

The Single Plan for Student Achievement

School: Gateway Elementary School
CDS Code: 15-73742-6110712
District: Sierra Sands Unified School District
Principal: Lisa Decker
Revision Date: October 28, 2013

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

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

Contact Person: Lisa Decker
Position: Principal
Phone Number: (760) 499-1851
Address: 501 South Gateway
Ridgecrest CA, 93555
E-mail Address: ldecker@ssusd.org

The District Governing Board approved this revision of the SPSA on December 19, 2013.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
Academic Performance Index by Student Group	10
English-Language Arts Adequate Yearly Progress (AYP).....	11
Mathematics Adequate Yearly Progress (AYP).....	12
CELDT (Initial Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Title III Accountability (School Data)	15
Title III Accountability (District Data).....	16
Planned Improvements in Student Performance	17
School Goal #1	17
School Goal #2	20
School Goal #3	22
Centralized Services for Planned Improvements in Student Performance	23
Summary of Expenditures in this Plan.....	24
Total Allocations and Expenditures by Funding Source	24
School Site Council Membership	25

School Vision and Mission

Gateway Elementary School's Vision and Mission Statements

VISION

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

MISSION

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school, community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best "self".

School Profile

Gateway Elementary School was opened in August 1992. With a population of 444 students, Gateway has an ethnic distribution of 66% White, 5% Black, 22% Hispanic, 3% Asian and 1% American-Indian or Alaskan Native. 21 students participate in the Limited English Proficient (LEP) Program at Gateway School and receive regular assistance from their teacher, who is ELD trained. Currently, Gateway School provides 52% of the student population free or reduced lunches. Gateway School does have a school counselor two days a week. We have Student Support Teams which provide an opportunity for teachers and parents to examine resources available to students and families. Working with the teacher and family, the team develops a plan of assistance in meeting both academic and social needs. Gateway School has limited access to a District nurse and a full time speech therapist. District psychologists are available to conduct testing on a referral basis if preliminary screening warrants it.

Gateway Elementary School has 20 teacher leaders and 28 classified support staff who instill positive attitudes and values to students and provide critical skills that enable them to be responsible citizens. Gateway School is very proud of its collaborative leadership that has been the basis of decision making. The staff utilizes a problem-solving model for decision making in all aspects of planning and organization of the school. This process is utilized in developing and refining the discipline policies, disaster plans, technology plans, and other school improvement efforts. The entire team is dedicated to the idea that the education of our students involves the interaction of all others and works jointly with parents and the larger school community. In addition, the

organizational structure includes a school site council of twelve members and a PTO board. These three groups provide the major input into Gateway's programs and areas related to the school. Parents and other members of the community are encouraged to become involved with a variety of school activities including Back-to-School Nights, Open Houses, parent-teacher conference days, assemblies, and programs. The School Site Council plays an advisory role in planning the school's improvement program. The PTO organizes many activities and supports the mission of the school. Community groups play an active role in supporting the school. Many community resources provide the school with special help. The school benefits regularly from activities provided by the Kiwanis Club, Maturango Museum docents, and the Indian Wells Valley Concert Association. Parents assist with Gator Day activities provided to students to acknowledge excellent behavior and attendance. Parent volunteers assist with Junior Olympics and participate in the annual Walk-A-Thon. In addition, many classroom volunteers help classroom teachers. These groups work together to assist school leadership and staff in providing additional activities and support for the school.

The staff at Gateway Elementary School continues to provide the best educational opportunities possible for all of its students and feels the most important learning activities take place in the classroom. To provide excellent classroom instruction, teachers set high expectations, both academically and behaviorally. Universal expectations are posted in each classroom stating expected behaviors. There are also expectations posted in the library, restrooms, cafeteria and office. Each teacher has established and identified a parent communication plan. The school has a Parent-Student folder which contains not only general school information but also playground standards and behavior. Noon duty supervisors are provided with a list of classroom rules and game rules as well. The purpose of these rules and regulations is to assure that students will have the opportunity to obtain an excellent education. Students are not only accountable for behavior but for rigorous classroom expectations in each subject area. Teachers work together at grade level to set a standard of achievement. Each teacher and parent has copies of the District's learning expectations for each grade level. Classroom teachers follow the district-adopted curriculum and utilize the district-adopted textbooks and materials. All students in K-5 are administered district benchmark assessments.

