developed as a staff through a collaborative process, and are now posted in each classroom and public place on campus.

1) English Language Arts:

- a) Increase by five percent (from 50.5% to 55.5%) the number of students scoring proficient and/or advanced on the ELA CST.
- b) The English department will enhance student performance by focusing upon Hispanic, African American and English Language Learners, with the goal of improving CST scores of these subgroups in 2012-2013 by at least five percent. Hispanic students did not make AYP in ELA in 2011-2012, so particular strategies need to be optimized for these students during the 2012-13 school year.

2) Mathematics:

- a) Increase by five percent (from 44.4% to 49.4%) the number of students scoring proficient and/or advanced on the Mathematics CST.
- b) The math department will increase test scores by targeting all subgroups, especially those that did not make AYP (Hispanic and Socioeconomically Disadvantaged) with the goal of all subgroups achieving AMOs in the 2012-2013 school year. Because this is a majority of students, the department will make a concerted effort to address the needs of students who fall into two or more subgroups (i.e. white and socioeconomically disadvantaged), with the goal of improving CST scores of all subgroups in 2012-2013 by at least three percent.

3) English Language Learners and EL Development:

In order to make strides towards accomplishing AMAOs 1, 2 and 3, James Monroe is committed to:

- a) Enhancing instruction of English Language Learners so that that 80 percent of English Learners gain one EL proficiency level annually. For example, several seventh grade students are at the early advanced level. These students will be targeted with particular methodologies in order to move them toward being reclassified as fluent English proficient.
- b) Enhancing instruction of English Language Learners so that 60 percent of EL students achieve AMOs and AMAOs. Those EL students who are in the basic range will be targeted so that they move to proficient, as will the Reclassified Fluent English Proficient students, so that they score in the proficient range.

4) GATE:

- a) The James Monroe GATE students continue to excel, as evidenced by their CST scores. The GATE coordinators will meet with GATE students and parents at least one time during the 2012-2013 school year, and will enrich their experience at Monroe through field trips and other activities, and by informing all teachers of which students are GATE-identified. There are some GATE-identified students who have scored basic in either English Language Arts or Math. We will identify these students and work with them to increase these scores to 100% proficient or advanced.

5) Library

- a) Seventy percent of the books in the Media Center are over 25 years old. At least two percent of these outdated books will be updated and/or replaced during the 2012-2013 school year (budgets permitting). In addition, the School Site Council is working with the librarian to determine what technologically appropriate materials, such as photo and video software, could be incorporated into the Media Center this year.

6) School Climate/ Safety

- a) The James Monroe administration and staff are proud of the safe, comfortable environment at the school. For the 2012-2013 school year the staff collaboratively worked together to implement a positive behavior support system that incorporates Tiger Dough (for redemption at the new student store) and demerits. After an initial spike in disciplinary referrals, we have seen the number of referrals decrease. Programs such as school culture talks, bully prevention lessons, peer mediation, and small group counseling will contribute to the decrease in the number of referrals and suspensions. WEB (Where Everybody Belongs), the 6th grade orientation and integration program, in its second year, has enhanced school culture. Our goal is to reduce the overall suspensions by 15% and reduce the percentage of suspensions for defiance from 69% of the total to 50%.

7) Other goals

- a) Gateway to Technology, a middle school course that is part of the district's commitment to Career Technical Education, has been implemented, with students and parents providing positive feedback regarding the course. We would like to see the enrollment in the two sections of GTT increase to a minimum of 28 students. In particular we would like to increase the number of female students and subgroup students enrolled in GTT.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Based on student performance on formative and summative assessments, especially the benchmark assessments from the newly adopted textbooks and teacher created formative assessments, teachers will adjust instruction and utilize tutorial periods to target particular students.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of James Monroe Middle School's staff development has been primarily related to the Professional Learning Communities model. Through utilizing this model, we have focused on the best practice of consistent data analysis through faculty trainings and meetings regarding effective instruction and assessment. Other staff development opportunities have been in the area of English Language Development through trainings such as CELL/ExLL and STELLAR, and the subject level academic language vocabulary demonstration lessons/discussions coordinated by the district EL coordinator.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers include the ELD Teacher Coordinators, and the Special Education Program Support Teachers. They support site teachers by offering model lessons, providing feedback on best practices and providing professional development opportunities. During the 2012-13 school year, facilitated by the district EL coordinators and project teachers, teachers in each subject area between both middle schools in the district are meeting to reinforce EDI, AVID and other effective instructional strategies as well as develop common pacing guides and assessments. All teachers participated in intense EDI (Explicit Direct Instruction) training in the spring of 2012 and fall 2012. EDI strategies, such as a clearly posted objective, non-volunteer response strategies, and pair-share, are being used in classrooms and are being reinforced by administrative observations. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

James Monroe's teachers have grade level meetings at least once monthly and department meetings at least once monthly, during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams at our staff meetings. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. The principal, who recognizes that many professional development opportunities are inaccessible in difficult financial times, offers professional development opportunities at staff meetings and other convenient times.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 89.9% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In some courses students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. A new course entitled Acquisition of Math Skills (AMS) will be refined to address the needs of students who are two or more grade levels behind in mathematics. The ALEKS program (a computer-based, self-paced program) will be implemented for AMS and 8th grade Pre-Algebra.

The desire to integrate more structured intervention and enrichment programs into the school day has been expressed and was reinforced when several teachers and administrators attended a Professional Learning Communities conference in summer 2010. The spring semester 2011 saw an initial attempt to incorporate an intervention/enrichment period into the school day four times over the semester. This effort continued in fall 2011, with each student receiving intervention/enrichment in math or English for five days over three evenly spaced apart weeks. While this has been effective, as demonstrated by student performance data, it is extremely labor-intensive. After some staff members visited high performing middle schools in an interest to gather information regarding how other schools address the intervention (and other) needs of students, we have implemented a Tuesday/Thursday tutorial schedule for the 2012-13 school year. Tutorial is a 30 minute period between third and fourth periods. Teachers assess students regularly and assign students to tutorial based on assessment results. Tutorials, which change each week, have a specific objective, and are either "open" or "closed." Each week a particular subject is given priority status and teachers of that subject may stamp students with a tutorial required stamp. If students do not have a tutorial required stamp in the tutorial column of their planner, they may choose which tutorial to attend. While the tutorial period will be refined and expanded as the year progresses, the objective of re-teaching particular students has been accomplished.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include: AVID, ALAS (Language Arts Intervention course), after school intervention, within school intervention, and paraprofessional support. James Monroe has implemented a newcomer class for beginning level EL students and/or those students whose English language development is minimal. Newcomer EL students will move from Murray to Monroe so that one teacher at one site can service these students. The newcomer class will be taught during the time in which students are enrolled in English and history. This course will address the particular needs of newcomers. AVID has proven successful for our 8th grade AVID students as well as other students who are exposed to a college-going culture and AVID strategies such as Cornell Notes. One section of 7th grade AVID was added this year and we look forward to the results of this endeavor as well as the results of concertedly promoting AVID school-wide. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Essential standards have been collaboratively determined for each Math, English, Science and Social Studies course offered. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

The Media Center wishes to expand its current facility to incorporate a more advanced 21st century resource center designed to help students become successful in the hypercompetitive global economy that is powered by information and knowledge. This modernized resource center would have high interest materials, including multicultural materials and materials that reflect all subject areas, as well as technologically current materials such as: digital cameras, photo and video software, iPads, and Podcasting software. Accelerated Reader and Accelerated Math software and materials need to be updated as do the materials for the listening centers.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives four benchmark assessments in Math and English Language Arts during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. The district completed a new English Language Arts/ ELL adoption for grades 6 (Glencoe) and 7-8 (Holt) that is being implemented in 2012-2013 to address identified needs.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. The middle school principals meet with the 5th grade teachers from feeder schools and gather data and other helpful information (e.g. intervention strategies) to give to 6th grade teachers so as to guide placement and initial instruction. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. James Monroe has implemented the WEB program to provide structure and continuous support to 6th graders as they make the transition to middle school. Rachel's Challenge Chain Links program, a kindness-based club/series of activities, has also been implemented at James Monroe. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

District, community, family and school resources available to assist underachieving students:

- District Nurse
- District Speech Therapist
- District Special Education Program Specialists
- District Psychologist
- School Counselor
- Translator
- School Resource Officer
- Family Resource Center
- College Community Services
- Kern Regional Center
- Kern County Social Services
- WrapAround Program
- Resource Teachers: Special Education; District ELD coordinator (teaches ALAS course on site)
- PTSO Reading Incentive Program
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- Workability Program
- School Attendance Review Board (SARB)
- AVID Class (Advancement Via Individual Determination)
- ALAS Classes (Academic Language Acquisition Strategies)
- Homework Club/Chess Club/Math Club
- Intensive Responsibility Support Intervention
- Language Arts After School Intervention
- Mathematics After School Intervention
- Student Assistance Team
- WEB Program
- Acquisition of Math Skills (AMS) course
- ALEKS (computer based math program)

Our school communicates with parents through:

- Sixth Grade Parent/Student Orientation (including WEB)
- Back-To- School Night/ Open House
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- PTSO
- Tiger Talk (School Newsletter)
- Edline and School Web Page
- PAMS (Parent access to Aeries/teacher gradebooks)
- School Messenger (Autodialer)
- Frequent E-Mail and Phone Calls
- Coffee with Principal
- Consistent Administrative/Teacher Presence Before & After School

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

Our School Site Council meets state requirements for parity and consists of (number):

 1 Principal
 4 Classroom teachers
 1 Other staff

3 Parents and community members

3 Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

James Monroe Middle School has a supportive Parent Teacher Student Organization. PTSO leaders have been pleased to see attendance at PTSO meetings slightly increase. Administrators and PTSO leaders would like to see more parent involvement and more family activities. Effective communication, as always, remains a top priority. To that end, the School Messenger (autodialer) system has been utilized so as to better communicate with parents and guardians. Edline has replaced Homework Hotline. However, it is not fully utilized by all teachers. Last school year inservices regarding Edline were offered to teachers, and there is still work to do in terms of the number of teachers utilizing Edline. PAMS (parent access to student grades and attendance) has been well received by parents, but many parents are unaware of its usefulness, so we will do some concerted outreach to ensure that more parents are aware of and utilizing this tool. The number of teachers using Edline and PAMS effectively has increased, due to informal training that has been offered on campus. Two Tiger Parent Academies have been held to familiarize parents with Edline and PAMS as well as cyber safety tips. Three additional Tiger Parent Academies will be held on topics such as "surviving parenting a middle school child."

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

The principal at James Monroe has received intensive training on State Board of Education adopted instructional materials through AB430. One mathematics teacher, one science teacher, and two history teachers have received training on State Board of Education adopted instructional materials through AB472. All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS

KEY FINDINGS

1. API—What does the data by subgroup and proficiency level show? What does the data by grade level show? What causes this result? What are the needs?

James Monroe's 2012 Growth API is 752, a 12 point increase from the 2011 Base API of 740. Last year the school experienced a 23 point API decrease, so the 12 point increase is welcome and demonstrates the diligence of the staff. We have a comprehensive plan in place which will result in an API over 800 by fall 2013. James Monroe's 2010 Growth API was 760, which was a 14 point increase from the 2009 Base API of 746. The school community is poised for a large jump in API score this year.

James Monroe's subgroup of Hispanic students decreased their API score from 704 to 684, a decrease of 20 points. Over the last two years the Hispanic subgroup API has decreased from 729 to 684, quite a decline in performance. Teachers are motivated to pay particular attention to the Hispanic students at Monroe, and are exploring methodologies that are especially successful with Hispanic students. Hispanic students did not make AYP in either ELA or Math. White students increased their subgroup API performance from 759 to 788, an increase of 29 points. This is precisely the opposite of the 2011 white subgroup API, which decreased from 787 to 759, a decrease of 28 points. Socioeconomically disadvantaged students increased their subgroup API performance from 698 to 710, an increase of 12 points. This is also the opposite of performance in 2010-2011 when performance decreased from 715 to 697, a decrease of 18 points. African American students (a subgroup of 27 students) increased their API from 617 to 628, while English Learners decreased their performance from 657 to 573 and Students with Disabilities decreased their API from 605 to 597. With these marked decreases, particularly among subgroups, teachers recognize that their efforts, especially targeted efforts, must be adjusted.

The number of sixth grade students performing at or above proficient in English Language Arts decreased slightly from 2007-2008 (48%) through 2010-2011 (46%) and saw a decline in 2012 (42%). Sixty one percent of 7th graders performed at or above proficient in English Language Arts in 2012, a nine percent increase from 2010-2011 performance (2010-2011 performance was similar to 2009-2010 performance). Forty six percent of 8th grade students scored at or above proficient in both 2011 and 2012. The numbers of students scoring in the far below basic range in English Language Arts has steadily decreased across all grade levels over the last several years but saw some increase and stagnancy in 2012. In 2006-2007, the number of sixth grade students performing at the far below basic level was 15 percent. This number decreased in 2007-2008 to 6%; decreased further in 2008-2009 to 3%, and decreased to 2% in 2009-2010. Zero sixth grade students scored at the far below basic level in 2010-2011, whereas 5% scored at the far below basic level in 2012, with 19% scoring at the far below basic and below basic level. Sixteen percent of 7th grade students in 2011 scored far below basic and below basic, whereas only 11 percent scored at these levels in 2012. Twenty five percent of 8th graders scored far below basic and below basic in 2011, matching 2012 results. On the 7th grade writing assessment 83 percent of students scored a 6 or 8 (the highest two scores possible), and only one student scored a 2 (the lowest possible). The English Language Arts teachers have shifted some classes in the interest of increased collaboration, in the hopes that some of the stagnancy will shift to increases in performance.

Over the last few years the performance of James Monroe students in the area of Mathematics has fluctuated. For example, in 2007-2008, 36% of eighth graders taking the General Math CST performed at or above proficient, whereas in 2008-2009 this number dropped to 29 percent, and in 2009-2010 it increased to 40 percent. In 2010-2011 this number decreased to 33 percent, and in 2012 it increased to 38 percent. Sixty one percent of eighth graders who took the Algebra CST in 2008-2009 performed at or above proficient, as compared to 50% in 2007-2008. The Algebra scores for 2009-2010 had some errors due to test versions being mismarked. In 2010-2011, 44 percent of 8th graders who took the Algebra I CST scored proficient or advanced, and 56 percent scored proficient or advanced in 2012, a 12 percent increase. The percentage of students scoring in the far below basic and basic range in mathematics (with the exception of Algebra) has been increasing, but in 2012 and the percentage of students scoring in the basic and below basic range has decreased (e.g. 6th grade 2011 25% to 20% in

2012, 7th grade 2011 26% to 15% 2012) The number of students taking the Algebra test has fluctuated over the last few years, but the math department is working to increase the number of students taking Algebra and taking the CST in Algebra.

In an effort to analyze data and apply these analyses so as to address student needs, James Monroe has supported teachers in learning about Illuminate. The district office has offered training that math and English teachers have attended. Administrators are available to help teachers disaggregate and analyze data. The principal and counselor made a binder for each teacher at the start of the 2011-2012 school year with student CST scores by section (class period), with charts and graphs so that teachers could have this information at their fingertips and time was and continues to be allotted to examine this data. During the 2012-2013 school year, teachers have been coached to access and use this data electronically, especially during collaborative time with Murray teachers. Department liaisons have been asked and trained to work with departments to focus on particular subgroups and/or strands of test(s) that need attention. The Professional Learning Communities conferences, attended by a team of teachers and administrators, have helped to make data central to conversation and action at James Monroe. Focusing on effective, dynamic instructional strategies, such as EDI and AVID, will also prove to be effective in propelling students toward increases in performance.

In addition, during each school year, teachers submit names of "target students" who are in need of academic assistance. Administrators and the counselor at James Monroe divided the list of students, and meet with these students following each grading period (including progress reports), in order to ensure that these students were receiving the assistance that they need. Discussions with these students have included topics such as: study habits, Monroe promotion requirements and goal setting. Monroe stakeholders anticipate that these efforts, focused on subgroups and individual students, will result in an increase in the 2013 API data. In addition, students who are on the cusp of scoring proficient (between 325 and 349) in both ELA and Mathematics will be targeted with general attention and specific strategies from all staff.

2. AYP—What does the data by subgroup show in English Language Arts and Mathematics? What causes this result? What are the needs?

James Monroe met 9 of 17 AYP criteria in 2011, whereas in 2012 it met 14 of 17 AYP criteria. Forty four percent of students school-wide performed at or above proficient in mathematics, below the 2012 percent proficient target of 79% percent, but above the 42 percent who scored above proficient in mathematics in 2011. In addition, the African American subgroup (15% at or above proficient), the Hispanic subgroup (32%), White subgroup (52%), Socioeconomically Disadvantaged subgroup (36%), English Learners (17%), and Students with Disabilities (28%) fell below the 2012 percent proficient target in mathematics. Specific efforts mentioned above are in place in order to address this shortfall in mathematics. Based on student performance on formative and summative assessments, especially teacher created formative assessments, teachers will adjust instruction and utilize tutorial periods to target particular students.

Just above 50 percent of students performed at or above proficient in English Language Arts, below the 2012 percent proficient target of 78.4 percent. The subgroups that did not meet this 78.4 percent proficient target are: African American (37% at or above proficient), Hispanic (35%), White (58%), Socioeconomically Disadvantaged (44%), English Learners (16%), and Students with Disabilities (39%). The percent above proficient of the Hispanic students and English Learners saw a slight decrease, which is being addressed. Through analysis of CST performance the department has found that the strands Literary Response and Analysis and Writing Strategies present the lowest scores across the grades. During department meetings the English department will on strategies to improve performance in these specific strands, with the goal of increasing scores across the grades in these two strands in 2012-2013 by a minimum of five percent. Additionally, the mathematics department is also focusing on strands that present low scores across the grades: operations with fractions, algebra and functions, and measurement and geometry, with the goal of increasing performance on each of these strands by five percent. English and math teachers, as described above, are working diligently to address this need to push these students to achieve proficiency in English Language Arts and math.

3. CELDT--English Language Learners—What does the overall CELDT data by grade level show? What does the CELDT data by skill area/grade level show? How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency? How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria? What are the needs by proficiency level, grade level and skill area?

Forty students took the CELDT test last year at James Monroe (whereas 32 took it in 2011). Of these students, the majority, 27, fall into the intermediate and early advanced levels. On the CELDT given in 2008-2009, 20% of students scored in the advanced range, 33% in the early advanced range, 28% in the intermediate range, and 9% in the beginning range. Whereas in 2009-2010 these numbers were: 34% advanced, 29% early advanced, 24% intermediate, 7% early intermediate, and 5% beginning. And in 2010-2011, 31% scored in the advanced range, 25% in the early advanced range, 25% in the intermediate range, and 19% in the beginning range. In 2011-2012, 8% scored at the advanced level, 34% at the early advanced level, 37% at intermediate, 13% early intermediate, and 8% beginner. We are seeing students make progress on the CELDT as they move through Monroe. On the CST, most EL students post scores in the basic and below basic range. James Monroe staff recognizes that all English Language Learners require attention, particularly those at the beginning and early intermediate levels so that they advance one EL proficiency level per year, move toward proficiency on the CST and meet reclassification criteria.

Last year we started a newcomer class, in which we have students from Monroe and Murray who are beginning English Learners. They are removed from their English and history classes in order to receive assisted academic instruction in English.

In order to make strides towards accomplishing AMAOs 1, 2 and 3, James Monroe is committed to efforts to move all English Language Learners one English Language proficiency level annually. Instruction of English Language Learners is being enhanced so that EL students achieve AYP. Those EL students who are in the basic range will be targeted so that they move to proficient, as will the potential RFEP students, so that they score in the proficient range. Teachers know their students who are English Language Learners and work with them individually. English 3D, a highly regarded English literacy program, has been adopted for our ALAS courses (ELA intervention). Training has been provided as the curriculum is implemented.

4. GATE—What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics? What causes this result? What are the needs?

The percentage of James Monroe students that are GATE-identified has decreased over the last few years, largely due to lack of funding and identification mechanisms. Our GATE students continue to excel, as evidenced by their CST scores. The GATE coordinators will meet with GATE students and parents at least one time during the 2012-13 school year, and will enrich their experience at Monroe through field trips and other activities, and by informing all teachers of which students are GATE-identified. There are several GATE-identified students who have scored basic in either English Language Arts or Math. We will identify these students and work with them to increase these scores to a proficient or advanced level.

5. HIGH SCHOOL –NA

6. Professional Development—What are the strengths and needs of the site professional development?

James Monroe has a continuing interest in providing sustained professional growth opportunities for all staff members. Professional development is collaborative and provides opportunities that include direct information and strategies for standards implementation. Some opportunities, such as those provided by the EL coordinators and project teachers include collaborative pacing guide and assessment development as well as modeling of excellent instructional strategies. Conferences that improve student learning and address standards based instruction, assessment practices, and classroom management are encouraged, although challenging to fund at the current time. Several teachers will attend the national AVID conference, others have attended the state conference of English teachers and the

principal will attend the CDE Accountability conference. All teachers are becoming familiar with the Common Core State Standards and many will attend county-provided trainings regarding implementation of CCSS. After school professional development is available throughout the school year as provided by some teachers at James Monroe and at the district. Meetings described above, such as grade level and department meetings, have helped James Monroe staff to align curriculum to state standards, revisit and revise assessment, and fully utilize technology. Teachers are comfortable expressing professional development needs to site administrators via face-to-face conversation, e-mail, and writing. Several teachers attended the Professional Learning Communities conference in the summer of 2012, and have integrated their learning into the school culture. Last school year site visits to high performing middle schools were arranged and well attended. Teachers are inspired by what they have seen at other schools and have quickly incorporated ideas into our efforts at Monroe.

7. School Climate/ Safety Surveys and Other Input—What does the climate survey by teacher, parent, and student show? If there is additional input, what does it show? What are the needs?

Discipline data is available from Aeries and will be used to analyze school safety and climate.

