

The Single Plan for Student Achievement

School: Richmond Elementary School
CDS Code: 15-73742-6009328
District: Sierra Sands Unified School District
Principal: Maureen Glennon
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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.

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School Vision and Mission

Richmond Elementary School's Vision and Mission Statements

Vision

Our vision is for Richmond School to be recognized as a safe place where all children can achieve the academic and life skills necessary to excel in life and where learning is celebrated daily through attendance, attitude, and achievement.

Mission

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- develop responsibility and proper citizenship
- demonstrate respect for self and others
- acquire academic skills and the knowledge and self-motivation to learn
- apply critical thinking and express creativity

These goals will be accomplished through:

- professional development
- parent education/participation program
- cooperation and support from parents and community

School Profile

Richmond Elementary School opened its doors in January of 1953. At that time, it was a neighborhood school for the military, Department of Defense and employees who worked on the China Lake Naval Base. With the addition of the Annex in 1974, Richmond Elementary became the designated school for children of special needs throughout the local area. As the China Lake School District merged with Sierra Sands Unified School District, the housing on the base became limited to families of military personnel. Richmond was then assigned a geographic district in the Ridgecrest area. Over the years, the population of the school has evolved to one of children of military families living on the base or Department of Defense employees (24%), students with disabilities (25%) from the Sierra Sands Unified School District, English Language Learners (12%) and the balance are children from the zoned area. Richmond's unique population has been recognized over the years with many awards for excellence. Students, teachers, staff and families recognize the importance of a community identity that promotes a respect for education. Parent involvement is a critical element. Parents are urged to volunteer in the classrooms; asked to become members of our Parent Teacher Organization; help at FAME (Fine Arts Mini Experience) twice a month; and asked to serve on various committees dedicated to the organization of the school. Open communication is a key factor in the school- community relationship.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

A Parent Survey was issued in the Spring of the 2012-2013 school year, using the "Survey Monkey" format. The results of questions regarding school culture were positive as to parent involvement, daily greetings, school safety, student discipline, well maintained surroundings and the expectation of high standards. Recognition of students at Accelerated Reader and Superstar Assemblies were warmly reviewed. This reflects a culture of respect and responsibility that is the goal of the school. Parents agreed that they were invited and encouraged to visit the school, assist as a volunteer, attend school functions and serve on important committees. Activities for parents are held at a convenient time and meetings are conducted in a language that the parents understand. Richmond Family Nights would benefit from more appropriate advertising, thus allowing all families to participate. Communication from teachers to parents in a language they can understand was rated highly. The school has a newsletter and a parent handbook that is accessible to all. Parents responded positively that they had been kept informed of their child's progress, understood the standards that were taught, supported the school's high academic goals and were clear as to how their student's work was graded.

The families were very pleased with their child's progress in all academic areas. Opportunities for learning were evident in the responses to the surveys. Two hundred twenty parents responded to the survey on behalf of their children.

Classroom Observations

Classroom observations are a mixture of casual walk-throughs during the school day, stopping to watch teaching in action and more formal pre-arranged observations. In the normal course of the school day, students are asked follow-up questions regarding incidents on the playground or bus. Popping into rooms to pull students regarding issues is a common occurrence. Every attempt is made to observe in each room at least once a week. Positive notes are left for the teacher and the class as a result. The principal is called to help with disciplinary issues, teacher concerns regarding specific opinions and asked for advice on particular students. Observations are not intended to be intrusive, but to paint an accurate picture of the classroom dynamics. This leads to affirmation of good teaching strategies. Probationary teachers are formally observed many times. Teachers with tenure are formally observed every other year. The district has a process of goal setting for each teacher. A pre-evaluation conference is held prior to the formal observation. A post-observation conference is a follow-up to the actual classroom observation. Completed evaluations are the result of conversations, observations and analysis of the teacher's effectiveness. The current teacher evaluation document is based on the California Standards for the Teaching Profession (CSTP). The observation and evaluation process encompass portions that include coaching, mentoring and acknowledgement of individual teacher contributions. Those efforts reflect the students' success, the schools' effectiveness and the relationships of student, school and community.