Positive Behavior Support assemblies are held to review the 3 big rules (Be Respectful, Be Responsible, and Be Safe). Gateway students and staff participate in numerous opportunities for rewards and incentives for behavior. In addition to each classroom teacher providing periodic reports to parents on behavior, each month students participate in Gator Day activities to celebrate their excellent behavior and attendance and receive a certificate if they have had no referrals to the principal, have good classroom behavior, have no unexcused absences or tardies and no more than one excused tardy in a month. Students also receive recognition for participation in the Kiwanis Walk-A-Thon, the Presidential Academic Fitness Program, and the Presidential Physical Fitness Program, Junior Olympics at both the site and city levels, and the school basketball program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

Each spring parents are asked to complete a satisfaction survey. Last year 128 surveys were completed. Overall the responses were favorable (between 87-100%) in areas including parent participation, safety, discipline, developing character and coping skills, high expectations for academics and behavior, communication, and equality. Parents expressed an interest in recognizing students more for positive behavior, so a new recognition program has been started using our mascot, Gary the Gator. Students fill out monitoring and mapping surveys to pinpoint areas of concern on the campus for potential bullying. Based on the results supervision is increased or changed to meet identified needs.

Classroom Observations

There are formal observations done for all certificated teachers every other year. Unscheduled walk throughs are conducted daily for all teachers. All teachers set annual goals and develop professional development plans for themselves. Teachers are provided with continual feedback and given guidance if areas of improvement are noted. Peer mentors are available if necessary. Teachers are in the process of implementing common core standards so shifts in instruction and lesson delivery are being made. District instructional norms were implemented last year and teachers are utilizing those.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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 also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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 professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

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 professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

The staff repeated the Academic Program Survey (APS) this fall to analyze current curriculum and instruction since a new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers and paraprofessionals are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed. Four teachers have not had training in the new ELA adoption but it is scheduled later this year. Teachers were trained in the Lindamood Bell Visualizing and Verbalizing techniques the last two years to help increase student reading comprehension.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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 Gateway school's staff development has been predominantly in the area of English Language Arts and English Language Development through trainings such as Lindamood Bell, Step Up to Writing and CELL/ExLL. However last year a major focus was put on math instruction and intervention to avoid entering program improvement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

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 and math coaches, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, 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. We also have a part-time Project Teacher who works with small groups of students in ELA and math 3 days a week.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have professional learning community meetings bimonthly 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 bimonthly. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks & supplementary materials, California content standards, Common Core 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.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

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. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted. Math pacing guides are being revised to align with the Common Core Standards.

Our school gives 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. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials in all core subject areas.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, 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.

14. Research-based educational practices to raise student achievement

Staff has been trained in CELL/ExLL strategies, Lindamood Bell Visualizing and Verbalizing, whole brain training, and PLC. ELA and math SBE approved materials are implemented with fidelity to ensure mastery of standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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

- District Nurse, School Psychologist, Librarian
- Resource Teachers: Special Education
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- School Attendance Review Board (SARB)
- School Counselor
- Translator
- School Resource Officer
- Academic Intervention Classes
- Part time Title I Teacher
- Part time Computer Paraprofessional
- Others (i.e. Family Resource Center, service groups, partnerships, PTO, afterschool clubs)

Our school communicates with parents through:

- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- PTO
- School Newsletter
- School web page
- Automated phone system
- Other resources: Marquee

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

- __1__ Principal
- __4__ Classroom teachers
- __1__ Other staff
- __6__ Parents 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.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council, including an equal representation of parents and staff, analyzes data including the annual parent survey, budget expenditures, parent involvement and makes educational decisions to ensure the students are meeting content standards. They also evaluate the educational program for its effectiveness at least annually.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming student at this school include before and after school intervention and Title I services including a part time projects teacher and a part time computer paraprofessional. 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. This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and small group sessions focusing on improving behavior.

18. Fiscal support (EPC)

Fiscal support is provided by the district, reflected in the action items, and allocated to the site based on enrollment and need.