In addition, as a result of the California Healthy Kids Survey given in fall 2007, we learned that 31% of 7th grade students districtwide answered that they had drank alcohol, defined as a whole drink, at least once in their life. In addition, 13% of 7th graders had tried inhalants, and 9% had smoked marijuana.

Twenty four percent of 7th grade students answered that they had tried a puff or two of a cigarette, and 12% answered that they had tried a whole cigarette. In order to address drug, alcohol and safety issues James Monroe has implemented, with other secondary schools in the district, the *Second Step* curriculum. The curriculum is integrated into seventh grade science classes.

Twenty four percent of 7th grade students say that they “feel very safe at school.” In an effort to increase this percentage of students, James Monroe has a number of programs which address school safety.

Under the direction of the assistant principal, the school has a safety committee which meets monthly to develop the safety plan as well as to discuss current and ongoing safety concerns. James Monroe has an anti-bullying curriculum, and as part of the implementation of this curriculum, the science teachers utilize a specific prepared curriculum to discuss the effects of bullying and possible responses to bullying. The assistant principal also goes to each English class at the beginning of the school year to discuss the rules and expectations at James Monroe. Additionally, she goes to each first period class at the start of the second semester to discuss eligibility for promotion and end-of-year activities. The WEB program, a comprehensive sixth grade orientation program, has been implemented.

The James Monroe culture is one of caring relationships and high expectations, as evidenced by the high percentage of students who scored high in their responses to questions regarding these external assets. The staff at James Monroe makes an effort to make the school campus as safe as possible through immediately reporting any suspicious, dangerous or possibly dangerous situation. Parents feel comfortable calling and e-mailing regarding questions and/or information that their children bring home.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X				1. Administrators will provide teachers with various thorough analyses of California Standards Test data so that teachers can utilize data quickly and effectively.	Paper, Copier Supplies	\$200	Decentralized	N/A	Principal Teachers	By October 1	1
X	X	X					2. Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of California Standards Test data and benchmark data.	Network Infrastructure	N/A	N/A	N/A	Principal Teachers	Ongoing	1
X	X	X	X				3. Faculty will analyze data from subgroups that are not achieving AYP, and will apply subject and student appropriate means to address the achievement gap.	Faculty Time Substitutes as needed	\$1,000	EIA	N/A	Principal Teachers	Ongoing	1
X	X	X	X	X			4. Faculty will attend instructional advisory meetings and other district level meetings in order to provide students with curriculum and instructional methodologies based on research-proven practices.	Faculty Time	N/A	N/A	N/A	Principal Teachers	Ongoing	3
		X					5. EL data regarding CELDT and years in program will be provided by the EL office personnel and further analyzed at the site level.	Faculty Time	N/A	EIA LEP 7091	Total of \$18,781	EL Coordinator	Ongoing	2
							B. Staffing and Professional Development							
X	X	X					1. Special Education and EL staff, including ALAS teachers, will collaborate with general education staff regarding strategies for increasing achievement of special education and EL students.	Faculty Time		7090	N/A	Principal EL Coordinator	Ongoing	1
X	X	X					2. AVID teachers will collaborate with 7 th and 8 th grade teachers regarding strategies for increasing achievement of AVID students.	N/A	\$500	EIA 7090	N/A	Principal	Ongoing	1
X	X	X	X				3. Staff will have the opportunity to participate in conferences and in-services that prepare staff members to use research-based teaching strategies. The AVID National Conference Winter 2012, the PLC Conference Summer 2013 will be a priority as will visiting other high performing middle schools.	Travel Substitutes	\$5000	7090	N/A	Principal	Ongoing	2

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
X	X	X	X		X		4. BTSA and PAR will be available to teachers who qualify.	PAR Teachers	N/A	N/A	N/A	Principal	Ongoing	2
							C. Teaching and Learning							
X	X	X					1. Faculty will examine state standards on a regular basis in order to adjust instructional practices. Essential standards will be determined for each core course, and pacing guides will be developed. Benchmark and formative assessments will be created with Murray teachers.	Personnel Release Time	\$1,000	EIA	N/A	Principal Teachers	Once per Quarter	1
X	X	X	X				2. Common Core State Standards will be examined and integrated into current practice. The Smarter Balanced Testing materials will be reviewed and teaching methodology adjusted as necessary.	Travel to County PD Opportunities	\$1,000	SLIBG	As Agreed	Principal Teachers	Ongoing	1
X	X	X					3. Grade level teams will work together to develop and teach interdisciplinary units with the primary instructional objective to focus on standards-based content in reading and writing across the curriculum.	Time at Department & Grade Level Meetings	N/A	N/A	N/A	Principal Department Liaisons	Ongoing	2
X	X	X	X	X			4. Students will actively participate in their learning through classroom presentations, student-written productions, video reports, poster presentations, student-built models, essays, and reports, as well as through traditional learning methods.	Time at Staff, Department & Grade Level Meetings	N/A	N/A	N/A	Principal Department Liaisons	Ongoing	1
X	X	X	X	X			5. The Media Center will be enhanced with new books as well as other materials such as software and cameras.	Supplies	\$3,000	SLIBG	N/A	Principal Library Specialist	By March 2012	2
X	X	X					6. A district EL project teacher will provide support through coaching and professional development.	Personnel Release Time	N/A	EIA LEP 7091	Total of \$18,781	Principal EL Coordinator	Ongoing	1
							D. Opportunity and Equal Access							
X	X	X	X				1. Develop and implement intense homework/study skills intervention: Intensive Responsibility Support (IRS) to meet 4 days week after school.	Personnel Salary	\$1,000	EIA	N/A	Principal	Begin Mid-November	1
X	X	X					2. Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at	Supplies	\$250	Decentralized	N/A	Principal	Ongoing	1

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
								least once each grading period. Review topics such as: Monroe promotion requirements; STAR results; goal setting. Also work specifically with students on cusp of scoring proficient in either/both ELA and Math on CST.								
X	X	X						3. Math and Language Arts Intervention will be provided to qualified students.	Personnel Salary		\$2,000	EIA	\$5,000	Principal	Begin January 2013	1
	X	X			X			4. Add AVID at 7 th grade level; continue at 8 th grade level. Continue zero period PE for AVID and other students interested in more than one elective.	Salary/Benefits		\$30,000	EIA		Principal	Ongoing	2
X	X	X	X	X	X			5. Students will be provided with a variety of on and off-campus opportunities to increase their career exploration activities.	Substitutes		\$500	SB70 SLIBG	N/A	Principal	Ongoing	3
X	X	X	X		X			6. Utilize the new full computer lab for benchmark assessments as well as intervention/enrichment strategies.	Personnel		N/A		N/A	Principal District Technology Coordinator	Ongoing	1
	X	X	X		X			7. Continue to offer and explore expanding Mathletes, Math Field Day, MathCounts, Science Fair, Chess Competitions, and Spelling Bee as well as other co-and extra-curricular activities.	Substitutes Supplies		\$1,000	SLIBG	N/A	Principal	Ongoing	3
X	X	X	X					8. Qualified GATE students will be provided with enhanced educational experiences in the core academic subject areas.	Teacher Time Substitutes (for field trips)		\$1,000	SLIBG	N/A	Principal GATE Advisor(s)	Ongoing	3
X	X	X			X			9. Continue to implement ALAS classes.	Salary/Benefits					Principal	Ongoing	1
	X	X						10. Implement AMS (Acquisition of Math Skills) class. Implement use of ALEKS (computer-based, self-paced).	Teacher Salaries Supplies					Principal	Ongoing	2
								E. Parent, Student and Community Involvement								
					X			1. Host Coffee with Principal at least four times.	Supplies		\$100	SLIBG	N/A	Principal	Ongoing	2
					X			2. Provide an up-to-date web page providing current, relevant information for parents, students and community members.	Infrastructure		N/A	N/A	N/A	Principal Volunteer Site Tech Coordinator	Ongoing	1
					X			3. Utilize Edline; Assist teachers with weekly updates of Edline during 2012-2013.	Infrastructure		N/A	N/A	N/A	Principal Volunteer Site Tech	Ongoing	1

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other				Site Cost	Funding Source	District Centralized Services			
													Coordinator		
					X		4. Implement PAMS (parent access to teacher gradebooks, attendance). Offer training.		Infrastructure	N/A	N/A	N/A	Principal Counselor District Technology Staff	Ongoing	1
					X		5. Visitations for fifth grade students at elementary feeder schools will be provided to help students with the transition to middle school. New students will be provided with an orientation session.		Supplies	\$500	SLIBG	N/A	Principal	April, 2013	2
					X		6. Implement WEB (6 th Grade orientation/integration program).		Substitute(s) Travel Training Cost Supplies	\$3,000	EIA	N/A	Principal	By April, 2013	1
					X		7. Continue with counseling groups such as anger management, social skills and peer mediation.		Counselor Time	N/A	N/A	N/A	Principal Counselors	Ongoing	3
					X		8. School-wide assemblies will be held four times a year to honor those who meet positive academic and behavioral expectations. Expansion of these assemblies into better developed rewards/incentives programs will be explored and initiated.		Supplies SLIBG Clerk	\$250	SLIBG	N/A	Principal SLIBG Clerk	Ongoing	2
					X		9. Utilize School Messenger (Autodialer) to communicate with parents/guardians.		Infrastructure	N/A	N/A	N/A	Principal	Ongoing	2
					X		10. The School Safety Plan will be reviewed and updated annually.		Supplies	N/A	N/A	N/A	Principal & Assistant Principal	Ongoing	2
X		X			X		11. Translation/interpreting services (Spanish) will be provided to assist students and parents.		Translators	N/A	EIA LEP 7091	Total of \$18,781	EL Coordinator	Ongoing	2

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
<p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades Input from staff, parents, SSC, students "Single Plan for Student Achievement" action items and other evidence showing planned and actual results 	<p>Principal</p> <p>Chairperson of Site Council</p>	<p>1. The Monitoring Team collects the results of data and activity analysis.</p> <p>2. The team assesses implementation.</p> <p>3. The results are reported to the SSC.</p>	<p>Data and activity analysis: February, May and September</p>

SCHOOL SITE COUNCIL Middle School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents and students selected by other students.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample High School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
10	3	1	1	5
12	4	1	1	6
14	5	1	1	7
14	4	1	2	7
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1. Maureen Flatebo
2. Cathy Melendez
3. Amy Self
4. Alison Shewmaker

Principal
1. Clara Finneran

Other School Personnel
1. Cami Dickson

Resource teacher, other certificated staff, classified, other administrative staff

(b)

Parents or Community Members	Students
1. Melissa Bergh	1. Adriana Bombela, 6 th Grade
2. Sondra Hertz	2. Grant Vigneault, 7 th Grade
3. Yessica Lugo-Bravo	3. Christian Rogers, 8 th Grade

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Clara Finneran	X			
Jennifer Williams		X		EL Coordinator
Mechelle Ernst		X		
Airean Beecroft		X		
Patricia Gomez			X	
Adan Ortiz			X	
Number of members of each category	1	3	2	

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: Patricia Gomez/Adan Ortiz (alternate)

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

The James Monroe Middle School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply.**)

- ☒ English Learner Advisory Committee
- ☐ Advisory Committee for Special Education Programs
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This 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 plan was adopted by the School Site Council at a public meeting on: November 15, 2012.


Attested:

Clara A. Finneran
Typed name of school principal


Signature of school principal
(Use blue ink)

11/30/12
Date

Melissa Bergh
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

11/30/12
Date

SCHOOL DATA

• 2011-12 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2012 Growth - Academic Performance Index (API) Report

California Department of Education Analysis, Measurement, & Accountability Reporting Division 10/11/2012

School: Monroe Middle
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009617
 School Type: Middle
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

<u>Number of Students included in the 2012 Growth API</u>	API				Met Growth Target		
	<u>2012 Growth</u>	2011 Base	2011-12 Growth Target	2011-12 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
464	752	740	5	12	Yes	No	No

Subgroups

	<u>Number of Students Included in 2012 API</u>	<u>Numerically Significant in Both Years</u>	Subgroup API				<u>Met Subgroup Growth Target</u>
			<u>2012 Growth</u>	<u>2011 Base</u>	<u>2011-12 Growth Target</u>	<u>2011-12 Growth</u>	
Black or African American	27	No	628	617			
American Indian or Alaska Native	5	No					
Asian	8	No		809			
Filipino	4	No					
Hispanic or Latino	134	Yes	684	704	5	-20	No
Native Hawaiian or Pacific Islander	9	No					
White	273	Yes	788	759	5	29	Yes
Two or More Races	4	No					
Socioeconomically Disadvantaged	239	Yes	710	698	5	12	Yes
English Learners	52	No	573	657			
Students with Disabilities	71	No	597	605			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2012.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from 2011 Base API to 2012 Growth API for a school or LEA.

School Overview
 2012 Adequate Yearly Progress (AYP) Report
 California Department of Education
 Analysis, Measurement, & Accountability Reporting Division
 10/11/2012

School: James Monroe Middle
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009617
 School Type: Middle

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 14 of 17 AYP Criteria

Met AYP Criteria:
Participation Rate Yes
Percent Proficient No
Academic Performance Index (API) Yes
- Additional Indicator for AYP
Graduation Rate N/A

English-Language Arts
 Target 95%
Met all participation rate criteria? Yes

Mathematics
 Target 95%
Met all participation rate criteria? Yes

GROUPS

	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>		<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	500	498	100	Yes			500	499	100	Yes	
African American or Black	28	28	100	--			28	28	100	--	
American Indian or Alaska Native	7	7	100	--			7	7	100	--	
Asian	8	8	100	--			8	8	100	--	
Filipino	4	4	100	--			4	4	100	--	
Hispanic or Latino	143	142	99	Yes			143	143	100	Yes	
Pacific Islander	9	9	100	--			9	9	100	--	
White	296	295	100	Yes			296	295	100	Yes	
Two or More Races	5	5	100	--			5	5	100	--	
Socioeconomically Disadvantaged	263	261	99	Yes			263	262	100	Yes	
English Learners	54	53	99	--			54	54	100	--	
Students with Disabilities	74	72	98	--			74	73	99	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 78.4 % Met all percent proficient rate criteria? No					Mathematics Target 79.0 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	463	234	50.5	Yes	SH	464	206	44.4	Yes	SH
African American or Black	27	10	37.0	--		27	4	14.8	--	
American Indian or Alaska Native	5	--	--	--		5	--	--	--	
Asian	8	--	--	--		8	--	--	--	
Filipino	4	--	--	--		4	--	--	--	
Hispanic or Latino	133	47	35.3	No		134	43	32.1	No	
Pacific Islander	9	--	--	--		9	--	--	--	
White	273	157	57.5	Yes	SH	273	142	52.0	Yes	SH
Two or More Races	4	--	--	--		4	--	--	--	
Socioeconomically Disadvantaged	238	105	44.1	Yes	SH	239	87	36.4	No	
English Learners	51	8	15.7	--		52	9	17.3	--	
Students with Disabilities	70	27	38.6	--		71	20	28.2	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
740	752	12	Yes	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate

2012 Graduation Rate Criteria: Not applicable

INSTRUCTIONAL MATERIALS

MIDDLE SCHOOL				
English and ELD	6	<u>Glencoe Literature Course 1</u>	Glencoe	2010
	7-8	<u>Holt Literature and Language Arts</u>	Holt	2010
ELL (supplemental)	6-8	<u>English 3D</u>	Scholastic	2012
Mathematics	6	<u>California Mathematics 6: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Mathematics	7	<u>California Mathematics 7: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra 1	8	<u>California Algebra 1: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra Readiness	8	<u>California Algebra Readiness: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
History/Social Studies	6-8	<u>History Alive!</u>	TCI	2006
Science	6-8	<u>Holt California Science (series)</u>	Holt, Rinehart & Winston	2007
Art	6-8	<u>Glencoe California Middle School Art (series)</u>	Glencoe/McGraw-Hill	2007
Industrial Arts	6-8	<u>Exploring Drafting: Fundamentals/Technology</u> <u>Exploring Woodworking: Fundamentals/Technology</u>	Goodheart-Wilcox Goodheart-Wilcox	2007 1999
Music:				
Vocal	6-8	<u>Silver Burdette Making Music, CA Edition (series)</u>	Pearson/Scott Foresman	2005
Instrumental	6-8	<u>Standard of Excellence Enhanced Band Method</u> <u>Artistry in Strings: Books 1, 2, 3 (orchestra)</u>	KJOS Music Co. KJOS Music Co.	1993 1986
SDC/SPECIAL EDUCATION DEPT				
Science	6-8	<u>Concepts and Challenges/Science (series)</u>	Globe Fearon	2003

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2012 – 2013

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.

Monroe Middle School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block Grant SLIBG 0500-7395	\$33,651	\$4,264	\$29,387
EIA – SCE 7090	\$136,198	\$56,562	\$36,681
EIA – LEP 7091	—	—	\$42,954

Federal Programs

	Total Allocation	Centralized Services	Site Budget

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. The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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 carryovers are subject to change to reflect AB825 block grant flexibility, as well as, potential state budgets and legislative action.

The district entered Year 2 of Title I Program Improvement (PI) in 2012 – 2013. Faller and Inyokern elementary schools had sufficient growth and remain at Year 1 PI. Pierce Elementary entered Year 1 PI. Richmond Elementary advanced to Year 2 PI. Ten percent of Title I funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title I, Title II and EIA, as well as, the general fund.

Centralized Services provided by the district include:

EIA – LEP: Project Teacher (0.86 FTE) Bilingual Translators (1.6 FTE) and associated mileage (\$155,574); CELDT Testing and EL Teacher Certification costs (\$20,090)

EIA – SCE: Counselor (Elementary only) - \$82,785

Title I: Counselor (Elementary only) \$82,568, Homeless \$11,291, Professional Development \$112,904, School Choice/SES \$225,808, T1 Projects Teacher (0.60 FTE) \$60,527

Title III: Projects Teacher (0.14 FTE) \$12,635

A **Special Projects Coordinator** is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

ENGLISH LANGUAGE SPSA ADDENDUM 2012-2013

Data Analysis

	2010-2011	2011-2012	2012-2013
# of EL students			
Beginners	4	3	3
Early Intermediates	1	5	4
Intermediates	8	14	12
Early Advanced	9	13	15
Advanced	10	3	1
Retentions (general population)	0	1	0
Retentions (EL)	0	0	0

How are EL students doing on the following assessments in relationship to the general population and English Only students?

AYP

James Monroe EL students met participation rate criteria in both ELA (99% participation rate) and Mathematics (100% participation rate).

With 15.7% of EL students scoring at or above proficient in ELA, well below the 78.4% 2012 federal target, Monroe's teachers recognize that specific strategies must be used in order to ensure increased performance among EL students. Approximately 51 percent of students overall scored at or above proficient in ELA in 2012. EL students performed only marginally better in Mathematics than in ELA in 2012, with 17.3% at or above proficient, well below the 79% 2012 federal target. Overall, approximately 44% of students at Monroe scored at or above proficient in 2012.

API

James Monroe EL students had an API in 2012 of 573, a significant decrease from the 2011 Base API of 657. This is a decrease of 84 points. Monroe's 2012 Growth API is 752, an increase of 12 points from the 2011 Base API of 740. There is a significant discrepancy between the school-wide API performance and that of EL students. In 2011-2012 school year Monroe started a Newcomers Class, intended for middle school students district wide who scored a 1 or 2 on the CELDT (although students that score differently on the CELDT may be included in the class), so this caused an increase in the number of EL students at Monroe. However, the increase in the number of ELs, with effective instructional strategies, should not cause such a dramatic decrease in the API of English Learners. Additionally in 2011 and 2012 there was a decrease in the API score of Hispanic/Latino students. Many of our EL students are Hispanic, so this decrease in performance (and perhaps insufficient or deficient attention by teachers to this particular subgroup) may also apply to many of our EL students. The API for this subgroup of students decreased from the 2011 base API of 704 to the 2012 Growth API of 684. Hispanic students did not meet AYP in ELA or Mathematics.

Benchmarks

Middle school teachers between Murray and Monroe Middle Schools began implementation of common benchmark assessments in core subjects (ELA, Mathematics, History and Science) during the 2011-2012 school year. EL students consistently score lower than other students on these formative and summative assessments, and teachers are actively implementing strategies for EL students to improve performance on these tests.

Grades

The GPAs of our EL students tend to be lower than the GPAs of English Only students. For example, at the end of fourth quarter of the 2011-12 school year, half of the 7th grade EL students had GPAs below 2.0. While this figure was only 2 of 9 students at the 8th grade level, the fact that EL students are failing at a higher rate than non EL students warrants significant attention in order to ensure that EL students are mastering the standards and succeeding in school. Aforementioned strategies (and those described below) as well as ongoing research into best practices for individual students, and attending current professional growth opportunities are among the collective response of teachers and administration to the discrepancy in GPAs.

What is your ELD Curriculum?

The new Holt and Glencoe ELA adoptions both have the ELD component/ curriculum embedded. English 3D has also been purchased as a supplemental curriculum. The most compelling ELD materials are relevant and

increase all literacy skills through engagement, so the adoption and implementation of English 3D (as the ALAS curriculum) has been a welcome addition to Monroe's ELD curriculum.

In order to make strides towards accomplishing AMAOs 1, 2 and 3, James Monroe is committed to efforts to move at least 80 percent of English Language Learners at least one English Language proficiency level annually. Instruction of English Language Learners is being enhanced so that EL students achieve AYP. Those EL students who are in the basic range will be targeted so that they move to proficient, as will the potential RFEP students, so that they score in the proficient range. Teachers know their students who are English Language Learners and work with them individually. English 3D, a highly regarded English literacy program, has been adopted for ALAS courses (ELA intervention). Training has been provided as the curriculum is implemented.