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 collaborative meetings in early 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 are warehoused in Illuminate and data are available by school, teacher, student group, and student. This information is used to identify students at risk and to plan instruction, including pre-teaching and/or re-teaching strategies. 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 and the results of WINN assessments to monitor and modify instruction and plan interventions. Star Early Literacy, Star Reading, Star Math, Rewards, and phonemic awareness assessments are used at the site to evaluate students and plan intervention groups. Additionally, during the 2013-2014 school year, once each month all special education teachers meet in a collaborative group to discuss needs unique to their student population.

Bi-monthly collaboration and weekly grade-level meetings allow the staff to work as a professional learning community to analyze assessment data, plan instructional strategies for individual students, and develop targeted assistance groups. At the beginning of the 2012-2013 school year, the WINN program was introduced. WINN stands for "What I Need Now": a 2.5 hour program during the school week in which a learning standard is selected, students are assessed, instruction is done again for students who do not pass the assessment, and students who pass the assessment participate in a variety of enrichment activities. This format has proven to be successful and is continuing during the 2013-2014 school year.

Grades 1-5 WINN time is divided into two blocks, 1.5 hours for intervention/enrichment instruction and one hour of computer/library time for teacher collaboration and planning. The WINN program allows the teachers to collaborate, discuss instructional strategies, and plan enrichment activities that enhance instruction. Our kindergarten WINN program is done in four 30 minute blocks, Monday through Friday, for intervention/enrichment instruction. The kindergarten WINN teachers plan together once a week during student rotation time to library and computer lab.

Also during this school year, our projects teacher is teaching small group ELA instruction in grades 1-5. These small groups reinforce and support the Language Arts program, and give students the opportunity to learn the ELA standards well. Classroom teachers have resumed the responsibility of additional dedicated English Language Learner instruction, as required by state regulations. Time is allotted for grade level groups to receive additional instruction.

A new K-5 ELA adoption was purchased for 2011-12. 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 (English Language Learner) components were adopted for use K-5 and materials were purchased for all special education programs.

The Acellus program was purchased for use with Special education students as well as a target group of high-priority regular education students. Acellus is a self-paced, technology based program. Students work through the program in the computer lab on campus as well as in the classrooms.

According to the California Academic Performance Index, Richmond School's growth from the 2011-2012 school year to the 2012-2013 school year was 10 points. The school met the schoolwide growth target and eleven student groups met their individual targets. Subgroup performance indicated that overall growth in Hispanic or Latino subgroups was 6 points, White subgroup growth was 24 points, socioeconomically disadvantaged was 33 points and students with disabilities increased their scores by 53 points.

According to federal guidelines, 100% of all students are expected to meet a proficient or advanced level by 2014. Overall, the schoolwide scores in English Language Arts were 60.1% proficient or advanced, with subgroups scoring as follows: 68% of white, 50% of African Americans, 41.5% of Hispanic or Latino, 47.7% of socio-economically disadvantaged, 46.5% of English learners and 45.7% of students with disabilities. Math categories show a school-wide percentage proficient of 69.3%, with subgroups ranking as follows: white 76.4%, African American 58.3%, Hispanic or Latino 53.7%, socio-economically disadvantaged 58.0%, English learners 53.5% and students with disabilities 52.2%.

The results of the data received from standardized test scores will be analyzed and used as a focal point for continued instruction, intervention and further analysis as to the efficacy of teaching. Specific subgroups will be monitored. Instructional methods will be targeted as to areas of need as reflected in studying sub-category results from prior years testing.

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

The results of the spring 2013 California Standards Test (CST) have been received by the Sierra Sands School District and individual elementary schools. Test data for English Language Arts, Mathematics and Science have been reviewed. Richmond School, as a whole, increased ten points from the 2011-2012 scores of 814 to 824 for the 2012-2013 school year. Eighteen of twenty-one sub-categories goals were met in the latest test results. Schoolwide scores in English Language Arts were 60.1% proficient or advanced. Mathematics results were 69.1% of all students were proficient or advanced in the 2012-2013 test results.