Description of Barriers and Related School Goals

The ongoing funding cuts make it critical to use the funding received in the most effective way possible. To ensure children are ready to learn we now offer a second breakfast at the morning recess break for students. We have also increased our mental health care by increasing the number of days we have a counselor with the help of a grant. To ensure students have after school care and homework help there is a Boys and Girls Club on site. To educate parents and provide information monthly family nights are held including technology to share helpful educational sites that can be accessed at home. To assist students not meeting math standards a lunch time intervention was added four days a week in the computer lab.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	275	260	261	178	166	168	19	17	12	6	7	9
Growth API	851	846	844	856	860	845	842	752	819			
Base API	862	851	846	866	856	861	843	842	749			
Target	A	A	A	A	A	A						
Growth	-11	-5	-2	-10	4	-16						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	61	58	60	27	26	26	125	117	127	32	26	43
Growth API	833	827	839	845	829	863	814	804	798	761	757	696
Base API	853	833	826	879	845	830	845	814	803	702	761	757
Target		A	A				A	A	A			
Growth		-6	13				-31	-10	-5			
Met Target		Yes	Yes				Yes	Yes	No			

Conclusions based on this data:

1. It was observed that our African American subgroup showed a significant increase in growth. Therefore we have concluded those students will continue to be targeted for intensive intervention with the project teacher and after school.
2. It was observed that after adding two Special Day Classes to the campus our students with disabilities showed a significant decrease in growth. Therefore we have concluded those students will need intensive intervention and accommodations.
3. It was observed that our English Learners subgroup showed a significant increase in growth. Therefore we have concluded those students will continue to be targeted for intensive intervention with the project teacher and after school.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	166	170	165	111	117	108	11	7	5	--	--	
Percent At or Above Proficient	60.4	65.4	63.2	62.4	70.5	64.3	57.9	41.2	41.7	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	30	33	39	14	15	18	62	63	67	13	14	14
Percent At or Above Proficient	49.2	56.9	65.0	51.9	57.7	69.2	49.6	53.8	52.8	40.6	53.8	32.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	Yes	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. It was observed that our socioeconomically disadvantaged students continue to perform well below the other significant subgroups. Therefore intensive interventions will be offered with the projects teacher and after school.
2. It was observed that our ELA performance decreased due to a school-wide focus on math in response to possible program improvement status. Therefore equal emphasis will be placed on math and ELA.
3. It was observed that our Hispanic and English Learners subgroups showed growth compared to other significant subgroups. Therefore six more students were redesignated fluent this fall.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	194	174	186	125	115	118	15	8	10	--	--	
Percent At or Above Proficient	70.8	67.2	71.3	70.6	69.7	70.2	78.9	47.1	83.3	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	40	38	43	20	19	19	78	67	79	18	16	23
Percent At or Above Proficient	65.6	65.5	71.7	74.1	73.1	73.1	62.4	57.3	62.2	56.2	61.5	53.5
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	--	--	--	No	No	Yes	--	--	--

Conclusions based on this data:

1. It was observed that most significant subgroups showed growth in math. Therefore continued emphasis will be placed on providing a variety of opportunities for math intervention for students not meeting standards.
2. It was observed that our students continue to perform better in math than ELA. Therefore an analysis of instructional minutes devoted to both subject areas and possible professional development in ELA instruction is warranted.
3. It was observed that an achievement gap still exists with our socioeconomically disadvantaged students. Therefore targeted intervention should be offered with the projects teacher and after school.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results												
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested		
	#	%	#	%	#	%	#	%	#	%	#		
K	0	0	0	0	0	0	0	0	0	0	0	0	
1	3	60	0	0	1	20	1	20	0	0	0	5	
2	3	43	2	29	1	14	1	14	0	0	0	7	
3	0	0	0	0	***** *	***	1	33	1	33	1	33	*****
4	0	0	2	40	2	40	1	20	0	0	0	5	
5	0	0	0	0	***** *	***	0	0	0	0	0	0	*****
Total	6	32	4	21	6	32	3	16					19

Conclusions based on this data:

1. It was observed that 40% of our second through fifth grade EL students are performing at an advanced level. Therefore they should be redesignated fluent in the fall.
2. It was observed that 100% of the third grade EL students are performing at a lower level. Therefore targeted language intervention should be offered with the project teacher or after school.
3. It was observed that one fifth grade student is stalled at an intermediate level. Therefore should be offered intensive intervention before entering middle school.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	0	0	3	60	2	40	5
1	3	60	0	0	1	20	1	20	2	33	5
2	4	44	2	22	1	11	1	11	1	11	9
3	2	0	0	0	***** *	***	1	25	2	50	*****
4	0	0	2	40	2	40	1	20	0	0	5
5	0	0	0	0	***** *	***	0	0	0	0	*****
Total	7	27	4	15	6	23	6	23	3	12	26

Conclusions based on this data:

1. It was observed that 55% of 2nd-5th grade students are scoring at an advanced level. Therefore they should be redesignated fluent this fall.
2. It was observed that 64% of 2nd-5th grade students are scoring at a lower level. Therefore targeted intervention by the project teacher or after school intervention should be offered.
3. It was observed that one fifth grade student is scoring at an intermediate level. Therefore intensive intervention should be offered before entering middle school.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	29	25	19
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	29	25	19
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	34	6	25	4	24	1
Number Met	10	--	--	--	--	--
Percent Met	29.4%	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. Sub group data is too small to analyze school level Title III results.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Conclusions based on this data:

1. For 2012-13 data indicates that the district did not meet its AMAO 1 target for annual growth but did meet AMAO 2 and 3 for attaining English proficiency and adequate yearly progress. Based on this data the district will continue to provide targeted services to English Learners to support increased success.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
70% of all 3rd-5th grade students will score proficient or advanced on the 3rd trimester ELA benchmark.
Data Used to Form this Goal:
2012-2013 3rd trimester ELA benchmarks
Findings from the Analysis of this Data:
It was observed that 3rd-5th grade scores dropped from the 2nd trimester
How the School will Evaluate the Progress of this Goal:
Disaggregating 3rd trimester benchmarks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine disaggregated data from benchmarks. Identify performance gaps through PLC and provide timely interventions	Trimester	staff	paper and ink	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Projects Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,833
			Projects Teacher	3000-3999: Employee Benefits	Title I Part A: Allocation	6,112
Support students through counseling services focused on improving student behavior	2 days a week	counselor	Counselor	1000-1999: Certificated Personnel Salaries	LCFF-ED	
			Counselor	3000-3999: Employee Benefits	LCFF-ED	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA Intervention for significant subgroups before and after school	September 2013-March 2014	teachers	Teachers	1000-1999: Certificated Personnel Salaries	General Fund	5,000
			materials	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,500
			Teachers	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	1,894
			Teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	2,906
Support ELA achievement through computer paraprofessional	August 2013-June 2014	Computer Paraprofessional	Computer Paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,633
			Computer Paraprofessional	3000-3999: Employee Benefits	Title I Part A: Allocation	988
Teacher training (i.e. EDI, PLC, whole brain, common core, technology, autism, mainstreaming)	August 2013-June 2014	staff	substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
			registrations	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,298
Increase current library resources including books aligned to ELA standards	August 2013-June 2014	librarian	materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000
			materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,200
Expand incentive program for Accelerated Reader to increase reading fluency and comprehension	monthly	principal	tags, chains	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement ELA standards-based computer programs with home access(i.e. Stride Academy, Starfall)	August 2013-June 2014	principal	licenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,000
			materials	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	800
Use supplemental ELA materials to bridge gap between CST and common core (i.e. Flocabulary, Visualizing and Verbalizing)	August 2013-June 2014	staff	materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3,000
			subscriptions	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
Utilize technology to enhance ELA instruction delivery	August 2013-June 2014	principal	2 EnoBoards	4000-4999: Books And Supplies	School and Library Improvement Program Block	15,000
ELA and Technology Family Nights	August 2013-June 2014	principal	materials, paper, ink	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Provide an academic program aligned with the California State Standards and common core standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
70% of all 3rd-5th grade students will score proficient or advanced on the 3rd trimester math benchmarks.
Data Used to Form this Goal:
2012-13 3rd trimester benchmarks
Findings from the Analysis of this Data:
Third trimester benchmark scores dropped compared to second trimester benchmarks
How the School will Evaluate the Progress of this Goal:
Disaggregate 3rd trimester benchmarks scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine disaggregated data from benchmark. Identify performance gaps through PLC and provide timely interventions.	Trimester	staff	ink, paper	4000-4999: Books And Supplies	School and Library Improvement Program Block	500
Provide math support with Projects Teacher	August 2013-June 2014	Projects Teacher	Projects Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,833
			Projects Teacher	3000-3999: Employee Benefits	Title I Part A: Allocation	6,112