How do you ensure that EL students receive:

Daily ELD Instruction (in order to improve English proficiency as measured by the CELDT)

English Learners are identified and teachers are reminded to utilize effective strategies to ensure their success. Valuable strategies have been taught and/or reinforced among teachers throughout the last several years, including but not limited to CELL/ExLL, The Write Path, UNRAVEL, EDI, and AVID (such as Cornell Notes and Interactive Notebooks). Many teachers have experienced demonstration lessons. District EL coordinators have been instrumental in the development of teachers, and as a result, the success of students. Teachers have been directed to pay careful attention to the engagement of EL students, ensuring that they speak confidently in complete sentences, listen actively according to understood rubrics, write accurately and meaningfully, and read aloud fluently and expressively.

Academic Language (in order to improve academic language/ classroom success and increase performance on CST)

In 2011 the district EL coordinators assisted teachers in the development of lists of subject specific academic language and directed teachers to intentionally teach students the subject specific vocabulary. At the start of the 2012-2013 school year, the administration at Monroe implemented an academic vocabulary program which includes one school "power word" per week. Teachers write the word on the board (or use the half page printed copy of the word), with a subject appropriate definition and incorporate the word into their lessons throughout the week. Then the word is moved to a prominent location in the classroom (such as an academic vocabulary bulletin board at the front of the room).

Effective classroom strategies/ practices (in order to actively engage students and improve access to core curriculum)

All teachers were trained in the effective use of EDI strategies (in spring 2012 and fall 2012), which are especially effective for EL students and many of the strategies such as posting of the objective on the board, student ability to express the objective in his/her own words, non-volunteer response strategies, pair-share, track with me, read with me, and frequent checking for understanding, are utilized successfully. CELL/ExLL strategies are utilized, especially in ELA classrooms, as are AVID strategies and other strategies adapted classroom-by-classroom and student-by-student.

Intervention (in order to decrease the achievement gap and ensure that students catch up with their grade level)

Tutorial period, as an evolution from Intervention/Enrichment period, has been implemented for the 2012-13 school year and EL students are receiving small group instruction through tutorial, a 30 minute period between 3rd and 4th period each Tuesday and Thursday. In addition, several EL students are participating in the Intensive Responsibility Support (IRS) after school intervention for intentional non-learners. In January, 2013, ELA and Mathematics after school intervention will begin.

GOAL # 1: All teachers will identify and know by name (and CELDT and CST score) each of their EL students in the interest of encouraging them to achieve increased performance on CELDT and CST.

- STRATEGY #1: Direct teachers to highlight these students on class lists and seating charts. They will note CELDT scores and CST scores.
 - Action Item #1: Print lists of EL students for all teachers with CELDT scores and CST scores, with brief explanatory information regarding RFEP criteria.
 - Person Responsible: Principal, Assistant Principal
 - Budget: Minimal printing costs
 - Action Item #2: Ask teachers to identify EL students.
 - Person Responsible: Principal, Assistant Principal

- Budget: None
- Action Item #3: Ask teachers to describe and discuss strategies being used with EL students.
 - Person Responsible: Principal, Assistant Principal
 - Budget: None

GOAL # 2: Instructional practices will be founded upon innovative, effective strategies for EL students, resulting in increased CELDT, benchmark, API and AYP performance among EL students. Eighty percent of EL students will increase one proficiency level on the CELDT, and 60 percent of EL students will achieve AMOs and AMAOs.

- STRATEGY #1: Reinforce EDI strategies.
 - Action Item #1: Administrative walk throughs
 - Person Responsible: Principal & Assistant Principal
 - Budget: None
 - Action Item #2: Peer observations
 - Person Responsible: Principal & Assistant Principal/Teachers
 - Budget: \$1,000 for substitute costs
 - Action Item #3: Bulletin & E-mail reminders
 - Person Responsible: Principal & Assistant Principal
 - Budget: None
 - Action Item #4: Collaborate with Murray teachers subject-by-subject
 - Person Responsible: EL Coordinator/Project Teachers/Administration
 - Budget: District Cost
- STRATEGY #2: Reinforce AVID strategies
 - Action Item #1: Hold after school AVID professional development
 - Person Responsible: EL Coordinator/AVID trained teachers
 - Budget: District Cost
 - Action Item #2: Utilize staff meeting time to teach and reinforce strategies
 - Person Responsible: Principal
 - Budget: None
 - Action Item #3: Peer observations
 - Person Responsible: Principal & Assistant Principal/Teachers
 - Budget: \$1,000 for substitute costs
 - Action Item #4: Collaborate with Murray teachers subject-by-subject
 - Person Responsible
 - Budget
- STRATEGY #3: Expect teachers to collaborate regarding effective practices with EL students
 - Action Item #1: Allot time during staff, department, grade level meetings for sharing
 - Person Responsible: Principal
 - Budget: None

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MURRAY MIDDLE SCHOOL

15-73742-6009310

CDS Code



Date of this Plan: November 15, 2012

The *Single Plan for Student Achievement* 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)- Adequate Yearly Progress (AYP) 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 into the *Single Plan for Student Achievement*.

Contact Person: Kirsti Smith

Position: Principal

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The District Governing Board approved this School Plan on December 20, 2012

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The School Accountability Report Card may be accessed at www.ssusdschools.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

ESEA PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Murray Middle School will be a community- fostering academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

I. Climate - An Exemplary School:

- A. Provides a place where students feel comfortable, safe and accepted
- B. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation
- C. Acknowledges and celebrates the achievements of students and staff in learning and leadership
- D. Develops the concept of community through academic, co-curricular and extracurricular activities with a focus on promoting well rounded students

II. Staff - An Exemplary Staff:

- A. Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
- B. Supports the school's mission, vision, values and goals in attitude and action
- C. Models the importance of lifelong learning through their commitment to ongoing professional development
- D. Works to create conditions that promote student success
- E. Encourages colleagues and students in an atmosphere of support and respect
- F. Models professionalism through personal integrity, commitment, and ethical behavior
- G. Collaborates to improve student learning (instructional strategies, methods, and assessments)

III. Academic Excellence - In an Exemplary School:

- A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
- B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
- C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
- D. The concept of teamwork through academic and extracurricular activities is developed

IV. Students - In an Exemplary School:

- A. Accept responsibility for their learning and their actions
- B. Set challenging goals and give their best effort to achieve high academic standards
- C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed)
- D. Encourage each other in an atmosphere of support
- E. Become involved in school and community service

V. Parents and Community Support - In an Exemplary School the parents and/or community:

- A. Play an active role in the academic education and character development of the students
- B. Form partnerships with teachers to demonstrate the importance of education
- C. Monitor their student's academic progress
- D. Are involved with the school by volunteering their time and/or service
- E. Are supportive of the school's vision, goals, and mission

MISSION

The mission of Murray Middle School is to create a safe, positive environment to facilitate academic, physical, social, and emotional growth so that our students become productive members of society.

SCHOOL GOALS

1) English Language Arts:

Improve English, Reading and Writing grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 86%, or at least 5% growth, at the proficient or advanced level of performance on the CST assessment by the spring of 2013.

2) Mathematics:

Improve Mathematics grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 86.2%, or at least 5% growth, at the proficient or advanced level of performance on the CST assessment by the spring of 2013.

3) English Language Learners and EL Development:

English Language Learners will improve their mastery of their grade level standards to meet the state requirement of 86% proficient or advanced in ELA and 86.2% proficient or advanced in mathematics by the spring of 2013 or demonstrate at least 5% growth,.

4) GATE:

Ensure that 100% of all GATE students are performing at an above average score in their regular class work and at proficient or advanced on the CST's by the spring of 2013.

5) School Climate/ Safety:

Maintain a fair, safe, and healthy school environment, as indicated through Healthy Kid survey, parents and student surveys, suspension, and expulsion data.

6) Library:

Support the instructional program and the enrichment of student learning for all populations. A 5% increase in circulation will be attained, a 5% increase in the use of the Accelerated Reading program will be attained, and a 10% increase in student CST scores in the area of reading comprehension will occur.

7) Other goals:

Advance the rich set of curricular and co-curricular opportunities that infuse learning with technology, visual and performing arts, physical education and career/real world experiences. An increase in enrollment in these courses will occur and an increase in these types of courses will be achieved (funding permitting).

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing guides in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics and science and social studies as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level and subject specific collaboration teams to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student assessment at Murray Middle School occurs through multiple measures and is ongoing. Students are assessed orally and in writing, through projects, labs, quizzes and tests. The assessment results are used to adjust pacing and rigor. Assessments specific to Murray include the STAR reading level and comprehension test, formative assessment created by departments, standard benchmarks and placement tests which are used to determine level placement in math classes. The results are also used to place students in either intervention or enrichment and to encourage students to attend after school tutorials and programs to enrich their knowledge.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Murray Middle School's staff development has been predominantly in the area of PLC and teaching strategies to differentiate the instruction so that students from non-English speaking backgrounds and socioeconomically disadvantaged families and other ethnicities as well as our general education students are able to succeed at mastering the standards. Staff development is specifically focusing on Explicit Direct Instruction (EDI), 3D curriculum for intervention groups, and taking AVID schoolwide. Staff development also includes trainings such as STELLAR, CELL and EXLL, Kate Kinsella math strategies, Larry Bell Language arts acquisition strategies, Smart Music, Step Up To Writing, autism training, and much more. The four core subject areas attend 3 full day, school district collaboration meetings to develop common pacing, common assessments and common essential standards. In addition to the district meetings the school site has 3 minimum days for collaboration as departments and as grade levels to assess the flow of curriculum, use of assessment and review teaching strategies both vertically and horizontally.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

A new position has been created to allow for instructional modification and assessment development and analysis. A combined projects teacher/co-administrator position has replaced the full time co-administrator position. This position is both administrative – taking care of school safety, activities and discipline but is also curriculum and instruction based. This position works with teachers to develop essential standards, pacing guides, benchmark assessments and effective teaching strategies.

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and department liaisons as well as teachers trained in specific areas that come back as teacher trainers. They support site teachers by meeting monthly to work through department staff development needs and on an as needed basis for classroom management, they

do peer coaching and observation, model lessons and provide feedback for one another as they review the results of assessments based on particular teaching strategies used to help the students acquire a standard or series of standards. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings once a month and department meetings once a month. They use these meetings to review assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams in departments to work with specific at risk students. Teachers in some grade levels have attended training to learn to analyze data and design intervention strategies. We use our SLIBG funds to finance substitutes throughout the school year for teachers to collaborate with their grade level and department partner to refine their pacing guides, lesson plans and assessments as well as analyze assessment results and create interventions for areas in need of improvement. There is a need for more in-school day time for collaboration. Various ideas for this are being researched.

5. How do you ensure that all teachers are ESEA compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result 87.7% of our teachers are ESEA compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become ESEA highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In Math, reading and ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed. A school-wide program has been instituted; this is year 3, to bring the students who are in need of intervention as determined by standardized benchmark assessment, together as a group and work on the specific learning goals for those students. Further assistance through the Student Study Team process is used to identify, assist and monitor students at risk. Interventions are agreed upon and implemented by the classroom teachers in collaboration with the student's family.

Students can be assigned or volunteer to be in acceleration programs such as AVID, ALAS, I/E, ZAP, INL, and Study Hall. These programs help students who are not doing homework, not participating in class, struggling with mastery of grade level standards and hoping to go to college.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include but are not limited to: Workability for special education students, and collaboration time funded by SLIBG which is used by staff to improve delivery of education and analysis of assessment. The new Projects/Co-Administrator position as well as ALAS, AMS and AVID courses are funded by EIA to improve student performance.

Paraprofessionals assist with special education students. Enrichment activities in and out of the school environment for the GATE students, Accelerated Reading and math programs, and ALEK and support for Student Assistance Team are also provided. I/E program, EDI teaching strategies, and enrichment programs are all funded by categorical programs. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval.

Counselors provide support through grants and work with all students and specifically at risk students, in particular 8th graders.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

The four core subject areas have 3 collaboration days to work with both middle schools to develop essential standards, pacing guides and assessments to ensure students are receiving the most appropriate learning with the best teaching strategies to help them master the grade level standards. All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and formative assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students. Every effort is made to maintain the integrity of the instructional minutes in ELA and Math classes.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 4 (beginning of the year plus three quarter benchmark assessments) during the school year that assess mastery of skills in all 4 core areas. Additional re-instruction is provided to students not meeting their academic targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available, Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. The district completed a new English Language Arts/ ELL adoption for grades 6 (Glencoe) and 7-8 (Holt) that is being implemented in 2012-2013 to address identified needs.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. A fifth grade orientation is held in May to introduce the incoming students to the school and a few of the programs and fun activities the school offers. In August a new student orientation is held for all new students entering Murray. This program orients the student to the physical campus as well as the academic and spirit portions of the school. Two years ago Murray implemented Rachel's link. A group of 50, 7th and 8th grade students create 20 teams of 10 incoming new students and work with their teams all year to help with social and academic acclimation. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students attend an extensive orientation with tours and exposure to the range of activities and opportunities available at the middle school. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

District, community, family and school resources available to assist underachieving students:

- District Nurse
- School Psychologist, speech teacher, Special Education Program Specialists
- After school tutoring and instruction
- Resource Teachers: Special Education, AVID, ALAS, AMS
- Translator
- ELD Teacher Coordinator
- Peer tutors
- Instructional aides
- Parent volunteers
- School Attendance Review Board (SARB)
- Resource Officer, College Community Health counselors
- Intervention/enrichment Program – 30 minutes, 2 times a week 6 sessions a year

Our school communicates with parents through:

- Weekly phone and email information messages to every family
- Student Planners
- Progress reports and report cards
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- ELAC meetings
- PTO
- EdLine, email, phone calls, and school web pages
- Automated phone system
- New student orientations

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 3 Parents and community members
- 4 Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 1
Teachers receiving intensive training on State Board of Education adopted instructional materials= 2
All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS

KEY FINDINGS

Data is analyzed by staff and parent leadership groups on many different levels. Federal and state measurements of Adequate Yearly Progress (AYP) and Academic Performance Index (API) provide information schoolwide, by student subgroups, and by grade-levels. State, district, and school level assessments are used to provide grade-level and individual student information. Ongoing assessments provide decision-making information concerning curriculum and instructional practices for individual students.

1. API

What do the data by subgroup and proficiency level show?

- Murray's API increased 29 points from 779 to 808 school-wide and Murray met all 17 2012 AYP criteria. Murray met its school-wide API growth target and all subgroup growth targets.
- ELA -% at or above proficient: Hispanic 47.4 White 62, SED 46.6 2012
- Math-% at or above proficient: Hispanic 40.5, White 57.4 SED 39.2 2012
- An achievement gap exists between white and Hispanic and SED

What do the data by grade level show?

- 6-8 grade ELA-% at or above proficient: 58% 63% 68%
- 6-8 grade General Math-% at or above proficient: 49% 53% 43%
- 8th grade Algebra I: 93%
- 8th grade History 65%
- 8th grade Science 82%

What caused this result?

- Formative and Summative assessment as well as Benchmarks are used to guide instruction throughout the year and to place students in intervention classes
- Grade-level focus on essential standards, direct instruction, timelines/pacing guides, and collaboration are all contributing factors for student success
- Progress monitoring for mastery of standards by staff and counselors
- NCLB teachers
- Consistent implementation of Interventions including: mandatory homework lunch program, Intentional Non-Learners lunch program, Study Hall, shelter students in RSP classes, movement of special education students into appropriate/challenging classes, every six weeks intervention groups formed according to result of formative assessments – one week of intensive-targeted intervention and re-assessment to determine mastery of standards and then continued instruction until mastery.
- Teachers encouraging students to re-learn and re-test until they show mastery of the standards.
- Consistent use of "Learning Targets", "Daily Objectives", "Checking for Understanding"
- Using homework as a practice of acquired skills and putting emphasis on mastery of standards and the assessments that indicate the mastery rather than on whether homework is turned in or not.

What are the needs?

- Language Arts-Teachers will continue to work on implementing the new curriculum and textbook with fidelity. This will include in-service, collaboration and gathering data to determine pacing, implementation of curriculum and strategies.
- All four core subject areas need to continue formative assessments and re-teaching and re-assessing to allow students time to master the standards.
- Use of assessment data to develop intervention groups for immediate, targeted intervention which can be done through the deployment strategy or the I/E strategy.

- Math-Data indicates Intervention for sub groups is needed and that targeted instruction in mathematics is necessary to increase schoolwide performance in order to meet AYP criteria for 2012. Use of varied instructional strategies is necessary to engage all learners. EDI is imperative for all math students to master the grade/subject area standards.
- Keep 8th graders intrinsically motivated.

2. AYP

What do the data by subgroup show in English Language Arts and Mathematics?

- Murray met 17 of 17 AYP criteria in 2012
- English Language Arts – Murray met all AYP criteria or was in “Safe Harbor” for: Hispanic, SED and school wide and thus made AYP for 2012.
- Mathematics – Murray met all AYP criteria or was in “Safe Harbor” for: Hispanic, SED and school wide and thus made AYP for 2012.

What caused this result?

- Increased targeted instruction for all sub-groups.
- Increase of effective teacher collaboration.
- Development of essential standards and constant re-visiting of these throughout the year.
- Creation and use of meaningful assessments.
- Staff worked with individual students. The students knew they were being encouraged and coached and truly began to buy into the program of education and trying their best.
- Students began to care about their learning. This was demonstrated by their excitement when they scanned their assessments immediately in the classroom. Those who mastered were excited and those who did not knew what they could do to master the standards and they asked to be in the intervention that would get them to mastery.

What are the needs?

- Refinement of benchmarks as they are used to guide instruction throughout the year.
- Continued focus on essential standards, direct instruction, and pacing guides. Time for this through collaboration.
- Targeted support for students not mastering grade level standards via tutoring, after school instruction, and supplemental counseling services.
- Active participation by students and support of parents
- Targeted intervention is needed to increase student performance in mathematics for students in the SED subgroup
- Continued focus on grade-level standards, researched-based instructional strategies and programs, support of technology in the curriculum.
- Emphasis on individual student needs, grade-level standards, curriculum and instruction, and assessment results
- Staff development in the area of ELA and mathematics to support teachers in providing differentiated instruction, best practices, and content standard knowledge.
- Focus on Common core Standards and Smarter Balance Assessment which will entail

The AYP and API system tracks the school and student subgroups from one point in the year. Murray staff has developed a process to assess and track the progress of individual students and classes throughout the school year. Teachers have identified what scores indicate meeting or exceeding grade level as well as what constitutes ‘at risk’ for ELA. Teachers are able to identify individual students who are at risk of not meeting grade-level expectations and areas of the curriculum which may be weak throughout the class or grade level. Collaboration time is provided for staff to review assessments and plan curriculum and instruction accordingly.

3. CELDT- English Language Learners

What do the overall CELDT data, by grade level, show?

- Data indicates that a majority of EL students at our school are at the Intermediate and Early Advanced level as measured by CELDT.

What do the CELDT data by skill area/grade level show?

- In grades 6-8, our CELDT data indicate a need for instruction to focus on English Language Development standards in the area of reading for Beginners, Early Intermediate, and Intermediate levels.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

- Our teachers are providing leveled ELD instruction by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group instruction within the school day. Teachers have been attending ongoing ELD training to support ELD instruction. Murray has implemented a new course, ALAS with an adopted curriculum, and a new Intervention/enrichment program to target, assist, and support EL students who are not mastering grade level standards.
- A new-comer class was created for beginners to attend daily.
- Explicit direct Instructional teaching strategies are being implemented in all classes.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

- Students who potentially could be reclassified have been identified; teachers are making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria. These students are always considered for intervention, acceleration, AVID, and tutorials. Staff reviews EL criteria for special education students.
- 8th Grade Students have a conference with the Counselor and Principal to guide the Student toward reclassification.

What are the needs by proficiency level, grade level and skill area?

Grades	B	EI	I	EA	A
6	1	4	6	2	0
7	2	1	6	4	0
8	0	1	3	2	2
Total	3	6	15	8	2

- Data indicates that a majority of EL students at our school are at the Intermediate and Early Advanced level as measured by CELDT. A major factor in reclassifying EA students to English proficient is classroom performance as measured by GPA. Additional staff will participate in training to strengthen classroom instruction in the areas of EDI and academic language which is an essential skill for success.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

- Students who are identified as GATE have continued to score advanced/advanced on the STAR assessment.

What causes this result?

- These results demonstrate that student selection for the GATE program is valid. The academic program provided for GATE students is rigorous and challenges students to succeed.

What are the needs?

- Continued opportunities and challenges for students
- Rigor and relevance in the curriculum
- Professional development for staff

5. High School-Not Applicable

6. Professional Development-

Teachers have been surveyed and feel that the most beneficial staff development would be to have time to collaborate in order to improve classroom instruction both in content and strategies. They also feel they would benefit from staff development in the areas of promoting success for at risk students, English

Language Learners, strategies for math standards acquisition, Reading Comprehension and general student motivational strategies.

Parents feel that the school would benefit from staff development in the areas of student safety, dealing with Bully's, classroom management and study skills.

Students would like to see improvement in new student participation and orientation and motivational strategies for all students.

The site identified needs for professional development which include classroom management, varied techniques to help students master state grade level and subject matter standards, and school safety. The strengths of Murray site staff development include the willingness to learn new things and try them, giving time outside of the school day to learn and implement and analyze the new strategies they learn, and recognizing when things are in need of improvement.

7. School Climate/ Safety Surveys and Other Input

The school climate survey by students shows that they feel included in school activities, they enjoy the ASB events and love Friday Fun days on the quad. They are appreciative of the OCS program because it removes students who are causing disruptions and thus allows the other students to get the education they deserve and also allows them to receive rewards instead of discipline measures. Some feel there are bullies on campus and that this can cause students to avoid coming to school. Discipline data is available from Aeries and will be used to analyze school safety and climate. A bully survey was conducted with students. The majority said they were not affected by bullying behavior but that they felt bullies may cause students to stay home and that bullies may disrupt some student's ability to learn. Teachers have indicated that they are satisfied with the progressive discipline program because it allows the students to self check their behavior and modify it before it become a distraction for the class. Parents surveyed have classified the climate as cooperative, safe for the most part and communicative. The needs include tightening of classroom management in some cases, better adaptation programs for the incoming sixth graders, a better method to induct new students into the school throughout the school year, an anti- bully education program for all students, and strategies to handle potential theft and harassment in the PE locker room.