In depth analysis of five sub-sections each in English Language Arts and Math show strengths and weaknesses in various areas in the California Standards Test. The California Modified Assessment (CMA) has three subsections for each category. Richmond School scores are a blend of both CST, CMA and CAPA (California Authentic Performance Assessment) that are given to general education and special education students at the school. On the whole, all students performed better in mathematics than they did in English Language Arts including students with disabilities and those who are English Language Learners.

In mathematics, test group question results reveal grade level specific concerns as follows, including all CST and CMA combined scores. Since all second grade students take the CST initially, regardless of disability, there are no CMA results for second grade. Second grade's lower scores (77, 75, 73 respectively) were in the areas of multiplication, division and fractions; algebra and functions; and measurement and geometry. Third grade showed solid percentages correct 76, 76, 77, 80 and 78 in all five sub-categories on the math tests. However, the CMA results for number sense was 64, algebra and functions was 65 and measurement and geometry 84. Fourth grade produced excellent results in all five subgroups, achieving 88 in decimals, fractions and negative numbers; 86 in operations and factoring; 89 in algebra and functions; 88 in measurement and geometry; and 83 in statistics and probability. The CMA sub-category results for fourth grade were 64 in number sense, 56 in algebra and functions; and 67 in measurement and geometry. Fifth grade mathematics results were 66 in estimation, percentages and factoring; 64 in operations, fractions and decimals; 76 in algebra and functions; 61 in measurement and geometry and 83 in statistics and probability. CMA results for the sub-categories were 54 in number sense; 66 in algebra and functions; and 49 in measurement and geometry.

The same analysis was done as to the average percentages correct on all English Language Arts sub-tests for CST and CMA. Overall, writing strategies was the lowest percentage correct on all sub-groups and across all grade levels. Second grade's scores were again a combination of all students, regardless of the severity of disability. The second grade student's average percent correct in word analysis and vocabulary was 69, reading comprehension 69, literary response 82, written conventions 67 and writing strategies 62. The third grade results reveal scores of 73 in word analysis and vocabulary; 72 in reading comprehension; 78 in literary response; 62 in written conventions and 66 in writing strategies. The California Modified Assessment analyzes student test results in English Language Arts in three areas, word analysis and vocabulary; reading comprehension and language. The third grade CMA results achieved were scores of 70 in word analysis and vocabulary, 51 in reading comprehension and 58 in language. Fourth grade produced strong results in word analysis and vocabulary, a score of 83; 70 in reading comprehension; 76 in literary response; 73 in written conventions; and writing applications 68. CMA fourth grade results were 64% in word analysis and vocabulary, 60% in reading comprehension and 56% in language. Fifth grade delivered strong results in English Language Arts with scores of 73 in word analysis and vocabulary, 70 in reading comprehension, 75 in literary response, 75 in written conventions and 69 in writing strategies. CMA fifth grade results were 50% in word analysis and vocabulary, 47% in reading comprehension and 39% in language. It must be noted that students with disabilities are assigned a grade level based upon their age, not their cognitive ability.

Analysis, in a collaborative format, was the focus of grade level meetings. Using the information provided, groups of students were identified using class and individual results. Those students will receive intensive intervention during the school day, through WINN; small group instruction in the classroom, with the Resource Teacher and the Projects Teacher; along with being offered before school intervention in the fall of 2013 and the spring of 2014. The teachers will additionally use this analysis to guide their future teaching of core subject areas.

Staffing and Professional Development

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

All teachers and paraprofessionals at Richmond Elementary School are highly qualified. They have met the local, state and federal requirements for credentialing.

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

All teachers, including special day teachers, will attend grade level specific training in core subject areas offered by the Sierra Sands Unified School District. Those trainings occur three times each year, focusing on key standards, assessment and accountability in 2013-2014. Additionally, any teachers who have not participated in the School district adopted English Language Arts Program, Treasures, will be fully trained. Fifteen members of the current teaching staff have participated in the required training in the Language Arts adoption, Treasures.