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide math support with computer paraprofessional	August 2013-June 2014	Computer Paraprofessional	Computer Paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,633
				3000-3999: Employee Benefits	Title I Part A: Allocation	988
Teacher training (i.e. EDI, PLC, mainstreaming, whole brain)	August 2013-June 2014	staff	substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,500
			registrations	4000-4999: Books And Supplies	Title I Part A: Allocation	3,000
Before and after school intervention for significant subgroups not meeting standards	January 2014-March 2014	staff	stipends	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
			materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000
Implement standards-based computer programs (i.e. Stride Academy)	August 2013-June 2014	principal	licenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,500
Use supplemental materials-i.e. Curriculum Associates to re-teach standards and bridge gap between CST and common core	November 2013-June 2014	principal	materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	6,000
Math and Science Family Nights	August 2013-June 2014	principal	materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELD
LEA GOAL:
Provide an academic program aligned with the California State Standards and Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future
SCHOOL GOAL #3:
All English learners will advance one performance band on the CELDT each year until they are redesignated as fluent.
Data Used to Form this Goal:
2012-13 CELDT scores
Findings from the Analysis of this Data:
Most students are advancing at least one proficiency level each year. Those students who are not advancing a level are provided with intervention.
How the School will Evaluate the Progress of this Goal:
Disaggregate CELDT scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine disaggregated data from CELDT. Identify performance gaps through PLC	Annually	staff	paper and ink	4000-4999: Books And Supplies	School and Library Improvement Program Block	100
Intervention before/after school	January 2014-June 2014	staff	stipends	1000-1999: Certificated Personnel Salaries	LCFF-EL	1,000
			materials	4000-4999: Books And Supplies	LCFF-EL	200
Provide CELL and ExLL activities to enhance educational environment & increase learning	August 2013-June 2014	staff	pens, chart paper, correcting tape	4000-4999: Books And Supplies	LCFF-EL	500

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,876.68
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	812.42
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	3,219.93
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	2,932.24
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	119.88
Elementary Counselor	August-May	Principal, Elementary Counselor	Elementary Counselor Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	8,717.28
			Elementary Counselor Benefits	3000-3999: Employee Benefits	LCFF-ED	3,203.75

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	24,742	142.00
Title I Part A: Allocation	98,430	0.00
Title I Part A: Parent Involvement	1,657	57.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	1,894	0.00
LCFF-ED	2,997	91.00
LCFF-EL	1,718	18.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA-SCE Carryover	1,894.00
General Fund	5,000.00
LCFF-ED	2,906.00
LCFF-EL	1,700.00
School and Library Improvement Program Block	24,600.00
Title I Part A: Allocation	98,430.00
Title I Part A: Parent Involvement	1,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Decker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Vijay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dorolyn Groshens	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Mitchell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise O'Connell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miley Mower	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Chatman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Megan Schneiter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rainie Blanton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patti Svika	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bambi Risdén	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kerrie Whiteside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	1	6	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

GATEWAY SCHOOL HOME-SCHOOL COMPACT

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Gateway School has developed a written Title 1 parental involvement policy with input from Title 1 parents. Gateway is a school-wide Title 1 school. The policy is reviewed and revised annually with Gateway staff and two parent groups: PTO and School Site Council. Information gathered from the annual parent survey is also used in updating the policy. The policy is distributed to parents as a part of the Gateway Information Folder and Discipline Policy at the beginning of the year or upon student enrollment during the school year. Gateway School's policy describes the means for carrying out the following Title 1 parental involvement requirements. [Title 1 Parent Involvement, 20 USC 6318(a)-(f)]

INVOLVEMENT OF PARENTS IN THE TITLE 1 PROGRAM

Gateway School does the following:

1. Convenes an annual meeting to inform parents of Title 1 requirements and their rights to be involved in the Title 1 program
 - Letter generated by district projects office, distributed to all parents outlining parent rights
 - Title 1 informational meeting
2. Offers a flexible number of meetings
 - Additional meetings will be held before and after school hours to accommodate parent schedules
3. Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and the Title 1 parental involvement policy
 - SSC reviews and updates the Single Plan for Student Achievement annually
 - SSC and PTO annually review and update the school folder and parent involvement policy
 - Annual Title 1 survey provides parent input
4. Provides parents of Title 1 students with timely information about Title 1 programs
 - Programs described at initial Title 1 meeting
 - Programs listed in Gateway Parent Information Folder and Discipline Policy
 - Current programs highlighted in monthly parent newsletter and weekly posting on website
 - Individual notification when students qualify for targeted assistance or intervention groups
5. Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
 - Grade-level standards provided for parents online
 - Assessment information sent home at the conclusion of STAR testing and end of each trimester
 - Parent/teacher conferences held fall/spring, and at the request of parent or teacher
6. Provides parents of Title 1 students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
 - School Site Council
 - PTO
 - Monthly Family Nights
 - Parenting classes
 - Parent/teacher conferences
 - IEP meetings