Conclusions from Student Performance

The School Site Council, staff members and students have analyzed the student performance data for all subgroups and demographics. The analysis of the data shows that the students at Murray continue to master the standards at the proficient and advanced levels at a rate equivalent to or higher than county or state. Analysis of the clusters shows that improvement is needed closing the achievement gap in all content areas. Analysis of the sub-groups indicates that African Americans, Hispanics and Special Ed and socioeconomically disadvantaged students need additional support in order to master the grade level standards. In order to help all students achieve at the proficient or advanced levels they will be offered interventions that meet the needs of their academic deficits either before, during or after school. Students who need to have their curriculum enhanced will be able to do this through clubs, activities, committees, and programs such as "AVID", "GTT", Health Careers, Rachel's Link Club and social groups with the counselors and the Safe School Ambassador and Rachel's Challenge for Kindness.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular					Site Cost	Funding Source	District Central Service			
								A. Standards, Assessment and Accountability								
x	x	x	x					1. Staff will examine state standards on a regular basis in order to adjust instructional practices and pacing.		Personnel (subs)	\$3000	SLIBG, EIA		Department Liaisons	Yearly fall, spring	4
x	x	x	x	x				2. Students will have a variety of age appropriate reading and writing materials including periodicals available.		Personnel, Books	\$1000	SLIBG, EIA, Title III,		Media Technician, Teachers	Yearly fall, spring	3
x	x	x	x	x		x		3. Continuous assessment of instruction and materials for their appropriateness to the current standards.		Personnel, instructional materials	\$500	SLIBG, EIA, ELA, Title II		Teachers, Media Technician	Yearly	11
x	x	x	x					4. Increase use of data results to modify instruction and provide appropriate interventions.		Assessment supplies, personnel, teachers, administrators	0	SLIBG, EIA, ELA, Title II		Teachers	Yearly	2
x	x	x	x					5. Use Resources frequently to create standards based assessments and benchmarks in all four core areas.		Personnel	0			Teachers	Yearly	6
x	x	x	x					6. Monitor the enrollment in courses such as art, music, technology and careers for their effectiveness and relation to current trends and subject matter.		Personnel	0			Teachers	Yearly	8
x	x	x	x					7. Students struggling in the four core subject areas will be monitored by the school counselor for appropriate placement in remedial programs.		Personnel	0			Counselors	Quarterly	5
x	x	x	x					8. Annual student meetings will be held to review assessment data to establish individual academic goals.		Department personnel (subs)	0	SLIBG, EIA		Teachers Admin.	Quarterly	1
x	x	x	x	x				9. Provide access to a variety of educational resources including pleasure reading, reference materials, technology GTT, AVID, Health Careers and motivational programs.		Personnel, supplies – up to date equipment	\$1000 - \$10,000	SLIBG, EIA, Title II, III		Teachers, media tech, Admin.	Quarterly	1
						x		10. Student physical education assessment scores will be evaluated and a plan for student improvement will be created. Music competitions results will be used to		Personnel, Contest entry fees	\$500	SLIBG		Teachers	Yearly	9

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular				Site Cost	Funding Source	District Central Service			
							assess success.								
					x		11. Monthly suspension reports will be compiled.		Personnel	0			Admin.	Monthly	10
		x					12. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.				7090	Total \$18,721			5
							B. Staffing and Professional Development								
x	x	x	x	x	x		1. Staff will be offered time throughout the school year, during and after the school day to meet with fellow teachers from the district and out of the district to discuss strategies, materials and innovative ideas.		Personnel	\$2000	SLIBG, EIA		Teachers	Quarterly	1
x	x	x	x		x	x	3. Staff development will be implemented to help teachers learn how to effectively use assessment data to modify teaching strategies to meet the needs of the students. EDI will be a major focal point.		Personnel	\$3000	SLIBG, EIA		Teachers	Monthly	2
x	x	x	x		x	x	4. Grade level teams will work together to develop and teach inter-disciplinary units with the primary instructional objective to focus on standards based content across the curriculum and to develop grade level expectations for class routines and behavior.		Personnel	0			Teachers	Monthly	4
					x		5. Continue to train staff in the process of Peer Mediation, Safe School Ambassadors and conflict resolution and then in turn, train the students.		Personnel	\$5000	SLIBG		Teachers	Quarterly	8
					x		6. Special education teachers will collaborate with general education teachers on student behavior goals and plans for special education students.		Personnel	0			Teachers, Admin.	Monthly	5
					x		7. Members of the Student Assistant Team will collaborate in developing interventions for students referred to the team for behavioral issues.		Personnel	0			Teachers, counselors, Admin.	Weekly	6
							C. Teaching and Learning								
					x		1. Boys Town Social Skills will be taught and posted in every classroom and the student planner.		Personnel	\$200	SLIBG		Teachers	Yearly	10
					x		2. Staff will voluntarily take on two students per year to mentor and encourage the students to be successful academically as well as socially.		Personnel	0			Teachers, counselors, Admin.	Monthly	9

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular					Site Cost	Funding Source	District Central Service			
x	x	x	x					3. Explore new instructional strategies using staff development and coaching to align with the new adoptions of texts and materials, for example UNRAVEL, EDI, English 3-D, AVID School-wide, Step up to Writing.		Supplies, personnel	\$2000	SLIBG, EIA, Title IV		Teachers, counselors, Admin.	Yearly	13
x	x	x	x		x			4. Classrooms will have academic, behavioral and citizenship standards posted.		Supplies	\$100	SLIBG, Title IV		Teachers, Admin.	Yearly	6
x	x	x	x			x		5. Computers, projectors, and other technology will be used to facilitate the teaching and learning of the California Standards.		Supplies, equipment	\$10,000	SLIBG, EIA, Title II part A		Teachers, Admin., Clerks	Bi-annually	7
x	x	x	x					6. Develop an Intervention program 6 – 8 times per year for 5 days at 30 minutes per day to re-teach targeted standards to those who didn't master.		Personnel	0			Teachers, Parapro.	Yearly	5
x	x	x	x		x	x		7. The computer lab and classrooms will be updated with software and hardware to allow more efficient and up to date use of technology, including the Internet.		Equipment	\$4000	SLIBG, EIA, Title II, Title IV		Teachers, Admin.	Yearly or bi-annually	4
					x			8. Murray faculty will continue to examine Healthy Kids Survey, School Survey, and Bully Survey data and align interventions to state recommendations dealing with safe schools and determine the best avenues through which to implement those recommendations.		Personnel	0			Admin., teachers	Yearly	14
					x			9. Students will participate in safe schools assemblies and advisory programs that are appropriate for each grade level.		Personnel, events	\$2000	SLIBG		Admin., Teachers, counselors	Yearly	11
					x			10. Use and continue to develop detention materials for behavior interventions.		Personnel	0			Admin., Parapro.	Quarterly	3
					x			11. Purchase materials to enhance the availability and management of groups in areas such as grief and loss, bullying, social skills and anger management.		Personnel, materials	\$1500	SLIBG, EIA, Title II, title IV		Admin., Teachers	Yearly	10
								12. Use I/E, ZAP, and ALAS/AMS as interventions for students who are struggling.		Personnel, course materials	\$4500	SLIBG, EIA	District personnel costs	Admin., Teachers	Yearly	1
x	x	x	x	x	x	x		13. Continue Bell to Bell instruction and posted learning objectives every day for every class.		Personnel	0	0	0	Admin., Teachers	Daily	2

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular			Site Cost	Funding Source	District Central Service			
x		x			x	x	14. A district EL project teacher will provide support through coaching and professional development.			EIA	Total \$18,721	EL staff		
							D. Opportunity and Equal Access							
x	x	x	x	x	x	x	1. Technology will be implemented and additional software will be purchased to make full use of the computer lab for instruction in all areas of study.	Equipment	\$7,000	SLIBG, EIA		Admin.	Yearly	11
x	x	x	x		x		2. At risk students will be given the opportunity to increase their academic capabilities by using various enrichment programs such as ALAS/AMS, lunch help, after school tutorial, teacher buddies and I/E Sessions.	Personnel, programs	\$3500	SLIBG, EIA		Admin., Teachers	Yearly	2
x	x	x	x			x	3. District, county and state competitions will be offered to the students in all areas of the curriculum.	Personnel, travel, entry fees	\$750	SLIBG, EIA		Admin., advisors	Quarterly	12
x	x	x	x			x	4. Clubs related to language arts, math, music, science, social studies and the arts will be offered throughout the years.	Personnel	0			Admin., Teachers, staff	Yearly	12
x	x	x	x			x	5. Careers involving language arts, science, math, social studies, music and the arts will be explored, through on and off campus experiences.	Personnel, travel, speakers	\$500	SLIBG, EIA		Admin., Teachers	Yearly	12
x	x	x	x	x	x	x	6. On site visitations to elementary feeder schools will be provided to help 5 th graders prepare for the transition to middle school and discover enrichment programs available to them.	Personnel, travel	\$300	SLIBG		Admin., Teachers	Yearly	3
x	x	x	x			x	7. Incoming 6 th grade and new students will be provided with an on-campus orientation session and the Rachel's Link program to connect the students to school.	Personnel, travel	\$300	SLIBG		Admin., Teachers	Yearly	4
x	x	x	x			x	8. Student enrollment in art, music, and computer classes will be monitored and tracked for consistency and retention of enrollment through the three years.	Personnel	0			Admin.	Yearly	9
					x		9. Create an opportunity class for students struggling in the traditional learning environment.	Personnel	\$4500	SLIBG		Admin.	Yearly	1
					x		10. Use after school hours to hold behavior modification groups and use lunch periods to hold social skills groups.	Personnel	0			Admin., counselors	Quarterly	7
					x		11. Suspended students will be referred to the <i>On Campus Suspension</i> room at Murray, and will attend	Personnel	0			Admin.	Quarterly	8

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular					Site Cost	Funding Source	District Central Service			
								Saturday school, when appropriate.								
					x			12. The SARB process is implemented to monitor and control student attendance.		Personnel	0			Admin., Registrar	Daily	6
x	x	x	x		x	x		13 Use the ACE card program, CJSF and Gold Card program to encourage good citizenship and good academics.		Personnel	0			Admin., Registrar	Quarterly	10
x	x	x	x	x	x	x		14. The maintenance of a safe and healthy school will be ensured through parent participation, a positive discipline policy, civic and character education; safe and engaging facilities; and access to adults and counseling programs and policies.		Personnel, Character and safe schools education programs	\$3500	SLIBG, EIA, Title II, Title IV		Admin., Teachers, counselors	Monthly	5
								15. Safe school Ambassadors and Rachel's Challenge groups will facilitate safety and a bully free school		Student, staff training	\$5000	SLIBG	Tupe, Safe School	Admin., Teachers, counselors	Weekly	4
								E. Parent, Student and Community Involvement								
x	x	x	x	x	x	x		1. Provide parents with information addressing the various types of standards and assessments used in the school. This will be accomplished through the autodialer, Edline, newsletters, phone calls and handouts.		Materials, Personnel	\$4000	SLIBG, EIA, Title IV		Admin. Teachers, counselors	Monthly	6
x	x	x	x			x		2. Student achievement will be published in school newsletters, websites, letters home and community papers.		Personnel	0			Admin., Clerks, Teachers, Counselors	Weekly, monthly	9
x	x	x	x		x	x		3. Provide a parent information – education night addressing state standards, assessments and methods to assist students in the learning process.		Personnel	0			Admin., Teachers, counselors	Quarterly	7
x	x	x	x	x	x	x		4. Surveys will be sent home to parents and given to students in class regarding the various aspects of the education offered at Murray. Results will be used to adjust instruction.		Personnel	0			Admin., Teachers, counselors	Quarterly	13
						x		5. Provide after hours concerts and banquets to increase awareness of student accomplishments.		Personnel	0			Admin., Teachers, counselors	Monthly	5
					x			6. Parents will be invited to school to monitor their student's behavior in classes.		Personnel	0			Admin., Teachers, counselors	Daily, as needed	10
					x			7. Use the Website and auto dialer to communicate with		Personnel	0			Admin.,	Quarterly	14

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular				Site Cost	Funding Source	District Central Service			
							the families and community about student general behavioral expectations and to disseminate articles on general school safety.						Teachers, counselors		
					x		8. Students will be made aware of school rules, expectations, and consequences through their planner, first of the year packet information, weekly bulletins and periodic student assemblies.		Personnel, supplies	\$3000			PTO, Admin., Teachers, Counselors, Clerks	Quarterly, yearly	2
					x	x	9. Explore community connections that will help students to understand their role in the community at large and thus promote civic duty and responsibility.		Personnel	0			Admin., Teachers, counselors	Monthly	11
					x		10. Inform parents in a prompt manner of their student's behavior and the intervention being taken to modify their behavior.		Personnel	0			Admin. Teachers	Daily	3
					x		11. Support the use of the auto dialer and email as well as the school web site to inform families of emergency situations.		Personnel	0			Admin.	Weekly	12
					x		12. Continue the AVID supported hospitality club to welcome new students throughout the school year.		Personnel, supplies for new student bags	0	SLIBG, PTO		Admin., Counselors, Registrar	Daily as needed	1
					x		13. Annual school climate surveys will be used to determine the effectiveness of school safety curriculum.		Personnel	0			Admin., Teachers	Yearly	4
					x		14. Communicate and collaborate with feeder schools regarding student's academic and social needs.		Personnel	0			Admin., Counselors	Yearly	8
x		x			x		15. Translation/interpreting services (Spanish) will be provided to assist students and parents.				7091	Total \$18,721	EL Staff		

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

- 1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.*
- 2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.*
- 3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.*
- 4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis*

Directions: *Provide a description of how the school will monitor the Single Plan for Student Achievement.*

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
<p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results 	Kirsti Smith, Principal Anthony Barnes, Teacher	<p>1. The Monitoring Team collects the results of data and activity analysis.</p> <p>2. The team assesses implementation.</p> <p>3. The results are reported to the SSC.</p>	Data and activity analysis: February, May and September

SCHOOL SITE COUNCIL Middle School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents and students selected by other students.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Middle School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
10	3	1	1	5
12	4	1	1	6
14	5	1	1	7
14	4	1	2	7
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1. Anthony Barnes
2. Lisa Harper
3. Rebekah Howard

Principal
1. Kirsti Smith

Other School Personnel
1. Tina Halterman

*Resource teacher, other certificated staff,
classified, other administrative staff*

(b)

Parents or Community Members	Students
1. Karen Grant	1. Jason Webb
2. Jenn Holland	2. Sidney Pollock
3. Julie Ann Pennix	3. AJ Pagan (alternate)
	4. Sheila Carrillo (alternate)

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Kirsti Smith	X			
Lisa Harper		X		
Griselda Michel			X	
Sonia Enrique Esparza			x	
Number of members of each category	1	1	2	

If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years- Not applicable

The name of the parent Site level ELAC representative to SSC is: Griselda Michel

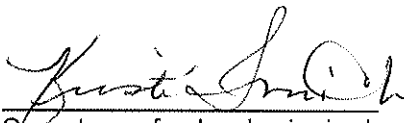
SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

The Murray Middle School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply.)**
 - ☒ English Learner Advisory Committee
 - ☐ Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other (list)
4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This 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 plan was adopted by the School Site Council at a public meeting on: November 15, 2012

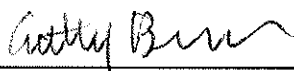
Attested:

Kirsti Smith
Typed name of school principal


Signature of school principal
(Use blue ink)

11-15-12
Date

Anthony Barnes
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

11-15-2012
Date

SCHOOL DATA

• 2011-12 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2012 Growth - Academic Performance Index (API) Report

California Department of Education Analysis, Measurement, & Accountability Reporting Division 10/11/2012

School: Murray Middle
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009310
 School Type: Middle
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

<u>Number of Students included in the 2012 Growth API</u>	API				Met Growth Target		
	<u>2012 Growth</u>	2011 Base	2011-12 Growth Target	2011-12 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
564	808	779	5	29	Yes	Yes	Yes

Subgroups

	<u>Number of Students Included in 2012 API</u>	<u>Numerically Significant in Both Years</u>	<u>2012 Growth</u>	<u>2011 Base</u>	<u>2011-12 Growth Target</u>	<u>2011-12 Growth</u>	<u>Met Subgroup Growth Target</u>
Black or African American	31	No	744	725			
American Indian or Alaska Native	11	No	761				
Asian	19	No	951	904			
Filipino	13	No	902	904			
Hispanic or Latino	116	Yes	756	721	5	35	Yes
Native Hawaiian or Pacific Islander	8	No					
White	366	Yes	821	793	5	28	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	264	Yes	736	689	6	47	Yes
English Learners	50	No	732	637			
Students with Disabilities	72	No	539	500			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2012.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from 2011 Base API to 2012 Growth API for a school or LEA.

School Overview

2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

School: Murray Middle
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009310
School Type: Middle

Direct Funded Charter School: No

- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 9 of 17 AYP Criteria

Met AYP Criteria:

	English-Language Arts	Mathematics
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	No	No
<u>Academic Performance Index (API)</u>		Yes
<u>- Additional Indicator for AYP</u>		
<u>Graduation Rate</u>		N/A

Met 2011 AYP Criteria

GROUPS

	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	No	No
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White	Yes	Yes	No	No
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 9 of 17 AYP Criteria

Participation Rate

GROUPS

Schoolwide

English-Language Arts
Target 95%
Met all participation rate criteria? Yes

<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Rate</u>	<u>Alternative</u> <u>Method</u>
597	596	100	Yes

Mathematics
Target 95%
Met all participation rate criteria? Yes

<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Rate</u>	<u>Alternative</u> <u>Method</u>
596	595	100	Yes

African American or Black	31	31	100	--	31	31	100	--
American Indian or Alaska Native	12	12	100	--	12	12	100	--
Asian	18	18	100	--	18	18	100	--
Filipino	12	12	100	--	12	12	100	--
Hispanic or Latino	118	118	100	Yes	118	118	100	Yes
Pacific Islander	7	7	100	--	7	7	100	--
White	399	398	100	Yes	398	397	100	Yes
Two or More Races	0	0	--	--	0	0	--	--
Socioeconomically Disadvantaged	271	270	100	Yes	270	269	100	Yes
English Learners	47	47	100	--	47	47	100	--
Students with Disabilities	66	65	99	--	66	65	99	--

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 78.4 % <u>Met all percent proficient rate criteria? Yes</u>					Mathematics Target 79.0 % <u>Met all percent proficient rate criteria? Yes</u>				
	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>
	<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2012</u>		<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2012</u>	
		<u>Above</u>	<u>Above</u>	<u>AYP</u>	<u>Method</u>		<u>Above</u>	<u>Above</u>	<u>AYP</u>	<u>Method</u>
Schoolwide	564	342	60.6	Yes	SH	563	303	53.8	Yes	SH
African American or Black	31	17	54.8	--		30	11	36.7	--	
American Indian or Alaska Native	11	8	72.7	--		11	4	36.4	--	
Asian	19	18	94.7	--		19	16	84.2	--	
Filipino	13	11	84.6	--		13	10	76.9	--	
Hispanic or Latino	116	55	47.4	Yes	SH	116	47	40.5	Yes	SH
Pacific Islander	8	--	--	--		8	--	--	--	
White	366	227	62.0	Yes	SH	366	210	57.4	Yes	SH
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	264	123	46.6	Yes	SH	263	103	39.2	Yes	SH
English Learners	50	20	40.0	--		50	21	42.0	--	
Students with Disabilities	72	18	25.0	--		71	14	19.7	--	

Academic Performance Index (API) - Additional Indicator for AYP

<u>2011 Base API</u>	<u>2012 Growth API</u>	<u>2011-12 Growth</u>	<u>Met 2012 API Criteria</u>	<u>Alternative Method</u>
779	808	29	Yes	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate

2012 Graduation Rate Criteria: Not applicable

INSTRUCTIONAL MATERIALS

MIDDLE SCHOOL				
English and ELD	6	<u>Glencoe Literature Course 1</u>	Glencoe	2010
	7-8	<u>Holt Literature and Language Arts</u>	Holt	2010
ELL (supplemental)	6-8	<u>English 3D</u>	Scholastic	2012
Mathematics	6	<u>California Mathematics 6: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Mathematics	7	<u>California Mathematics 7: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra 1	8	<u>California Algebra 1: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra Readiness	8	<u>California Algebra Readiness: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
History/Social Studies	6-8	<u>History Alive!</u>	TCI	2006
Science	6-8	<u>Holt California Science (series)</u>	Holt, Rinehart & Winston	2007
Art	6-8	<u>Glencoe California Middle School Art (series)</u>	Glencoe/McGraw-Hill	2007
Industrial Arts	6-8	<u>Exploring Drafting: Fundamentals/Technology</u> <u>Exploring Woodworking: Fundamentals/Technology</u>	Goodheart-Wilcox Goodheart-Wilcox	2007 1999
Music:				
Vocal	6-8	<u>Silver Burdette Making Music, CA Edition (series)</u>	Pearson/Scott Foresman	2005
Instrumental	6-8	<u>Standard of Excellence Enhanced Band Method</u> <u>Artistry in Strings: Books 1, 2, 3 (orchestra)</u>	KJOS Music Co. KJOS Music Co.	1993 1986
SDC/SPECIAL EDUCATION DEPT				
Science	6-8	<u>Concepts and Challenges/Science (series)</u>	Globe Fearon	2003

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2012 – 2013

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.

Murray Middle School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block Grant SLIBG 0500-7395	\$40,531	\$5,135	\$35,396
EIA – SCE 7090	\$129,430	\$50,392	\$28,463
EIA – LEP 7091	—	—	\$50,575

Federal Programs

	Total Allocation	Centralized Services	Site Budget

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. The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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 carryovers are subject to change to reflect AB825 block grant flexibility, as well as, potential state budgets and legislative action.