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 Richmond School's staff development has been predominantly in the area of English Language Arts, English Language Development and academic vocabulary, through trainings such as CELL/ExLL, Step Up to Writing, Treasures, Houghton Mifflin Math, PLC, and Illuminate. Staff development for 2013-14 will focus on improving student achievement overall in English Language Arts and math through peer coaching, professional development in-services, and professional learning community disaggregation of formative student performance data on Language Arts and math benchmark exams and CST scores in math and English Language Arts.

We provide on-site training and refresher for teachers in the areas of Accelerated Reader and Accelerated Math. Teachers, who are new to the school or district will also participate in a additional training this year in the ELA Treasures adoption. The focus at the district and grade level will include identification of needs as the transition to Common Core Standards occurs.

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

The District provides BTSA (Beginning Teacher Support and Assistance), or mentoring, 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. We currently have 1 teacher in the BTSA program as well as one part-time BTSA support provider on campus. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, the district math Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, the site Project Teacher, instructional coaches from Kern County Superintendent of Schools, and site curriculum /classroom management experts. They support site teachers by offering model lessons, and providing feedback on best practices, providing professional development in research-based instructional strategies, classroom management, and student behavior interventions.

In addition, technology trainings and staff professional development days are used to train on topics such as Illuminate, Aeries, Acellus, Accelerated Reader and Accelerated Math, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. Peer coaches in math with opportunity for teacher hourly pay are planned for one two and a half hour-long professional development sessions after school during the fall and spring semesters 2013-14.

All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had a 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472, AB 430 training). Administrators receive intensive training on State Board of Education adopted instructional materials. Teachers receiving intensive training on State Board of Education adopted instructional materials number fifteen. By June, 2014, all teachers and administrators will have attended mandatory training on the Treasures ELA Adoption.

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

Our teachers have weekly, 90 minute opportunities for planning by grade level for intervention groups through our WINN (What I Need Now) program. Student assessments are analyzed to determine which students would benefit from reinstruction on a certain standard, and which students understand the standard and may attend an enrichment class for the WINN instructional hour that week. Additionally, teachers attend grade-level Friday Collaboration meetings twice a month during which time they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. Collaboration meetings allow the principal, counselor, speech teacher, support instructional staff, special education teachers, and regular education teachers to share information in all areas: assessment, curriculum, instruction, standards, and special needs.

Teachers in selected grade levels have attended training to learn to analyze data and design intervention. We currently have 13 of 25 certificated staff members trained in PLC (Professional Learning Communities).

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, which adhere to California content standards, grade-level expectations, and the district pacing calendar. Teachers use pacing guides to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams and PLC collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly, especially during our WINN time each week.

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 guidelines for 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 not only to meet legal requirements, but also to meet the individual needs of students. Protected time for ELA and Math instruction is assured (for ELA 60 minutes for Kindergarten, 2.5 hours for Grades 1-3, and 2 hours for Grades 4-5 daily, and for Math 30 minutes for Kindergarten and 60 minutes for Grades 1-5 daily) by effective scheduling of intervention instruction at each grade level.

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

Teachers 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.

Our school gives four assessments (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 reaches 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.

There is a need for a standardization of special education report cards tied to a grade level specific set of special education benchmarks more appropriate for students with disabilities. The current benchmarks reflect a pace not met in special education classrooms. With the advent of change in the transition from California Standards (CST) testing to SBAC (Smarter Balanced Assessment Consortium), the need for accurate grade level local assessments for students with disabilities is imperative. California Modified Assessments will no longer be administered. CAPA will be done, but the need for assessment remains. All students will need an identified method of accurately measuring progress. The local objectives may serve for all general education grade level evaluations, but there is a need for a modified set of standards for special education students.

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

All students are provided the School Board approved materials in all curricular areas. General education classes adhere to the pacing guides provided in grade level collaboration. In this manner, all students are exposed and taught the same materials across the school district in a consistent and coherent manner. Special education students are grouped by disability and grade level. The pace of the general education curriculum may be too rigorous. The special education teachers use the same materials, at slower pace. Some classes would benefit from additional, supplemental materials, especially in English Language Arts designed for mastery over a longer period of time. This is reflected in the CMA scores previously referred to in the above paragraphs.