BUILDING CAPACITY FOR INVOLVEMENT

Gateway School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children
 - Parent/teacher conferences
 - Back-to-School
 - Family Nights
 - Weekly newsletters and reports sent by teachers to parents
2. Provides materials and training to help Title 1 parents work with their children to improve their children's achievement
 - Family Nights
 - Publications to promote parent involvement with homework and schoolwork
 - Parenting Classes
 - Parent/teacher conferences
3. Educates staff, with the assistance of Title 1 parents, in the value of parent contributions and how to work with parents as equal partners
 - Principal/Title 1 teacher phone call/teacher conference
 - SSC, PTO, parent survey
4. Coordinates and integrates the Title 1 parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
 - All programs aligned in Single Plan for Student Achievement
 - Family Nights
5. Distributes to Title 1 parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand
 - School forms, report cards – available in Spanish
 - Most documents from district office available in Spanish
 - Weekly newsletter – translated if needed
6. Provides support for parental involvement activities requested by Title 1 parents
 - Review annual surveys, work with PTO & SSC to provided activities requested by parents

ACCESSIBILITY

Gateway School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

PARENT INFORMATION AND RESOURCE CENTERS (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto CA. <http://www.nationalpirc.org/directory/CA-7.htm>

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
GATEWAY ELEMENTARY SCHOOL PARENT SURVEY 2012/2013**

Circle the grade level(s) of child(ren) at this school: K 1 2 3 4 5

Circle if active member of: ____ PTO ____ School Site Council ____ English Learner Advisory Committee

How long have you been a parent at this school? _____

Please rank each statement using the following rating scale:

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
☺ ☺	☺	☹	☹ ☹

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
SCHOOL CULTURE	☺ ☺	☺	☹	☹ ☹	?
Parents are greeted warmly and courteously when they visit the school.	1	2	3	4	DNK
Parents are encouraged to participate in their child's education.	1	2	3	4	DNK
My child feels safe at this school.	1	2	3	4	DNK
Student discipline is appropriate in this school.	1	2	3	4	DNK
Positive behavior is acknowledged frequently.	1	2	3	4	DNK
My child has opportunities to develop respect, responsibility, and problem solving skills.	1	2	3	4	DNK
My child and I find that the school is well maintained and a pleasant place in which to spend time.	1	2	3	4	DNK
It is evident that there are high standards, positive messages, and high expectations of everyone at this school	1	2	3	4	DNK
PARENT/COMMUNITY INVOLVEMENT	☺ ☺	☺	☹	☹ ☹	?
Parents are invited and encouraged to:					
• Visit the school	1	2	3	4	DNK
• Assist in class as a volunteer.	1	2	3	4	DNK
• Attend school functions such as parent/teacher conferences, family nights or other school events	1	2	3	4	DNK
• Serve on school and district committees.	1	2	3	4	DNK
Activities and meetings for parents are scheduled at times and places that are convenient for parents.	1	2	3	4	DNK

SURVEY CONTINUES ON THE BACK
(Please fill out both sides.)

HOME/SCHOOL COMMUNICATION	😊😊	😊	😞	😞😞	?
Parents are able to talk to someone at the school when they have concerns or questions.	1	2	3	4	DNK
Teachers communicate frequently with parents.	1	2	3	4	DNK
The monthly school newsletter and calendar provide valuable information to parents.	1	2	3	4	DNK
Materials are provided to parents in their home language.	1	2	3	4	DNK
If a parent needs a translator, the school tries to accommodate that need.	1	2	3	4	DNK
STANDARDS AND ASSESSMENT	😊😊	😊	😞	😞😞	?
This is a school with high academic standards for all students and all ability levels.	1	2	3	4	DNK
I know the standards my child must meet.	1	2	3	4	DNK
I understand clearly how my child's work will be graded.	1	2	3	4	DNK
Parents are fully informed about their child's academic progress through progress reports or conferences.	1	2	3	4	DNK
TEACHING AND LEARNING	😊😊	😊	😞	😞😞	?
All students have equal opportunity to learn at this school.	1	2	3	4	DNK
My child is making good progress in reading.	1	2	3	4	DNK
My child is making good progress in writing.	1	2	3	4	DNK
My child is making good progress in math.	1	2	3	4	DNK
My child has regularly assigned homework.	1	2	3	4	DNK
My child is getting a good education.	1	2	3	4	DNK

My favorite thing about Gateway School is: _____

If I could change one thing at my child's school it would be: _____

Suggestions for Family Nights or for Principal/Parent Discussion groups next year: _____

Additional Comments: _____

If you are interested in volunteering or becoming more involved in school events, please tell us how to contact you.

Name: _____ Phone _____

Best time to call: _____

PLEASE RETURN THIS FORM BY FRIDAY, MAY 24, 2013