The district entered Year 2 of Title I Program Improvement (PI) in 2012 – 2013. Faller and Inyokern elementary schools had sufficient growth and remain at Year 1 PI. Pierce Elementary entered Year 1 PI. Richmond Elementary advanced to Year 2 PI. Ten percent of Title I funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title I, Title II and EIA, as well as, the general fund.

Centralized Services provided by the district include:

EIA – LEP: Project Teacher (0.86 FTE) Bilingual Translators (1.6 FTE) and associated mileage (\$155,574); CELDT Testing and EL Teacher Certification costs (\$20,090)

EIA – SCE: Counselor (Elementary only) - \$82,785

Title I: Counselor (Elementary only) \$82,568, Homeless \$11,291, Professional Development \$112,904, School Choice/SES \$225,808, T1 Projects Teacher (0.60 FTE) \$60,527

Title III: Projects Teacher (0.14 FTE) \$12,635

A **Special Projects Coordinator** is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

ENGLISH LANGUAGE SPSA ADDENDUM 2012-2013

Data Analysis

	2010-2011	2011-2012	2012-2013
# of EL students	29	28	35
Beginners	3	2	3
Early Intermediates	3	2	6
Intermediates	6	9	16
Early Advanced	11	10	8
Advanced	6	5	2

How are EL students doing on the following assessments in relationship to the general population and English Only students?

AYP

ELA:	Schoolwide:	60.6%	(342 students)
	English Learners:	40.0%	(20 students)
MATH:	Schoolwide:	53%	(303 students)
	English Learners:	42%	(20 students)

API

Schoolwide:	808	(564 students)
English Learners:	732	(50 students)

AYP In ELA, the EL students are only scoring at 40% proficient-advanced, compared to 60.6 %, school-wide. This demonstrates a significant achievement gap between those students who are EL and those who are not. The prior year the EL students scored 21.7% proficient/advanced in ELA. This is a gain of 18.3% in one year. Spring 2012 testing shows that interventions which were targeted for any student not showing mastery on standards based formative assessments did help students master the standards to a higher level. EL students were a main focus for individual conferences and placement in electives designed to assist the students in their academic vocabulary and mastery of grade level standards.

API In the spring 2012 EL students were not a significant sub group for API, however this group is receiving an API of 732 compared to a school-wide of 808. This is a 76 point gap which suggests we need to implement plans to decrease this gap. On the positive, there was a 95 point growth. Spring 2012 testing shows that students and staff are working hard for successful learning. Teaching strategies and schoolwide interventions are working. Meeting with students and discussing their successes and needs is allowing students to voice their concerns and areas they feel they need help with. This allows the school to individualize interventions for many students.

Benchmarks We will begin to disaggregate the benchmark data in order to determine the EL student's mastery of the standards. Currently we do not have all Benchmarks in Illuminate but by 2013-2014 the goal is to have all benchmark data entered in Illuminate so that we can see trends.

Grades The average GPA for 6th grade EL was 2.65 for the second semester of 2012. There were two students out of 13 who scored below 2.0.

The average GPA for 7th grade is 2.4. There are 2 students out of 3 who are performing below the 2.0 GPA level.

The average GPA for the 8th grade EL students is 2.8. There were no students out of 8 who had scored below the 2.0 GPA level.

CAHSEE (HS only)

Graduation Rate (HS Only)

What is your ELD Curriculum?

The new Holt and Glencoe ELA adoptions both have the ELD component/ curriculum embedded. English 3D has also been purchased as a supplemental curriculum. Murray middle school has a variety of curricular offerings for students. GPA, CELDT scores, STAR scores, benchmark data and teacher recommendation are used to place the students in the appropriate curricular program. All students have access to the full school master scheduled courses. Students who have demonstrated through the analysis of the above mentioned data below grade level mastery of the various standards will be placed in courses or programs to help them achieve the required mastery levels for the grade level standards. These courses are listed below.

Sheltered ELA – students who are not qualified for special education but would benefit from a regular ELA course with fewer students and two adults in the classroom.

ALAS – an elective class for students who are scoring below basic on the STAR, below Intermediate on the CELDT and below basic on the benchmarks. Students are automatically placed in the ALAS class. This class pre-teaches and post-teaches the ELA lessons with emphasis on academic vocabulary, strategies for comprehension, and for general learning techniques.

Study Skills – an elective for both special education students and students in need of organizational skills, understanding routine and fitting into the American public education system successfully.

Intervention (I/E) – a program embedded into the year -long school schedule. This is a series of five days every five weeks, for one half hour, students who have been identified – through formative assessments – as not having mastered the standards are re-taught the prior week's lessons and re-tested at the end of the 5 day period. This program allows students to keep their elective but still receive additional help, immediately after having been taught the material.

Newcomer's Class – ELD students who are new to the USA are provided a class after school 2 days per week to help them acquire the English language. This class is held outside of the school day so that these new comer's can take advantage of the other courses offered throughout the school day.

ZAP and INL – In addition to courses within the student's schedule they may also be recommended for the lunch time program for class work and homework catch up (INL) and/or they may be required to be in the Homework intervention course during the I/E program.

How do you ensure that EL students receive:

Daily ELD Instruction (in order to improve English proficiency as measure by the CELDT)

Students are instructed by teachers who have been through the various EL strategy workshops SDAIE, CLAD, CTEL etc. Specifically this coming school year, teachers will be using the EDI (Explicit Direct Instruction) teaching strategies to engage all students in active learning. The ALAS Course teachers have been instructed in English 3-D Curriculum which is specifically designed for EL students. There will be on-going conversation as a staff about the effectiveness of the various strategies, which work well with middle school and which might need to be adapted in order to be effective.

Academic Language (in order to improve academic language/ classroom success and increase performance on CST)

Each department has developed a set of academic vocabulary that they infuse into the curriculum throughout the school year. They do this by posting the word(s) on the board, making sentence frames, vocalizing the words as a group and using the word throughout the day/week. This has been implemented school-wide for the year 2011 – 2012. The STAR data may indicate the effectiveness of this program. Formative assessments throughout the school year indicated that the Academic Vocabulary program was successful –as demonstrated on various benchmark and formative assessments.

Effective classroom strategies/ practices (in order to actively engage students and improve access to core curriculum)

Checking for Understanding
Individual White Board use
Calling on "non-volunteers"
Academic Vocabulary

TAPPLE
Higher order questioning
Wait time

Pair-share

Intervention (in order to decrease the achievement gap and ensure that students catch up with their grade level)

Placement in specific courses for designed to help EL students learn.
Assigned to Intervention or Enrichment according to performance on formative assessment.
Placement in non-voluntary homework
Test re-takes

GOAL # 1-Close the achievement gap between the EL students and the general population in ELA.

- **STRATEGY #1 Implement EDI teaching strategies with fidelity throughout every subject area.**
 - Action Item #1- Use of teacher reminder check sheet for various EDI strategies
 - Person Responsible – Teacher, Principal, Admin Intern/Projects teacher

- Budget – General EIA funding.
- Action Item #2 – EDI training and Coaching
 - Person Responsible – Principal, district curriculum office, teacher
 - Budget – EIA, EIA-SCE
- STRATEGY #2 Enroll EL students in ALAS with fidelity
 - Action Item #1 – Check on student performance each quarter
 - Person Responsible – counselor, projects teacher
 - Budget General
 - Action Item #2 – Change schedules as needed to help students be successful.
 - Person Responsible – counselor, teachers
 - Budget - general
- STRATEGY #3 Assign EL students to the Intervention portion of I/E when appropriate
 - Action Item #1 – Remind teachers of their EL population
 - Person Responsible – counselor, projects teacher
 - Budget - general
 - Action Item #2 – Review assessments used to place student in the Intervention portion of I/E
 - Person Responsible - Teachers
 - Budget - general

GOAL # 2 Ensure the movement of the EL students one CELDT level up each school year.

- STRATEGY #1 – Monitor CELDT progress
 - Action Item #1 Share CELTD Data with staff
 - Person Responsible – District and school projects teachers, principal
 - Budget – General, EIA, EIASCE
 - Action Item #2 - Monitor EL student GPA's each quarter
 - Person Responsible – Counselor, teachers
 - Budget - General
- STRATEGY #2 Monitor EL student attendance quarterly
 - Action Item #1 – Review Student attendance reports
 - Person Responsible – registrar, Admin Intern
 - Budget - general
 - Action Item #2 – Meet with students with less than 90% attendance
 - Person Responsible – registrar, Admin Intern
 - Budget - General
 - Action Item #3 – Develop a plan of action for each individual students with poor attendance.
 - Person Responsible – Counselor, Admin Intern, Principal
 - Budget - General
- STRATEGY #3 Monitor EL student discipline and connectedness to school
 - Action Item #1 - Monitor discipline records
 - Person Responsible - Admin Intern/projects teacher, Principal
 - Budget - general
 - Action Item #2 – review student supplemental data for activities
 - Person Responsible – counselor, administrators
 - Budget - general
 - Action Item #3 – meet with students to see how they are doing
 - Person Responsible – counselor, teachers, admin intern, principal
 - Budget - general

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT
SHERMAN E. BURROUGHS HIGH SCHOOL

1531367
CDS Code



Date of this Plan: November 13, 2012

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 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:

Contact Person: Dave Ostash

Position: Principal

Telephone Number: (760) 499-1800

Address: 500 E. French Ave.

E-mail address: dostash@ssusd.org

The District Governing Board approved this School Plan on December 20, 2012.

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The School accountability Report Card may be accessed at www.ssusdschools.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

"The Burroughs High School community values programs which foster academic, vocational, and social skills; a safe, nurturing, and challenging learning environment; and respect for diverse groups, people, and ideas."

MISSION

Critical Thinking/Problem Solving

Students will achieve proficiency of the California academic standards, demonstrate the higher order thinking skills of application, analysis, synthesis and evaluation, and acquire fundamental scientific, mathematical, and technological literacy.

Communication Skills

Students will demonstrate the fundamental communication skills of reading, writing, listening and speaking through academic, vocational, and social activities or projects.

Personal and Social Skills

Students will work effectively with others, be responsible citizens, demonstrate integrity, and have an awareness of the world's various viewpoints, belief systems and cultures

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

ELA:

Improve *essential* reading comprehension and writing skills as measured by:

- Increasing percent of students scoring Proficient or above on CST English Language Arts from 63.4% to 68.4% (5% increase).

MATH:

Improve *essential* mathematics skills as measured by:

- Increasing percent of students scoring Proficient or above on CST Math Arts from 56.8% to 61.8% (5% increase).

ELL:

Increase *essential* skills and performance of ELL students by:

- Meeting Title III (EL/ LEP) Annual Measurable Achievement Objective (AMAO) targets at the site level. AMAO 1= 57.5% AMAO 2b= 47% AMAO 3 ELA and Math- 20.4% (5 % increase each)
- Increasing student R-FEP success/transition by focusing on:
 - CELDT performance (reaching early advanced and advanced)
 - CST (reaching proficient)
 - GPA (2.0 and above)

COLLEGE READINESS:

Increase number of students prepared and interested in attending post-secondary education by:

- Increasing percentage of students graduating with UC/ CSUC a-g certification from 19.6% (10-11 data) to 24.6%, increase of 5%.

ACADEMIC ACHIEVEMENT/FOCUS ON FRESHMEN:

Increase student success in 9th grade as measured by:

- 5% decrease in percentage of D's and F's earned by 9th grade students from 632 grades lower than C to 600 grades lower than C by end of 1st semester 2013-14.

CURRICULUM/INSTRUCTION:

Identify and implement essential standards and create pacing guides for all core content areas by the end of the 2012/2013 school year.

GATE:

Provide rigorous academic and co-curricular resources for GATE students through open access to our honors/AP offerings and CTE fine/practical/performing arts programs resulting in 100% proficiency or above in both ELA and Math performance.

School Climate/ Safety:

Provide a safe and productive school climate through the maintenance of a systematic citizenship accountability model which maintains the decreased levels of discipline occurrences across all types of infractions that was achieved in 2009-10 school year and has been continued. The target for maintenance is to have 150 or fewer incidences of suspensions from school.

Other goals:

Increase parent involvement through participation in monthly "Principal's Coffee," AVID Parent Meetings, School Messenger, BHS Facebook Page, Parent Portal, and 24/7 use of our website.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August and September to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Burroughs High School's staff development has been predominantly in the area of implementing a Professional Learning Community (PLC), attendance by 8-12 teachers each summer at the annual AVID Institute, departmental pacing guides, course comparability, mainstreaming RSP students into the general curriculum, review of D/F lists (correlated to student CST achievement), rigor, and student incentives for motivation to perform well on CST's. The use of four collaboration days (early (student) out days) was the primary resource for accomplishing the aforementioned tasks.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. This year many of our faculty and staff received training in at the summer PLC training in Las Vegas, NV. We are in our fourth year of implementation of AVID. Through this implementation we are supporting interactive notebooks and Cornell Note-taking throughout the curriculum. Members of our faculty attend the AVID Summer Institute as well as Write-Path trainings at our County office throughout the regular school year. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have department level meetings monthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level during our four collaboration days throughout the year. Teachers in selected grade levels/departments have attended training to learn to analyze data and design intervention strategies. Additionally, we hold schoolwide collaboration days four times per year.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 95.8% of our teachers are NCLB compliant. District staff that are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include AVID, Accelerated Math, ALEKS Math, CHOICES, Accelerated Reader, CAHSEE support classes, special education, paraprofessional support, LINK Crew, and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. This year, categorical funds provided the resources to staff *The Learning Center* four days per week, Monday-Thursday. *The Learning Center* is a lunch time tutorial center where students receive tutoring from teachers and volunteers. Categorical funds are used to purchase a range of materials for our library as well. Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through follow-up interviews and by contacting parents when appropriate.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use State adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly. As a result of these efforts, many refinements have been made to our core academic pathways over the last three years. We have drastically reduced the number of sections of core courses that are "non-college prep," and increased the number of courses that qualify as A-G accepted courses by the UC/CSU system.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 4 (beginning of the year plus three trimester benchmark assessments) during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited

to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school. Ongoing professional development is coordinated to enhance articulation from one school level to the next.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

District, community, family and school resources available to assist underachieving students:

- *The Learning Center* (tutoring center open Monday-Thursday at lunch)
- District Nurse
- Mental Health Counselor (supported by SELPA)
- Resource Teachers: Special Education, ELD
- Peer tutors- AVID
- ALEKS math
- Instructional aides (special education)
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Family Resource Center
- Service group and other partnerships (China Lake Naval Weapons Center, PTSO, CAHSEE classes)
- Afterschool clubs
- Intervention
- Math Academy

Our school communicates with parents through:

- BHS Facebook Page
- Parent informational meetings and visitations
- Back-To- School Night
- Superintendent's Council
- Parent Teacher Conferences
- Principal's Coffee Meetings
- School Site Council
- ELAC meetings
- PTSO
- Parent Portal (Aeries-ABI)
- EdLine and school web pages
- Automated phone system – *School Messenger*
- Other resources: e-mail distribution lists, parent boosters groups, newspaper, local radio

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents, students and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to

learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 3 (AB 70)

Teachers receiving intensive training on State Board of Education adopted instructional materials= 0

All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS KEY FINDINGS

Analyze the data provided using the questions below.

1. API

What does the data by subgroup and proficiency level show?

We were very pleased to see continued growth in many areas. Not only did we see strong growth in our schoolwide Academic Performance Index (API), but also substantial growth in most subgroups (numerically significant and non-numerically significant). Hispanic (+53), socio-economically disadvantaged (+25) and English Language Learners (+27) had the highest growth.

What does the data by grade level show?

Increases in scores were made in all grades (9-11).

What causes this result?

As a result of teacher collaboration beginning in the 2009 school year, many instructional improvements have continuously been made. Notably, we eliminated non-college prep coursework in English/language arts and social studies for 9th-10th grade in 2009-2010, eliminated non-college prep Algebra and Geometry courses in 2011-2012, and eliminated non-college prep coursework in Biology in the current school year. Additionally, a STAR Incentive Program was implemented in 2009-2010, in which student CST-performance was linked to second-semester classroom grades. By performing at Proficient or Advanced, or by improving one full performance band-level, many students earned an incentive that improved their classroom grade. Effective AVID instructional strategies have been implemented to a greater degree schoolwide, which can also be attributed to our increase in schoolwide API, as well as closing the achievement gap.

What are the needs?

Faculty needs to continue monitoring the impact of implementing: AVID, ALEKS math, the near elimination of non-CP core coursework, and the STAR Incentive Program. The implementation of *The Learning Center (TLC)* is a significant move forward in the PLC process. We are attempting to drill down our student needs by the individual. We need to determine effectiveness of programs, identify long term funding, and continue to provide professional growth for teachers taking on new assignments. Probably the most acute need is the improvement of student performance among students identified as English Learners and Special Education.

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?

Schoolwide, approximately 64% of students are performing at or above proficient in English-Language Arts; and approximately 57% in mathematics. In the school's largest subgroup, white/not of Hispanic origin, 69.8% are performing at or above proficient in English/Language Arts and 62.7% in mathematics. Like in our findings for API, students within the Hispanic/Latino and Socioeconomically Disadvantaged subgroups are not meeting current Federal mandates for proficiency level achievement.

What causes this result?

There are probably many causes for this effect. It may be that parent participation suffers due to a variety of variances/factors. Likely, lower performance also results for students who live in homes where parents/guardians have no or little college. Additionally, students within the Hispanic/Latino or EL, and Socioeconomically Disadvantaged subgroups could potentially lack the academic vocabulary fluency needed to perform optimally in an instructional program.

What are the needs?

Targeted support and intervention are needed to increase the likelihood of increased student subgroup performance. Coursework that appeals to students might improve student performance. Flexibility in scheduling is another resource that is needed to allow for student variances in ability and motivation. This is a major thrust because many of our lower performing students are opting to transfer out of our (comprehensive) school environment, to a non-traditional/continuations/options type program. Students in this category tend to gravitate toward instructional programs that offer reduced face-time and more flexibility. To this end, we did implement a web-based mathematics program for students who prefer a non-traditional, more flexible setting (ALEKS).

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

The majority of our English Learners are Intermediate and Early Advanced and have been in the EL program for an extended length of time.

What does the CELDT data by skill area/grade level show?

Our main focus is two-fold: (1) supporting EL performance so that students are progressing toward proficiency on CST's, and (2) supporting EL students through the R-FEP reclassification process.

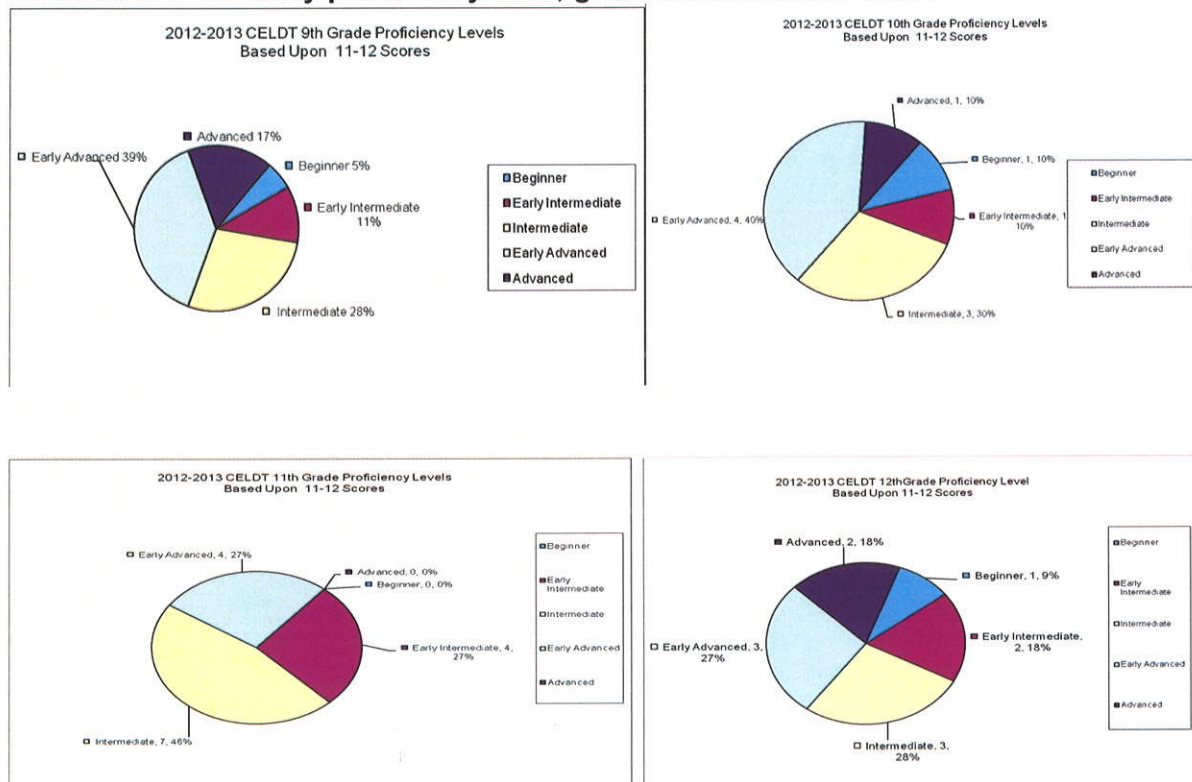
How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

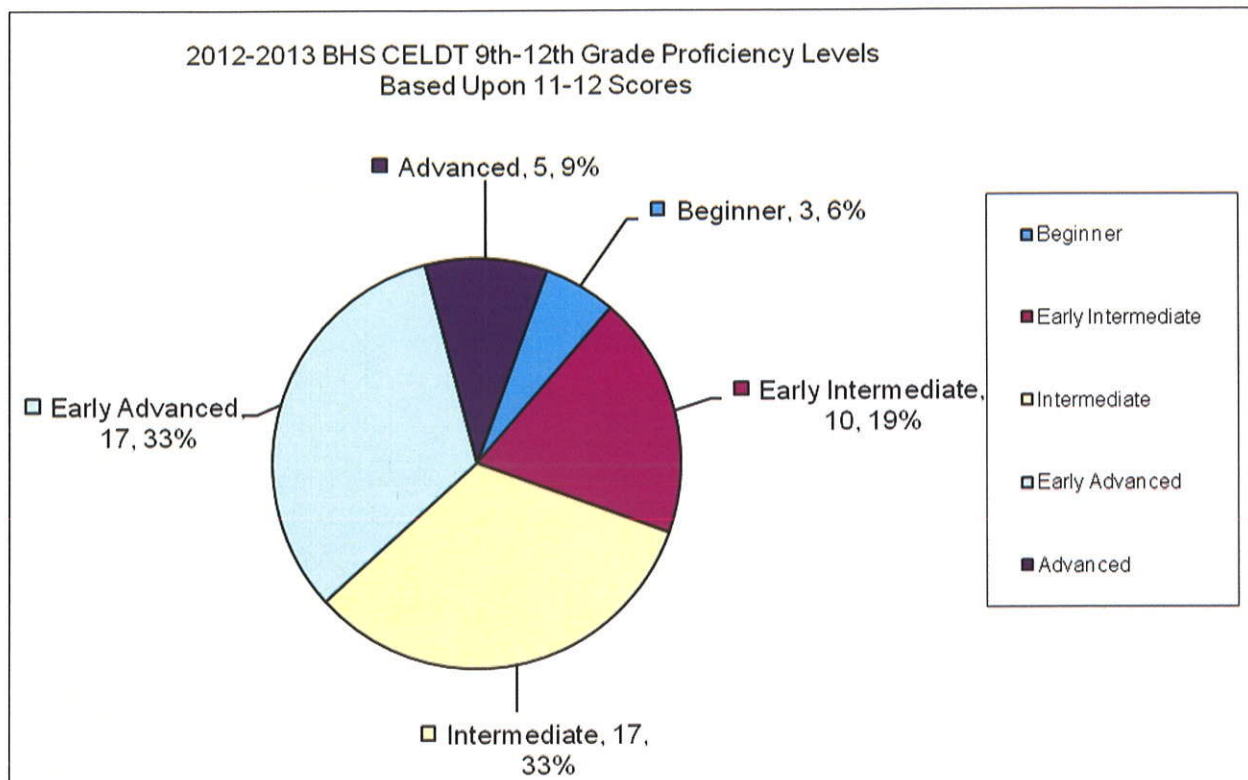
Our teachers are providing leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been participating in ELD training to support ELD instruction.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Our site is making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria.

What are the needs by proficiency level, grade level and skill area?





Our data reflects that there is a need to focus on instructional needs of all EL students, regardless of designation. We use the ELA and ELD standards to drive instruction based upon the students' English Proficiency Level but consistency in instruction is key.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

Students in our GATE program demonstrate the highest subgroup performance in achievement of proficiency (or higher) level among all subject areas.

What causes this result?

Students who qualify for GATE possess not only the academic skills for high level achievement; but, they are also the students who tend to be the most motivated to achieve. Additionally, many of our GATE students are openly enrolling in our honors/AP coursework, which represents our most rigorous curriculum opportunities.

What are the needs?

There are no serious needs. Our greatest interest is to be sure students are aware of the open access available to the honors/AP curriculum through appropriate qualifications.

5. HIGH SCHOOL

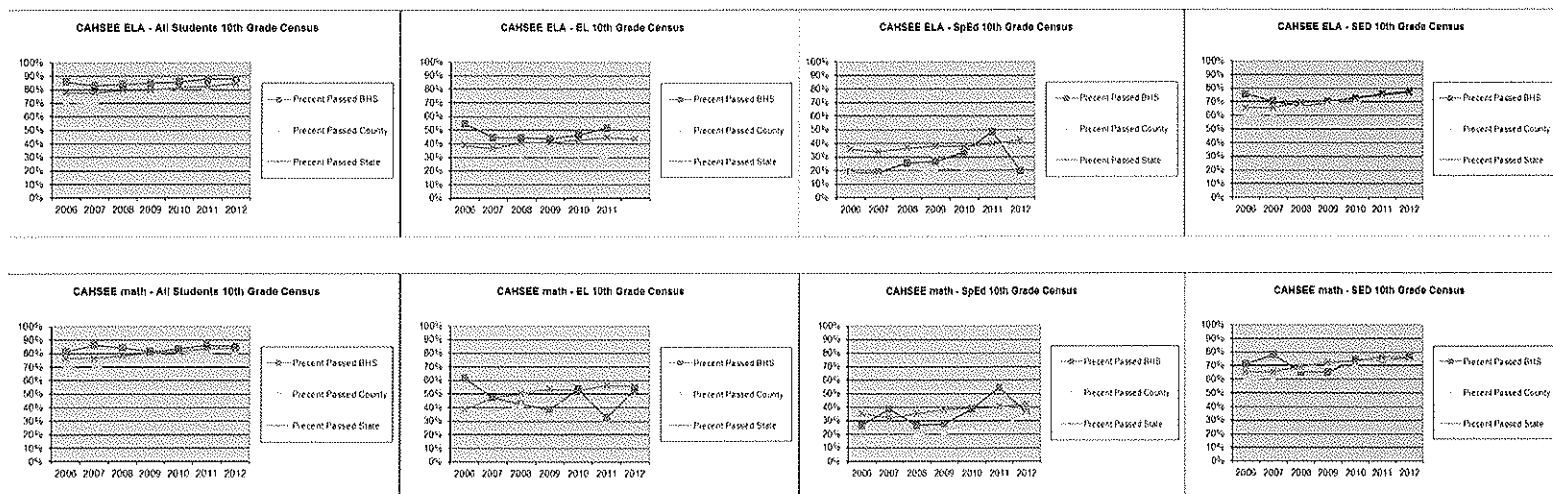
Analysis of CAHSEE Performance at BHS:

A review of the pass rates of 10th grade students over the past 5 years shows that we are outperforming county and state figures.

A review of the Special Education subgroup shows a decrease in both math and ELA. BHS has always posted higher pass rates in Kern County, and most years we surpass State pass rates; but this did not occur this year for the SPED subgroup.

A review of the English Learner subgroup shows significant improvement in performance in ELA and sharply in math. Generally, in the last two years we posted pass rates higher than the county and the state, and demonstrate a continuing growth trend.

A review of the Socioeconomically Disadvantaged subgroup shows growth in performance from 2011 to 2012.



6. Professional Development-

What are the strengths and needs of the site in regards to professional development?

The following professional development focuses are supported and funded:

1. Illuminate
2. Professional Learning Community
3. AVID
4. Mainstreaming/RTI
5. Autism
6. ABI/AERIES Gradebook

7. School Climate/ Safety Surveys and Other Input

The California Healthy Kids Survey is administered as outlined by Federal guidelines. Trend data are reviewed and appropriate resources are assigned to areas of need. Additionally, site surveys were developed this year using *Quia*. Specifically, surveys administered were: student survey, parent survey, staff survey.

Regular input is received via ELAC meetings, PTSO, B-Mountain Foundation, Burroughs Boosters, Principal's Coffee, and Edline (e-mail/technology communication). Discipline data is available from Aeries and will be used to analyze school safety and climate.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other				Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability								
		x					1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level			N/A	7091	Total of \$33,716	EL Office	current	2
		x					2. Focus on long term EL achievement gap. Infuse daily ELD instruction in English classes. Develop academic language emphasis across curriculum. Actively engage students via effective classroom strategies. Implement effective intervention strategies.			\$10,000	SLIBG, EIA, special projects		Faculty, Principal, special projects coordinator	ongoing	1
x	x	x	x				3. Update and implement course outlines, pacing guides, and mapping of CA Blueprints with course delivery. Benchmarks will be completed in the four core areas starting in 9 th and 10 th grade courses.		Various professional growth opportunities	\$10,000	SLIBG		All teachers	08/12	1
x	x					x	4. Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of California Standards Test data.		Existing resource via Tech. Dept.	N/A			Asst. Principal	ongoing	2
	x						5. Expand (ALEKS) web-based, individually driven math program for lowest performing students in grades 9/10 and increase in SPED.		Personnel, materials, prof. growth	\$8,500	SLIBG		Principal, Math dept. chair	08/13	1
							B. Staffing and Professional Development								
						x	1. Employ teachers who are highly qualified, based on NCLB standards.		Salary and benefits			General Fund	Personnel Principal	ongoing	1
x	x	x	x	x	x		2. Maintain four collaboration days into the school calendar		Cost neutral				Principal, Office of Instruction	ongoing	1
x	x	x	x				3. Inservice faculty on use of Cornell Notes, Interactive notebooks, content-area reading strategies, and the AVID library		Professional growth	N/A			Principal	10/13	2

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
x	x	x	x			x	4. BTSA and PAR will be available to teachers who qualify	PAR	N/A			Principal, Asst. Sup. H/R/	ongoing	3
	x				x	x	5. Identify and encourage STEM education. Send teachers to summer institute for Project Lead the Way. Plan for implementation of capstone class, Engineering Design and Development.	Personnel, supplies, travel, equipment	\$15,000	SB70 Perkins SB 70 grants		Principal, Coord. Special Projects	ongoing	1
						x	6. Fully implement Professional Learning Community (PLC) at BHS.	\$15,000	x	SLIBG and/or special projects		Asst. Principal, Faculty	2013	2
						x	7. Purchase computer systems and/or monitors or other peripheral equipment as needed to "refresh" aging equipment in classrooms or school offices.	equipment	x	SLIBG, Tech Dept.		Site Technician	2012-2013	3
							C. Teaching and Learning							
		x					1. A district EL project teacher will provide support through coaching and professional development	Salary and benefits		7091	Total of \$33,716	EL Office	current	1
x	x	x	x		x		2. Send teachers to Professional Learning Community workshop	Travel	\$5,000-10,000	SLIBG		All teachers	ongoing	2
				x		x	3. A new teacher computer will be purchased and installed in every classroom.	equipment	\$15,000	SLIBG		Principal	05/12	2
x	x	x	x	x	x		4. Monitor elimination of non-college prep coursework in English department and social studies department for 9 th -10 th grade students. Identify support needs. Provide training, strategies.	Teacher time, texts	\$3,000-5,000	SLIBG		Principal, Dept. Chair	08/12	3
x	x	x	x	x	x	x	5. Identify instructional strategies to be adopted and supported by faculty that emphasizes student engagement and focuses on enhanced methods for checking for student understanding.	Professional Development	\$5,000-10,000	EIA, SLIBG		Asst. Principal C&I, Dept Chairs	5/13	2
x	x	x	x	x	x	x	6. Continue to maximize a-g eligible course availability for 9 th -11 th grade students, especially in core courses.	collaboration	\$3,500	District		Dept. Chairs	ongoing	1
							D. Opportunity and Equal Access							

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
x	x	x			x		1. Implement AVID class for 9-12 th grade students through staff professional development, materials, and stipend. Expand AVID schoolwide.	Salary, benefits, stipend, professional growth	\$20,000	EIA-SCE		All teachers Admin.	08/13	1
					x	x	2. Sustain "college corner" in classrooms and office areas. Increase schoolwide college readiness, as determined by percentage of UC/CSU a-g student eligibility	Supplies, professional development, teacher time	\$5,000-\$7,500	SLIBG, PTSO,		Teachers Coaches Staff Parents Counselors	ongoing	3
x	x						3. Continue a lunch and/or after school "Tech University" to increase student technology access.	personnel	\$2,500	SLIBG		Admin School librarian	04/13	3
	x						4. Promote STEM education in all math classes. Send H.S. student representatives to 8 th grade math classes to recruit for Project Lead the Way	travel	N/A			Principal, PLTW teachers	ongoing	2
x	x	x	x	x	x	x	5. Review and modify (if needed) "Grade Bump Incentive" for student opportunity to improve class grade for strong or improved performance on CST's.	Teacher time	N/A			Admin. Dept. Chairs	04/13	3
							6. Strengthen EL program by: (1) increasing number of EL's in a-g classes, (2) improve GPA/classroom performance, (3) improve reclassification rate, (4) improve performance of EL's on CST and CAHSEE. (5) participation in <i>TLC</i> at lunch.	Personnel, supplies, professional development	\$50,000	EIA		Admin, teachers, staff	ongoing	1
						x	7. Purchase one 8-passenger van for use by staff and student groups. Van can be used for economical transportation to professional development opportunities, sporting events, field trips, club activities, science fair, AVID activities, college tours, articulation activities with Cerro Coso Community College, PLTW-sponsored events, and various co-curricular and extra-curricular activities that enhance the educational experience for staff and students.	Capital expend.	\$25,000	SLIBG and/or district general fund		Principal, Business Office	05/13	3

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
								E. Parent, Student and Community Involvement								
		x						1. Translation/interpreting services (Spanish) will be provided to assist students and parents.				7091	Total of \$33,716	EL Office	current	1
					x	x		2. Provide parent and teacher training for full implementation and use of Aeries/Eagle ABI "Parent Portal."		Teacher time	\$2,500	EIA SLIBG		Principal, School librarian	ongoing	1
					x	x		3. Utilize <i>School Messenger</i> , school website, and BHS Facebook to notify parents of important school occurrences		N/A	N/A			Admin.	ongoing	1
x	x	x	x	x	x	x		4. Sustain monthly "Principal's Coffee" meeting on Flex Fridays in the library/media center		Supplies	\$100	PTSO		Principal, PTSO President	05/13	3
						x		5. Properly identify parent and student participants for WASC self study		N/A	\$0			Self Study Coordinator	01/13	2
					x	x		6. CHOOSE BHS- Increase number of students choosing to attend BHS as their high school of choice as measured by: Entrance and exit surveys administered through the school website and a 3% reduction in the percentage of students leaving yearly to alternative non-SSUSD programs (# of students leaving divided by CBEDS enrollment).		NA				Admin. Counselors	6/13	1
					x	x		7. Continue Link Crew class/activities		Personnel, Equipment	\$5,000	SLIBG, Comm. sponsor		Admin., Link Crew Advisors	Asst. Princ.	2

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

- 1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.*
- 2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.*
- 3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.*
- 4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis*

Directions: *Provide a description of how the school will monitor the Single Plan for Student Achievement.*

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
<p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results 	<p>Dave Ostash, Principal</p> <p>Kelly Curtis, SSC Chairperson</p>	<p>1. The Monitoring Team collects the results of data and activity analysis.</p> <p>2. The team assesses implementation.</p> <p>3. The results are reported to the SSC.</p>	<p>Data and activity analysis: February, May and September</p>

SCHOOL SITE COUNCIL High School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents and students selected by other students.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample High School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
10	3	1	1	5
12	4	1	1	6
14	5	1	1	7
14	4	1	2	7
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1. Mark Archer
2. Heather Bower
3. Randi Chappell

Principal
1. Dave Ostash

Other School Personnel
1. Sharlene Paxton

Resource teacher, other certificated staff, classified, other administrative staff

(b)

Parents or Community Members	Students
1. Kelly Curtis	1. Brittany Byrne
2. Sandee Roberts	2. Shannon Petty
3. Tim Johnson	3. Daniele Jimenez (alternate)

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Mrs. Lillian Ramirez			x	
Mrs. Ortiz			x	
Mrs. Sibley			x	
Mr. Dave Ostash	x			
Mrs. Shari Rosenberg				x
Mrs. Ernestina Palerm-Wilson		x		
Number of members of each category	1	1	3	1

If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.-

Not applicable

The name of the parent Site level ELAC representative to SSC is: Lillian Ramirez

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

The Sherman E. Burroughs High School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

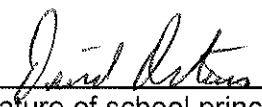
1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply.**)

- ☒ English Learner Advisory Committee
- ☐ Advisory Committee for Special Education Programs
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This 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 plan was adopted by the School Site Council at a public meeting on: November 13, 2012


Attested:

David Ostash
Typed name of school principal


Signature of school principal
(Use blue ink)

11/13/12
Date

Kelly Curtis
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

11/13/12
Date

SCHOOL DATA

• 2011-12 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2012 Growth - Academic Performance Index (API) Report

California Department of Education Analysis, Measurement, & Accountability Reporting Division 10/11/2012

School: Burroughs High
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-1531367
 School Type: High
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

<u>Number of Students Included in the 2012 Growth API</u>	API				Met Growth Target		
	<u>2012 Growth</u>	2011 Base	2011-12 Growth Target	2011-12 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1028	797	784	5	13	Yes	Yes	Yes

Subgroups

	<u>Number of Students Included in 2012 API</u>	<u>Numerically Significant in Both Years</u>	Subgroup API				
			<u>2012 Growth</u>	2011 Base	<u>2011-12 Growth Target</u>	2011-12 Growth	<u>Met Subgroup Growth Target</u>
Black or African American	64	No	708	673			
American Indian or Alaska Native	7	No					
Asian	35	No	842	854			
Filipino	25	No	891	894			
Hispanic or Latino	220	Yes	751	698	5	53	Yes
Native Hawaiian or Pacific Islander	15	No	832	856			
White	650	Yes	814	813	A	1	Yes
Two or More Races	12	No	834				
Socioeconomically Disadvantaged	347	Yes	717	692	5	25	Yes
English Learners	75	No	622	595			
Students with Disabilities	101	No	508	494			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2012.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from 2011 Base API to 2012 Growth API for a school or LEA.

School Overview

2012 Adequate Yearly Progress (AYP) Report

California Department of Education
 Analysis, Measurement, & Accountability Reporting Division
 10/11/2012

School: Burroughs High

LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009310

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

No

Met 10 of 18 AYP Criteria

Met AYP Criteria:

Participation Rate

Percent Proficient

Academic Performance Index (API)

- Additional Indicator for AYP

Graduation Rate

English-Language

Arts

Yes

No

Mathematics

Yes

No

Yes

N/A

English-Language Arts
 Target 95%
Met all participation rate criteria? Yes

Mathematics
 Target 95%
Met all participation rate criteria? Yes

GROUPS

Schoolwide

	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met 2012 AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
African American or Black	33	33	100	--		33	33	100	--	
American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	11	11	100	--		11	11	100	--	
Filipino	11	11	100	--		11	11	100	--	
Hispanic or Latino	84	82	98	Yes	ER	84	84	100	Yes	ER
Pacific Islander	6	6	100	--		6	6	100	--	
White	231	229	99	Yes		230	228	99	Yes	
Two or More Races	3	3	100	--		3	3	100	--	
Socioeconomically Disadvantaged	131	128	98	Yes		131	130	99	Yes	
English Learners	26	26	100	--		26	26	100	--	
Students with Disabilities	32	31	97	--		32	32	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

English-Language Arts
 Target 77.8 %
Met all percent proficient rate criteria? No

Mathematics
 Target 77.4 %
Met all percent proficient rate criteria? No

GROUPS

Schoolwide

	<u>Valid</u> <u>Scores</u>	<u>Number</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Percent</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Valid</u> <u>Scores</u>	<u>Number</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Percent</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
African American or Black	32	14	43.8	--		32	12	37.5	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	10	--	--	--		10	--	--	--	
Filipino	10	--	--	--		10	--	--	--	
Hispanic or Latino	80	42	52.5	No		82	37	45.1	No	
Pacific Islander	6	--	--	--		6	--	--	--	
White	222	155	69.8	No		220	138	62.7	No	
Two or More Races	3	--	--	--		3	--	--	--	
Socioeconomically Disadvantaged	123	56	45.5	Yes	SH	124	46	37.1	No	
English Learners	26	4	15.4	--		26	4	15.4	--	
Students with Disabilities	28	4	14.3	--		29	5	17.2	--	

Academic Performance Index (API) - Additional Indicator for AYP

<u>2011 Base API</u>	<u>2012 Growth API</u>	<u>2011-12 Growth</u>	<u>Met 2012 API Criteria</u>	<u>Alternative Method</u>
784	797	13	Yes	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate

Graduation Rate Goal: 90 Percent

<u>Met Schoolwide Graduation</u>	<u>Met Student Group Graduation Rates</u>	<u>Met Overall Graduation Rate Criteria</u>
Yes	No	No

Current Year: Graduation Rate Results

<u>Groups</u>	<u>2012 Cohort Graduation Rate (class of 2010-11)</u>	<u>2012 Target Graduation Rate</u>	<u>2012 Graduation Rate Criteria Met</u>	<u>2013 Target Graduation Rate Class of 2011-12)</u>	<u>Exclusion/ Alternative Method</u>
Schoolwide	96.06	90.00	Yes	90.00	
Black or African American	85.71		N/A	N/A	U50
American Indian or Alaska Native	100.00		N/A	N/A	U50
Asian	100.00		N/A	N/A	U50
Filipino	100.00		N/A	N/A	U50
Hispanic or Latino	89.66	90.00	No	89.71	
Native Hawaiian or Pacific Islander	80.00		N/A	N/A	U50
White	98.67	90.00	Yes	90.00	
Two or More Races	50.00		N/A	N/A	U50
Socioeconomically Disadvantaged	90.63	88.16	Yes	90.00	
English Learners	88.89		N/A	N/A	U50
Students with Disabilities	79.31		N/A	N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

INSTRUCTIONAL MATERIALS

HIGH SCHOOL				
ENGLISH DEPT				
CP English	9-12	<u>Prentice-Hall Literature-Timeless Voices</u>	Prentice-Hall	2002
Non CP English	9-12	<u>Holt Literature & Language Arts</u>	Holt, Rinehart, Winston	2003
AP Literature	12	<u>An Introduction to Poetry</u>	Longman	2002
ELL	6-8	<u>Highpoint</u>	Hampton Brown	2001
MATHEMATICS DEPT				
Advanced Algebra	9-12	<u>Algebra 2, CA Edition</u>	McDougal Littell	2007
Geometry (CP)		<u>Geometry, CA Edition</u>	McDougal Littell	2007
Algebra (CP)		<u>Algebra 1, CA Edition</u>	McDougal Littell	2007
Basic Geometry		<u>Discovering Geometry, An Investigative Approach</u>	Key Curriculum Press	2008
Basic Algebra		<u>Algebra Concepts and Applications, CA Edition</u>	Glencoe	2005
CAHSEE		<u>Pre-Algebra and Introductory Algebra</u>	Houghton Mifflin	2007
Pre-Calculus		<u>Pre-Calculus with Limits: A Graphing Approach</u>	Houghton Mifflin	2008
Calculus (AP)		<u>Calculus of a Single Variable, 8th Ed</u>	Houghton Mifflin	2006
FOREIGN LANGUAGE DEPT				
German	9-12	<u>Auf Deutscht!</u>	McDougal-Littell	2001
Spanish	9-12	<u>Ven Conmigo!</u>	HRW	2003
HISTORY/SOCIAL SCIENCE				
World Geography	9	<u>World Geography</u>	Glencoe	2006
The Modern World	10	<u>World History: The Modern World</u>	Prentice Hall	2007
Mod World Hist (CP)	10	<u>Modern World History: Patterns of Interaction</u>	McDougal-Littell	2006
Mod World Hist (Hon)	10	<u>World History Modern Times</u>	Glencoe	2006
US History (CP)	11	<u>American Anthem: Modern America History</u>	HRW	2007
US History (AP)	11	<u>The American Pageant, 13th Ed</u>	Houghton Mifflin	2007
Economics	12	<u>Economics</u>	HRW	2003
Economics (AP)	12	<u>Economics, 7th Ed</u>	Thomson Learning	2005
Government	12	<u>United States Government: Democracy in Action</u>	Glencoe	2006
Government (AP)	12	<u>American Government, 10th Ed</u>	Houghton Mifflin	2006
SCIENCE DEPT				
Earth Science	9	<u>Holt Earth Science</u>	Holt, Rinehart & Winston	2007
Biology (Honors)	9-10	<u>Biology: Concepts & Connections</u>	Pearson/Prentice Hall	2006
Biology (CP)	9-11	<u>Biology by Miller/Levine</u>	Pearson/Prentice Hall	2007
Biology (AP)	11-12	<u>Biology 7th Ed by Campbell/Reece</u>	Pearson/Prentice Hall	2006
Conceptual Biology	10-12	<u>Biology by Nowicki</u>	McDougal-Littell	2008
Chemistry	10-12	<u>Prentice Hall Chemistry</u>	Pearson/Prentice Hall	2007
Conceptual Physics	10-12	<u>Conceptual Physics</u>	Pearson/Prentice Hall	2007
Anatomy (CP)	11-12	<u>Essentials of Anatomy and Physiology 4th Ed</u>	Pearson/Prentice Hall	2007
Physics	11-12	<u>Holt Physics</u>	Holt, Rinehart & Winston	2007
Zoology	11-12	<u>Zoology 7th Ed</u>	McGraw Hill/Higher Ed	2007
Botany	11-12	<u>Introductory Plant Biology 10th Ed</u>	McGraw Hill/Higher Ed	2006
Forensics	11-12	<u>Forensic Science: An Introduction</u>	Pearson/Prentice-Hall	2008
P. E. & HEALTH DEPT				
Health	9	<u>Health & Wellness</u>	Glencoe	2008
SDC/SPECIAL EDUCATION DEPT				

SDC Mathematics	9	<u>Pacemaker®: Basic Mathematics, 3rd Ed</u>	Globe Fearon	2000
SDC Mathematics	12	<u>Life Skills Math (SUPPLEMENTAL)</u>	AGS	2003
RSP Mathematics	12	<u>Math for the World of Work (SUPPLEMENTAL)</u>	AGS	2002
Biology	9-12	<u>Pacemaker: Biology, 3rd Ed</u>	Globe Fearon	2004
FINE ARTS DEPT				
Art 1 & 2 (BHS)	9-12	<u>Art in Focus 5th Ed</u>	Glencoe/McGraw-Hill	2006
Art 1 & 2 (MHS)	9-12	<u>Art Talk</u>	Glencoe/McGraw-Hill	2005
Drawing 1-6	9-12	<u>Creating and Understanding Drawing 4th Ed</u>	Glencoe/McGraw-Hill	2006
Art; Ceramics; Drawing; Painting	9-12	<u>Gardner's Art Through the Ages 12th Ed</u>	Thomson/Wadsworth	2005
SUPPLEMENTAL ART TEXTS:				
	9-12	<u>Exploring Painting</u>	Davis Publications	2003
	9-12	<u>Acrylic Painting: A Complete Guide</u>	Dover publications	
	9-12	<u>Pouring Light: Layering Transparent Watercolor</u>	North Light Book	

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2012 – 2013

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.

Burroughs High School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block Grant SLIBG 0500-7395	\$97,956	\$12,411	\$85,545
EIA – SCE 7090	\$265,565	\$33,716	\$171,568
EIA – LEP 7091	–	–	\$60,281

Federal Programs

	Total Allocation	Centralized Services	Site Budget

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. The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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 carryovers are subject to change to reflect AB825 block grant flexibility, as well as, potential state budgets and legislative action.

The district entered Year 2 of Title I Program Improvement (PI) in 2012 – 2013. Faller and Inyokern elementary schools had sufficient growth and remain at Year 1 PI. Pierce Elementary entered Year 1 PI. Richmond Elementary advanced to Year 2 PI. Ten percent of Title I funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title I, Title II and EIA, as well as, the general fund.

Centralized Services provided by the district include:

EIA – LEP: Project Teacher (0.86 FTE) Bilingual Translators (1.6 FTE) and associated mileage (\$155,574); CELDT Testing and EL Teacher Certification costs (\$20,090)

EIA – SCE: Counselor (Elementary only) - \$82,785

Title I: Counselor (Elementary only) \$82,568, Homeless \$11,291, Professional Development \$112,904, School Choice/SES \$225,808, T1 Projects Teacher (0.60 FTE) \$60,527

Title III: Projects Teacher (0.14 FTE) \$12,635

A **Special Projects Coordinator** is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

ENGLISH LANGUAGE SPSA ADDENDUM 2012-2013

Data Analysis

	2010-2011	2011-2012	2012-2013
# of EL students	96	88	52
Beginners	4	12	3
Early Intermediates	10	12	10
Intermediates	30	29	17
Early Advanced	35	26	17
Advanced	17	9	5

AYP:

General Population	
English	- 63.4%
Math	- 56.8%
EL Subgroup	
English	- 15.4%
Math	- 15.4%

API:

General Population	- 797
EL Subgroup	- 622

CAHSEE

General Population	
English	- 88%
Math	- 85%
EL Subgroup	
English	- 52%
Math	- 54%

Graduation Rate

School wide	- 96%
EL Subgroup	- 88.9%

What is your ELD Curriculum?

The mission of the ELD program is to establish, implement and sustain a high quality, rigorous language instruction educational program to ensure all English Language Learners attain proficiency in English and meet the California Academic Content Standards. The current curriculum for students enrolled in the beginning ELD class at the high school is High Point (*Hampton Brown*). ELD 3-5 students receive grade-level instruction using *Prentice Hall's* Timeless Voices, Timeless Themes textbook and supplemental materials. The ELD teacher collaborates closely with the ELA instructor to develop and deliver lessons that foster students' academic success.

With the onset of Common Core and the adoption of the new ELD standards, the English department is revising standards-based English pacing guides for grades 9 and 10. With the release of the new ELD standards, the English Department will be aligning the ELA pacing guides to the ELD standards to ensure that each English Learner is given an opportunity to attain English fluency and master the grade-level standards.

How do you ensure that EL students receive:

Daily ELD Instruction (in order to improve English proficiency as measured by the CELDT)

There is a growing awareness and deliberate attention by administration and faculty to approach ELD instruction with innovation. Feedback has been given at ELAC meetings and in one-on-one counseling meetings to allow flexibility to EL students to access the regular curriculum and electives. As a result, increased numbers of EL students have been identified as appropriately meeting R-FEP guidelines; and, on a case-by-case basis, students who could benefit from accessing a desired elective are being allowed to do so regardless of EL status. We believe this greater flexibility and access is a part of our most recent improved data and data that shows we are continuing to close the achievement gap.

With our EL Teacher Coordinator on campus, teaching one period per day this year, there is increased collaboration among regular education teachers and guidance by expertly trained EL staff. Individually tailored learning plans, and increased enrollment in CP-designated core curriculum ensures that EL students are receiving appropriate access to a learning program designed to improve English proficiency as measured by the CELDT.

Academic Language (in order to improve academic language/ classroom success and increase performance on CST)

This is an area where we can identify innovative improvements. A core vocabulary and “Daily Oral Language” program is in place throughout the English department. We are identifying a more targeted approach to infusing the most essential academic language that will specifically improve an EL student’s probability of demonstrating improved performance on the CELDT and CST standardized assessments.

Effective classroom strategies/ practices (in order to actively engage students and improve access to core curriculum)

Through the early stages of implementing a Professional Learning Community (PLC) model at Burroughs High School, we recognize that there are pedagogical protocols that could be incorporated into the current “canon” of teaching strategies to more actively engage students and improve access to the core curriculum. Explicit Direct Instruction (EDI) is an instructional program that was adopted by our elementary and middle school faculties that we are currently reviewing for consideration. We will likely receive training in EDI in one full department as a pilot program. Recognizing that our mathematics scores highlight a serious need for improvement among EL students, it would be appropriate to pursue EDI training for the entire math department.

Additionally, we recently eliminated most non-college preparatory coursework in all four core departments. Among many factors to this action item, this means that all EL students are enrolled in our hands-on, rigorous coursework, such as Biology (lab-based course).

Intervention (in order to decrease the achievement gap and ensure that students catch up with their grade level)

Teachers and staff are working together to identify students who would benefit from receiving additional support, tutoring, and guidance. Every day, teachers may e-mail administration to have students escorted to *The Learning Center* in order to receive teacher and peer tutoring, opportunity to make up late work, and retake tests and quizzes on which they showed poor comprehension.

Guidance counselors are calling up EL students individually to fully evaluate and review their status in pursuing a-g eligibility. Individually tailored plans allow for unconventional and flexible courses of study. For example, when it might benefit an EL student, consideration of all regular and/or independent study options within the district will be given. Additionally, consideration will be given to the pursuit of concurrent enrollment options, and summer school referral to non-district school programs for strategic benefit.

Goal #1: Intervention for Success

Strategy: Implement ELD 9th and ELD 10th Grade Elective Intensive Intervention Class.

Action Items:

1. Realign ELD classes at the high school from grade span classes to grade level classes.
 - Person Responsible – English Dept. Chair. ELD Instructor.
 - Budget – N/A
2. Generate department wide pacing guides in core subject areas: Math, English, Social Science, and Science.
 - Person Responsible – Dept. Chairs. Department teachers.
 - Budget – N/A
3. Align core subject area pacing guides with new ELD standards.
 - Person Responsible – ELD Instructor
 - Budget – N/A
4. Generate common assessments for core subject areas.
 - Person Responsible - Instructors
 - Budget – N/A

Strategy: Identify standards based curriculum for ELD 9 and 10 classes to that will boost student achievement on CAHSEE and CST.

Action Items:

1. English Department generates novel based units aligned to grade level essential standards.
 - Person Responsible – English Dept. Chair. Instructors.
 - Budget – N/A
2. Revise/Enhance English Department Writing Guide to further student achievement.
 - Person Responsible – EL Teacher Coordinator, English Dept. Chair.
 - Budget – N/A
3. Develop common assessments.
 - Person Responsible – Dept. Chairs.
 - Budget – N/A
4. Train teachers.
 - Person Responsible – EL Teacher Coordinator, Principal
 - Budget – EIA-COMP

Strategy: Provide Academic Advising to EL students at BHS.

Action Items:

1. EL Teacher Coordinator and ELD Teacher meet with EL students who are not passing classes and advise accordingly.
 - Person Responsible – EL Teacher Coordinator, Guidance Counselors.
 - Budget – N/A
2. Identify ELs who would benefit from attending the Teaching and Learning Center at BHS Monday-Thursday during lunch to: retake tests, complete assignments, or make up work. Tutoring is available.
 - Person Responsible – Classroom Teachers. BHS Admin Team.
 - Budget – N/A

Strategy: Intervention Instruction based upon performance on Common Assessments.

Action Items:

1. Generate a Common Assessment schedule and data protocol analysis that includes analyzing the performance of ELs.
 - Person Responsible – Asst. Principal. EL Teacher Coordinator.
 - Budget – (Use of Illuminate)
2. Identify low areas performance and a re-teaching cycle and plan that will occur following benchmark administration.
 - Person Responsible – Classroom Instructors.
 - Budget – N/A

Goal #2: Professional Development

Strategy: Provide professional development in grades 9-12.

Action Items:

1. Train Department chairs in data analysis of performance of ELs in comparison to English Only students and in pacing guide and common assessment development.
 - Person Responsible – EL Teacher Coordinator, Special Projects Office.
 - Budget – EIA-COMP
2. Department chairs work with department in generating pacing guides and common assessments.
 - Person Responsible – Dept. Chairs.
 - Budget – (Collaboration days). SLIBG for teacher substitutes (release time).
3. Align pacing guides to ELD 9 and 10 class highlighting essential standards found on CAHSEE and CST.
 - Person Responsible – ELD Instructor. EL Teacher Coordinator.
 - Budget – N/A

Strategy: Increase performance of CAHSEE passage rate in ELA and Math.

Action Items:

1. Generate pacing guides aligned to the essential standards for English CP 9th grade and CP 10th grade.
 - Person Responsible – Grade –level English Instructors

- Budget – SLIBG for substitute teachers if requested (release time).
- 2. Analyze EL CAHSEE passage rate with teachers and admin.
 - Person Responsible – Dept. Instructors and site admin.
 - Budget – Collaboration Days.
- 3. Provide training in effective instruction that will boost performance.
 - Person Responsible – Principal. Admin Team. Dept. Chairs.
 - Budget – Categorical (Professional Develop.), Site EIA and/or SLIBG.

Goal #3: Instructional Pathway

Strategy: Increase number of ELs successfully completing A- G course work.

Action Items:

1. Offer College Prep English and Honors English, and other departments, at the 9 and 10 grades versus a non college prep option.
 - Person Responsible – Principal
 - Budget – N/A
2. Track performance of ELs in the College Prep Pathway.
 - Person Responsible – Site Admin. EL Teacher Coordinator.
 - Budget – N/A
3. Provide EL Academic advising to guide students and provide a safety net.
 - Person Responsible – Lead Counselor.
 - Budget – N/A
4. Provide teacher training in effective instruction.
 - Person Responsible – Principal. Site admin team. District Office (Curriculum & Instruction).
 - Budget – District (Title III) and site (EIA and/or SLIBG).

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MESQUITE HIGH SCHOOL

15-73742-1530054
CDS Code



Mesquite High School

Date of this Plan: November 26, 2012

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 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:

Contact Person: Shirley Kennedy

Position: Principal

Telephone Number: 760-499-1810

Address: 140 W. Drummond Ridgecrest, CA 93555

E-mail address: skennedy@ssusd.org

The District Governing Board approved this School Plan on December 20, 2012

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The School Accountability Report Card may be accessed at www.ssusdschools.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Mesquite High School promotes a culture where students and staff demonstrate responsibility, self-development, college and career readiness, campus/community pride, as well as good citizenship.

MISSION

Freedom through Responsibility

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

School Goals: (District Goal #1 and #4)

1) English Language Arts:

- a) 100% of eligible seniors (90 credits yet to earn) will master the ELA portion of the CAHSEE.
- b) Each continuously enrolled student will be monitored with a goal of earning a minimum of 10 English credits per year.
- c) Identify essential standards and create a pacing guide to guide implementation.
- d) Provide content specific professional development opportunities in ELA to increase student achievement.
- e) Implement strategies to fully engage students in learning and increase college and/or career readiness.

School Goals: (District Goal #1 and #4)

2) Mathematics:

- a) 100% of eligible seniors (90 credits yet to earn) will master the mathematics portion of the CAHSEE.
- b) 100% of eligible seniors (90 credits yet to earn) will complete their Algebra I requirement.
- c) Increase Median % of topics retained by assessment in ALEKS by 5% (Q1 baseline 51%).
- d) Provide content specific professional development opportunities in math to increase student achievement.

School Goal: (District Goal #1, #2, and #4)

3) English Language Learners and EL Development:

- a) Each EL will increase one CELDT level each year or maintain Early Advanced or Advanced status.
- b) Provide professional development opportunities in ELD to increase student achievement.

School Goals: (District Goal #2 and #3)

4) School Climate/Safety

- a) The school wide attendance rate will be 95% or higher as measured by the monthly AERIES attendance report.
- b) Discipline infractions will decrease 1% per quarter as compared to 1st quarter data (31.9%). End of year target will be 28.9%.
- c) Provide scheduled Professional Learning Community time for staff so that school goals can be developed, implemented and monitored.

School Goals: (District Goal #1 and #3)

5) Other goals

- a) A 90% local graduation rate will be attained as measured by:
 - the number of eligible seniors (90 credits yet to earn) meeting graduation requirements divided by the total number of eligible seniors in a given year. (Do not count drop outs or A.S. graduates)
 - the number of eligible seniors (90 credits yet to earn) meeting graduation requirements divided by the total number of eligible seniors in a given year. (Do count drop outs-Do not count A.S. graduates)
 - The number of eligible seniors (90 credits yet to earn) meeting graduation requirements divided by the total number of eligible seniors in a given year. (Do count drop outs-Do count A.S. graduates)
- b) Identify and provide professional development in specific areas of technology

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School wide results of state and classroom assessments in math, language arts, science and social science (CST, CELDT, CAHSEE, formative assessments) are reviewed to identify the school's focus. Student performance is compared to county and state performance on standardized assessments (CAHSEE, CST, ASVAB, and college placement tests) to determine success of our program and individual student achievement. State Curriculum Frameworks and blueprint standards are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to develop goals, plan instruction and/or re-teaching. Teachers collaborate to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Teachers use assessment results, transcripts, and attendance rates to monitor and modify instruction and plan interventions. Weekly staff meetings focused on student progress promotes discussion for strategies to increase student achievement.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school, teacher, and student needs. Student performance data, teacher surveys/input, and principal observations help determine professional needs. The focus of our staff development has been to increase student achievement in the areas of Mathematics and English Language Arts through trainings in content and best practices. Staff has received training in common core, ALEKS, AVID, Step Up to Writing, data analysis (Illuminate), technology, counseling support, discipline, and Professional Learning Communities.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELD Teacher Coordinator and SELPA team. They support site teachers by providing feed back as needed for students who come to Mesquite throughout the school year. In addition, trainings are provided to offer support with implementation of Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions. Teachers collaborate with other district staff to share best practices to improve delivery of instruction and improve student learning.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers meet weekly to discuss topics relevant to our unique setting. Since Mesquite basically has one teacher for each core subject, discussions include curriculum as well as strategies to increase individual student success. Teachers have the opportunity to meet with other district staff one on one as well as at scheduled meetings/trainings/presentations throughout the school year.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of Mesquite teachers are NCLB compliant. District staff who are not in compliance are supported with federal funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. Students are grouped by

instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-teaching accordingly. Mesquite offers tutoring throughout the day to assist students with meeting all math requirements. Intervention action plans are developed when appropriate. Students who have yet to pass the ELA portion of the CAHSEE are placed in the appropriate English course for support. The collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include a CAHSEE intervention tutor and assessment paraprofessional five periods a day. Categorical funds are used to purchase a range of materials for our classrooms such as ALEKS, our online math program. The psychologist and counselor provide support by meeting with parents/students to review student attendance, behavior, and academic progress and hold group counseling and individual student counseling sessions. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. English learners are tested and monitored by both site and district staff to ensure they are meeting all requirements. Professional development is funded by categorical funds and provides teachers with researched based best practices to improve student achievement.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, test scores and blueprints to prepare lesson plans and guide instruction throughout the year. Teacher assessments are used to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to grade level content standards, blueprints and graduation requirements. Additional re-teaching is provided to students not meeting performance targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer for activities. Students are invited to the school for tours and exposure to the range of available activities and opportunities.

The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school. Mesquite holds an orientation for the parents and students before a

student is enrolled at Mesquite. Mesquite ASB ensures that students are welcomed at the school and know and understand the school culture.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers: Special Education and ELD
- Peer tutors
- Community tutors
- School Counselor
- District Psychologist
- Translator
- School Resource Officer
- Assessment and Remediation Instructional Aide
- Community/Parent volunteers
- School Attendance Review Board (SARB)
- Family Resource Center, Women's Center, community partnerships, Ridgecrest Police Department
- Credit Recovery: Adult School, summer school, ROP, work experience, TA, Independent Study, Home Hospital
- Progress monitoring: standardized assessments, credit/attendance checks, pathway to graduation, quarterly report cards

Our school communicates with parents through:

- Parent informational meetings and visitations
- Phone calls
- 3 week progress reports
- Mailings
- Back-To-School Night
- Superintendent's Council
- Parent Teacher/Counselor/Principal Conferences
- Quarterly Report Cards
- School Site Council
- EdLine and school web pages
- Automated phone system
- Parent surveys

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

Our School Site Council meets state requirements for parity and consists of (number):

- | | |
|----------|-------------------------------|
| <u>1</u> | Principal |
| <u>1</u> | Classroom teachers |
| <u>1</u> | Other staff |
| <u>2</u> | Parents and community members |
| <u>1</u> | Students |

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials=0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

An analysis of CST test scores from students currently enrolled at Mesquite shows the following observations:

1. API

What does the data by subgroup and proficiency level show?

What does the data by grade level show?

What causes this result?

What are the needs?

- Due to its size, Mesquite does not report subgroup performance data.
- Mesquite experienced a 17 point decrease in its API in 2012, 566 to 549 (Base to Growth). However, there was a new law implemented this past year that impacted our data. Of the 66 students tested, only 31 scores remain at this school site. This impacted our base API which is used as a comparison for growth. Our base API was adjusted from 546 to 566. When our growth API was calculated for 2012 at 549, it was compared to the new base score of 566 not 546. The result is a 17 point decrease.

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?

What caused this result?

What are the needs?

- Due to its size, Mesquite does not report subgroup performance data.
- Mesquite met 3 out of 4 AYP criteria for 2012. Three students generated the AYP for MHS. The criteria include participation in ELA and Math and meeting performance targets in ELA and Math. MHS met both participation criteria and the ELA criterion. MHS did not meet the Math criterion.
- The graduation requirement criterion for MHS has been removed.

Because of the mobility of students entering continuation schools it is essential to provide intensive intervention assistance immediately upon a student's enrollment. Important components include timely and ongoing assessment, individualized program planning and careful progress monitoring. Meeting the cultural, social, and academic needs of all Mesquite students will be an ongoing discussion and action item at staff meetings.

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

What does the CELDT data by skill area/grade level show?

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

What are the needs by proficiency level, grade level and skill area?

- Mesquite tested a total of 7 students in 2011-12. Five tested Early Advanced and two tested Intermediate.
- EL CELDT performance at Mesquite exceeds BHS performance in every domain except listening and all domains when compared to state results.
- Staff is provided with EL data as soon as it becomes available. Every EL student is monitored for CELDT level growth over time. Training in AVID strategies to assist EL progress is offered to staff on an ongoing basis.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

What causes this result?

What are the needs?

- The number of identified GATE students at Mesquite is small; however, the giftedness of students is met in a variety of ways including individualized instruction, enrollment in college classes and special projects.

5. HIGH SCHOOL Due to the ever changing graduation rates in recent years, Mesquite is monitoring its own local graduation rate as a SMART goal with a goal of 90% each school year. All eligible seniors (90 credits yet to earn) are reviewed and this local graduation rate is reported out weekly at staff meetings. Interventions are implemented regularly to increase student success.

6. Professional Development- What are the strengths and needs of the site professional development? As part of the evaluation process, teachers determine individual needs and make recommendations, with principal input, for staff development. Many teachers regularly attend workshops and trainings in their curricular areas. Most attend all district held professional development activities. All teachers collaborate with other professionals at other sites in the district. Some also participate as WASC visiting committee members. It is felt that the locally available resources are more than adequate. It would be beneficial for staff to have additional experiences and visitations outside of our community. Our focus areas for professional development this school year are Professional Learning Communities, content specific training, and technology.

7. School Climate/ Safety Surveys and Other Input

Discipline data is available from Aeries and will be used to analyze school safety and climate.

Staff, student, parent, and Healthy Kid surveys show that students find Mesquite a safe place to be. Due to the uniqueness of the school and community, it is felt that the school provides a caring "family" environment. Students appreciate the caring ways of all staff members. A plethora of interventions are in place to provide necessary interventions. Some of the issues our students deal with include loss of a child, parent or other family member, anger, cutting, homelessness, bipolar illness, and drug and/or alcohol use. Most parents are grateful for the positive changes they see in their children after their enrollment at Mesquite.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
								A. Standards, Assessment and Accountability								
x	x	x	x	x	x			1. Counselor will provide college and career readiness development procedures/activities		Additional materials	\$400	7395 EIA		Zdeba	Nov. 2012 and March 2013	1
x	x	x						2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.		Supplemental materials	\$0	EIA LEP 7091	Total of \$4,531	EL Staff Kennedy	Fall 2012	1
x	x							3. Arrange for staff training in the Common Core Standards		Registration, travel					Winter/ Spring 2013	1
x	x							4. Identify essential standards for each content area		Stipends or substitute time					Fall 2012	1
x	x							5. Create a pacing guide for the essential standards for each content area		Stipends or substitute time					Fall/Spring 2012-13	1
x	x	x	x					6. Through the analysis of data, determine areas of need to improve student learning		Stipends or substitute time					Ongoing	1
								B. Staffing and Professional Development								
x	x	x	x		x			1. Continue funding for Assessment and Remediation Instructional Aide		Personnel Cost		Pupil Ret BG		Kennedy	2012-13	1
					x			2. Continue funding for security person		Personnel Cost		General	\$8,500	Kennedy	2012-13	2
x	x	x			x			3. Provide professional development in effective teaching strategies, technology, and Professional Learning Communities		Stipends	\$500	SLIBG EIA		District staff Principal	2012-13	1
								4. Implement ways to fully integrate PLC strategies at the school site		Stipends	\$500	EIA			Ongoing	1
								C. Teaching and Learning								
		x						1. A district EL project teacher will provide support		Salary and		EIA	Total of	EL Office	Ongoing	1

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other				Site Cost	Funding Source	District Centralized Services			
							through coaching and professional development		benefits		LEP 7091	\$4,531			
x	x	x	x		x		2. Investigate a variety of instructional strategies to improve student engagement and learning							Fall 2012 and ongoing	1
x	x	x					3. Arrange for staff training on a variety of strategies, including project based learning, to improve student engagement and learning		Substitute time	\$600	EIA 7091	EIA Dist Personnel	District ELD coach Kennedy	2012-13	2
							4. Implement instructional strategies to improve student engagement and learning opportunities		Materials and supplies					Ongoing	
	x	x	x				5. Purchase ALEKS licenses/diagnostic tool (math) with available funding		Licenses	\$5,000	PRBG		Kennedy	Aug. 2012	1
							D. Opportunity and Equal Access								
x	x	x					1. Funding for student textbooks in Virtual Class		Books		SB 70 SLIBG	EIA District personnel	McKenzie Kennedy	Sept. 12 Jan. 13	2
x	x	x			x		2. College Career Day at CCCC		Transportation	\$150	SB 70		Zdeba Duncan	Nov. 12	2
							3. Funding for student textbooks in Adult Independent Study		Books	1,500	EIA		Zdeba Banks	Sept. 12	1
							E. Parent, Student and Community Involvement								
					x	x	1. Use auto dialer, Edline, and PAMS to increase parent involvement		Meeting supplies	\$50			Kennedy	monthly	2
		x			x	x	2. Translation/ interpreting services (Spanish) will be provided to assist students and parents.		Salary and benefits		EIA LEP 7091	Total of \$4,531	EL Staff	2012-13	3

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
<p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades, attendance, graduation rate, behavior, credit accrual • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results 	The principal and staff	<p>1. The Monitoring Team collects the results of data and activity analysis.</p> <p>2. The team assesses implementation.</p> <p>3. The results are reported to the SSC.</p>	Data and activity analysis: September, February, May


SCHOOL SITE COUNCIL High School

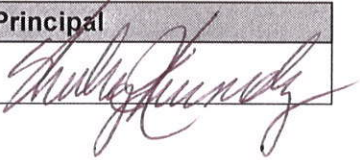
The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents and students selected by other students.

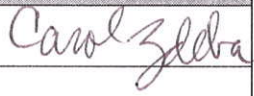
The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

(a)

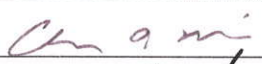
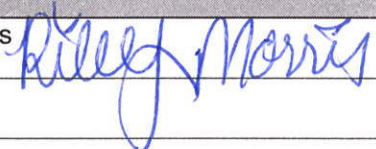

Classroom Teachers
1. Gail Antonsen, Teacher 

Principal
1. Shirley Kennedy 

Other School Personnel
1. Carol Zdeba, Counselor 

R
esource teacher, other certificated staff, classified, other
administrative staff

(b)

Parents or Community Members	Students
1. Mrs. Morris 	1. Riley Morris 
2. Gino La Marca 	

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
N/A				
Number of members of each category				

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: _____
(type name)

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

The Mesquite School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply.)**

N/A English Learner Advisory Committee

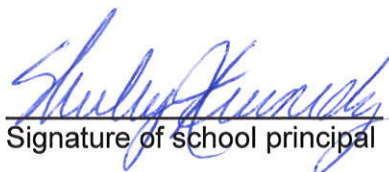
N/A Advisory Committee for Special Education Programs

N/A Gifted and Talented Education Program Advisory Committee

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This 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 plan was adopted by the School Site Council at a public meeting on: November 26, 2012

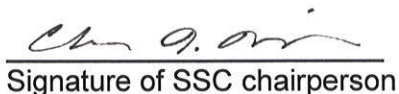
Attested:

Shirley Kennedy
Typed name of school principal


Signature of school principal

11-26-12
Date

Mr. Chuck Morris
Typed name of SSC chairperson


Signature of SSC chairperson

11-27-12
Date

SCHOOL DATA

• 2011-12 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2012 Growth - Academic Performance Index (API) Report

California Department of Education Analysis, Measurement, & Accountability Reporting Division 10/11/2012

School: Mesquite Continuation High
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-1530054
 School Type: Small High
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

API					Met Growth Target			
<u>Number of Students included in the 2012 Growth API</u>	<u>2012 Growth</u>	2011 Base	<u>2011-12 Growth Target</u>	<u>2011-12 Growth</u>	<u>Schoolwide</u>	<u>All Subgroups</u>	<u>Both Schoolwide and Subgroups</u>	
31	549	566	12	-17	No	Yes	No	
Subgroups					Subgroup API			
	<u>Number of Students Included in 2012 API</u>		<u>Numerically Significant in Both Years</u>	<u>2012 Growth</u>	<u>2011 Base</u>	<u>2011-12 Growth Target</u>	<u>2011-12 Growth</u>	<u>Met Subgroup Growth Target</u>
Black or African American	1		No					
American Indian or Alaska Native	0		No					
Asian	0		No					
Filipino	1		No					
Hispanic or Latino	6		No					
Native Hawaiian or Pacific Islander	0		No					
White	22		No	599	607			
Two or More Races	1		No					
Socioeconomically Disadvantaged	20		No	535	544			
English Learners	3		No					
Students with Disabilities	1		No					

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2012.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from 2011 Base API to 2012 Growth API for a school or LEA.

School Overview

2012 Adequate Yearly Progress (AYP) Report

California

Department of Education

School: Mesquite Continuation High
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-1530054
 School Type: ASAM High
 Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:
Met 3 of 4 AYP Criteria

No

GROUPS	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? Yes</u>				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u> <u>a</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u> <u>a</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	17	16	95	Yes	EN	18	17	95	Yes	EN
African American or Black	1	1	100	--		1	1	100	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	5	5	100	--		5	5	100	--	
Pacific Islander	1	1	100	--		1	1	100	--	
White	10	9	90	--		11	11	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	10	-	90	--		11	10	91	--	
English Learners	2	2	100	--		2	2	100	--	
Students with Disabilities	1	1	100	--		1	1	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 77.8% <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 77.4 % <u>Met all percent proficient rate criteria? No</u>				
	<u>Valid</u> <u>Scores</u>	<u>Number</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Percent</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Valid</u> <u>Scores</u>	<u>Number</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Percent</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Met</u> <u>2012</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	3	--	--	Yes	CI	4	--	--	No	
African American or Black	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	0	--	--	--		0	--	--	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White	3	--	--	--		4	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	2	--	--	--		3	--	--	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	0	--	--	--		0	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

<u>2011 Base API</u>	<u>2012 Growth</u> <u>API</u>	<u>2011-12 Growth</u>	<u>Met 2012 API Criteria</u>	<u>Alternative Method</u>
			N/A	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate - Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
N/A	N/A	N/A

INSTRUCTIONAL MATERIALS

HIGH SCHOOL				
ENGLISH DEPT				
CP English	9-12	Prentice-Hall Literature-Timeless Voices	Prentice-Hall	2002
Non CP English	9-12	Holt Literature & Language Arts	Holt, Rinehart, Winston	2003
AP Literature	12	An Introduction to Poetry	Longman	2002
ELL	6-8	Highpoint	Hampton Brown	2001
MATHEMATICS DEPT				
Advanced Algebra	9-12	Algebra 2, CA Edition	McDougal Littell	2007
Geometry (CP)		Geometry, CA Edition	McDougal Littell	2007
Algebra (CP)		Algebra 1, CA Edition	McDougal Littell	2007
Basic Geometry		Discovering Geometry, An Investigative Approach	Key Curriculum Press	2008
Basic Algebra		Algebra Concepts and Applications, CA Edition	Glencoe	2005
CAHSEE		Pre-Algebra and Introductory Algebra	Houghton Mifflin	2007
Pre-Calculus		Pre-Calculus with Limits: A Graphing Approach	Houghton Mifflin	2008
Calculus (AP)		Calculus of a Single Variable, 8th Ed	Houghton Mifflin	2006
FOREIGN LANGUAGE DEPT				
German	9-12	Auf Deutsch!	McDougal-Littell	2001
Spanish	9-12	Ven Conmigo!	HRW	2003
HISTORY/SOCIAL SCIENCE				
World Geography	9	World Geography	Glencoe	2006
The Modern World	10	World History: The Modern World	Prentice Hall	2007
Mod World Hist (CP)	10	Modern World History: Patterns of Interaction	McDougal-Littell	2006
Mod World Hist (Hon)	10	World History Modern Times	Glencoe	2006
US History (CP)	11	American Anthem: Modern America History	HRW	2007
US History (AP)	11	The American Pageant, 13 th Ed	Houghton Mifflin	2007
Economics	12	Economics	HRW	2003
Economics (AP)	12	Economics, 7 th Ed	Thomson Learning	2005
Government	12	United States Government: Democracy in Action	Glencoe	2006
Government (AP)	12	American Government, 10 th Ed	Houghton Mifflin	2006
SCIENCE DEPT				
Earth Science	9	Holt Earth Science	Holt, Rinehart & Winston	2007
Biology (Honors)	9-10	Biology: Concepts & Connections	Pearson/Prentice Hall	2006
Biology (CP)	9-11	Biology by Miller/Levine	Pearson/Prentice Hall	2007
Biology (AP)	11-12	Biology 7 th Ed by Campbell/Reece	Pearson/Prentice Hall	2006
Conceptual Biology	10-12	Biology by Nowicki	McDougal-Littell	2008
Chemistry	10-12	Prentice Hall Chemistry	Pearson/Prentice Hall	2007
Conceptual Physics	10-12	Conceptual Physics	Pearson/Prentice Hall	2007
Anatomy (CP)	11-12	Essentials of Anatomy and Physiology 4 th Ed	Pearson/Prentice Hall	2007
Physics	11-12	Holt Physics	Holt, Rinehart & Winston	2007
Zoology	11-12	Zoology 7 th Ed	McGraw Hill/Higher Ed	2007
Botany	11-12	Introductory Plant Biology 10 th Ed	McGraw Hill/Higher Ed	2006
Forensics	11-12	Forensic Science: An Introduction	Pearson/Prentice-Hall	2008
P. E. & HEALTH DEPT				
Health	9	Health & Wellness	Glencoe	2008
SDC/SPECIAL EDUCATION DEPT				
SDC Mathematics	9	Pacemaker®: Basic Mathematics, 3 rd Ed	Globe Fearon	2000
SDC Mathematics	12	Life Skills Math (SUPPLEMENTAL)	AGS	2003
RSP Mathematics	12	Math for the World of Work (SUPPLEMENTAL)	AGS	2002
Biology	9-12	Pacemaker: Biology, 3 rd Ed	Globe Fearon	2004
FINE ARTS DEPT				
Art 1 & 2 (BHS)	9-12	Art in Focus 5 th Ed	Glencoe/McGraw-Hill	2006
Art 1 & 2 (MHS)	9-12	Art Talk	Glencoe/McGraw-Hill	2005
Drawing 1-6	9-12	Creating and Understanding Drawing 4 th Ed	Glencoe/McGraw-Hill	2006

Art; Ceramics; Drawing; Painting	9-12	<u>Gardner's Art Through the Ages 12th Ed</u>	Thomson/Wadsworth	2005
SUPPLEMENTAL ART TEXTS:				
	9-12	<u>Exploring Painting</u>	Davis Publications	2003
	9-12	<u>Acrylic Painting: A Complete Guide</u>	Dover publications	
	9-12	<u>Pouring Light: Layering Transparent Watercolor</u>	North Light Book	

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2012 – 2013

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.

Mesquite High School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block Grant SLIBG 0500-7395	\$7,357	\$932	\$6,425
EIA – SCE 7090	\$18,497	\$4,531	\$10,335
EIA – LEP 7091	—	—	\$3,631
Pupil Retention Block Grant 0500-7390	\$5,000	0	\$5,000

Federal Programs

	Total Allocation	Centralized Services	Site Budget

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. The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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 carryovers are subject to change to reflect AB825 block grant flexibility, as well as, potential state budgets and legislative action.

The district entered Year 2 of Title I Program Improvement (PI) in 2012 – 2013. Faller and Inyokern elementary schools had sufficient growth and remain at Year 1 PI. Pierce Elementary entered Year 1 PI. Richmond Elementary advanced to Year 2 PI. Ten percent of Title I funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title I, Title II and EIA, as well as, the general fund.

Centralized Services provided by the district include:

EIA – LEP: Project Teacher (0.86 FTE) Bilingual Translators (1.6 FTE) and associated mileage (\$155,574); CELDT Testing and EL Teacher Certification costs (\$20,090)

EIA – SCE: Counselor (Elementary only) - \$82,785

Title I: Counselor (Elementary only) \$82,568, Homeless \$11,291, Professional Development \$112,904, School Choice/SES \$225,808, T1 Projects Teacher (0.60 FTE) \$60,527

Title III: Projects Teacher (0.14 FTE) \$12,635

A **Special Projects Coordinator** is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

ENGLISH LANGUAGE SPSA ADDENDUM 2012-2013

Data Analysis

	2010-2011	2011-2012	2012-2013
# of EL students	11	7	
Beginners	0	0	
Early Intermediates	1	0	
Intermediates	3	2	
Early Advanced	6	5	
Advanced	1	0	

How are EL students doing on the following assessments in relationship to the general population and English Only students?

AYP-N/A

API-N/A-Of the 7 EL students at MHS in 2011-12, two were in the 11th grade. The other five were in the 12th grade and did not test.

Benchmarks-Mesquite does not currently administer benchmark exams. However, students take various assessments to determine proficiency such as tests and quizzes from adopted curriculum, Accelerated Reader, ALEKS (on-line math program), college placement exams, ASVAB, and CAHSEE. Each student's results are monitored by staff and students themselves, and goals are set to improve achievement.

Grades-Each individual student is monitored for grades and credit accrual every three weeks. Each student completes a transcript analysis every quarter and writes goals to meet graduation requirements.

CAHSEE (HS only)- In 2011-12, 100% of graduating seniors passed the math portion of the CAHSEE exam. One graduating senior, an EL student, did not pass the ELA portion of the CAHSEE. She received a Certificate of Completion.

Graduation Rate (HS Only)-The federal graduation rate does not recognize fifth year graduates in the Graduation Rate calculation. Therefore, Mesquite tracks its own rate. In 2011-12, students who began the year with 90 credits yet to earn and remained engaged in the Mesquite program until the end of the year graduated at a 93% rate.

What is your ELD Curriculum?

Mesquite uses the adopted curriculum and provides support to individual students who need assistance.

How do you ensure that EL students receive?

Daily ELD Instruction (in order to improve English proficiency as measure by the CELDT)

All staff is either SDAIE or CLAD certified and provides support to each individual student as needs are identified. Staff attends AVID training and implements strategies to further meet the needs of EL students. Teachers are kept informed of all EL students and provide individualized instruction and support to each individual student. For 2011-12, data indicates that Mesquite EL students outperform the comprehensive high school in all CELDT domains with the exception of listening. Mesquite EL students outperform the state in all CELDT domains.

Academic Language (in order to improve academic language/ classroom success and increase performance on CST)

Instruction includes the visual display of academic vocabulary, oral definitions, written definitions, and repeated exposure to academic language specific to the CST. Students engage in a variety of strategies such as think/pair/share, checking for understanding, and reading aloud to assist with learning material.

Effective classroom strategies/ practices (in order to actively engage students and improve access to core curriculum)

Teachers differentiate instruction and implement a variety of instructional strategies to ensure student success. Examples include using technology to research, create, and present work, small group instruction, scaffolding, pair/share, checking for understanding, notebooks, and reading aloud.

Intervention (in order to decrease the achievement gap and ensure that students catch up with their grade level)

Mesquite has a full-time tutor and a community service tutor (3 days/week) to assist students in meeting all math graduation requirements. Students use the ALEKS program that guides them through math

requirements at a proficient level. All staff is available both during and outside the school day to provide small group and one-on-one assistance to students.

GOAL # 1 Ensure that 100% of English Learner students meet the CAHSEE graduation requirement.

- STRATEGY #1-Monitor assessment results for each student
 - Action Item #1-Formally track assessment results on Pathway to Graduation document four times per year
 - Person Responsible-Staff, students
- STRATEGY #2-Assign tutoring for any student who has yet to pass the math portion of the CAHSEE
 - Action Item #1-Counselor, math teacher and tutor meet and determine which students report to tutoring
 - Person Responsible-Counselor, math teacher, remediation tutor
 - Budget-Pupil Retention Block Grant
- STRATEGY #3- Enroll any student who has yet to pass the math portion of the CAHSEE into the CAHSEE math course in Adult School
 - Action Item #1-Schedule a parent conference and enroll student in Adult School
 - Person Responsible-Counselor, math teacher, remediation tutor, parent, student
 - Budget-Pupil Retention Block Grant
- STRATEGY #4- Enroll any student who has yet to pass the English portion of the CAHSEE into the CAHSEE course at Mesquite and/or the CAHSEE course in Adult School
 - Action Item #1- Schedule a parent conference and enroll student in the CAHSEE English Adult School course
 - Person Responsible-Counselor, English teachers, parent, student
 - Budget-Pupil Retention Block Grant

GOAL # 2 Each English Learner will advance one CELDT level each year.

- STRATEGY #1- Provide professional development for staff to increase the implementation of a variety of instructional strategies that address English Learner students
 - Action Item #1-Register staff in workshops that support English Learners
 - Person Responsible-Principal, teachers
 - Budget-Title II A
 - Action Item #2-Conduct walk throughs to ensure differentiated instruction is being implemented in every classroom
 - Person Responsible-Principal
 - Action Item #3-Assess students regularly and provide interventions as necessary to ensure proficiency of standards
 - Person Responsible-Staff
 - Action Item #4-Monitor student progress on the CELDT to determine if goal has been met
 - Person Responsible-Staff