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. Our SARC/Curriculum and Instruction/Textbooks has more detailed information. Special education students would benefit from supplemental materials designed for the pace of their unique needs.

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. All students are assessed weekly for understanding of focus standards. Students who do not pass the assessment are re-instructed in a small group by their classroom teacher during WINN time. During ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student assessment data and meet at district and site grade-level and PLC 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 collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff (RSP and Projects Teachers, paraprofessionals) in collaboration with the student's family, often using the SAT process (Student Assistance Team).

14. Research-based educational practices to raise student achievement

The State Board of Education adopted materials for English Language Arts (Treasures) and Houghton-Mifflin mathematics provide embedded intervention and re-teach materials. The "Triumphs" portion of the Treasures materials addresses student needs in a manner that parallels the regular classroom instruction. This component is expected to be taught to increase student achievement. The math program includes a re-teach portion available to all teachers. Some special education teachers would like additional supplemental Triumphs workbooks. This would allow more in-depth teaching for mastery at the special education student's level. Currently, the parts of the Triumphs program available are small sets of six books for each classroom adoption. There is a larger component to this program that may be of value to the students with disabilities.

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
- Resource Teachers, Special Education Teachers, Title I/Projects Teacher
- Instructional aides: Accelerated Reader, computer, classroom
- Parent volunteers
- School Counselor
- Translators
- China Lake Police Department is available to assist with attendance and/or student discipline issues.
- School Attendance Review Board (SARB)
- Others: Family Resource Center, PTO, community and parent volunteers for Lunch Clubs, Career Lunch Program
- Our school communicates with parents through:
 - School Compact
 - Parent informational meetings and visitations
 - Back-To- School Nights/ Open Houses
 - Superintendent's Council
 - Parent Teacher Conferences
 - Family and Literacy Nights
 - School Site Council/ELAC Meetings
 - Title 1 Parent Meetings
 - Monthly "Talk and Treats" with the Principal
 - PTO
 - Monthly School Newsletter and Teacher Newsletters
 - Monthly Calendar
 - Ed-Line and school web pages
 - Informational Flyers
 - Automated phone system

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)

Our School Site Council (SSC) meets state requirements for parity and consists of the following:

__1__ Principal

__3__ Classroom teachers

__1__ Other staff

__5__ 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. An annual Title I parent survey and evaluation is reviewed by the SSC. In addition, second through fifth grade students complete an annual survey.

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 flexible reading groups, Targeted Assistance Groups, Title I intervention, paraprofessional support, and before school intervention. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are also 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 (School Site Council) on a yearly basis for discussion and approval.

A project teacher is provided in part through Title I and other categorical funding and will teach students in the 2013-14 school year. Instructional paraprofessionals provide small group support in reading, writing, and/or math. Counselors provide support through social groups and Boys Town, Second Step, and Steps to Respect programs. We achieve 44% participation rate in the Title I Annual Parent Survey.

18. Fiscal support (EPC)

Despite the volatile state funding situation, the district and the school worked together to ensure that adequate funds are provided.

Description of Barriers and Related School Goals

Richmond Elementary School was established in 1953 as a local school for the surrounding housing at the China Lake Naval facility. In 1974, a special education Annex was added to the property. From that time to the present, students with severe disabilities are sent to Richmond from the surrounding area, due to the availability of unique facilities tailored to their needs. A military neighborhood still exists. The school has been part of the larger Sierra Sands Unified School District since 1980. As the numbers of military housing declined, the school was assigned a geographic zone in the neighboring town of Ridgecrest. That zone has become increasingly the home of English Language Learner students. Our population now consists of 25% students with disabilities, 10% English Language Learners and 24% Department of Defense and military families, who transfer to a new assignment at least every three years. The military has made it known that the school has facilities available for children with special needs. This is a factor when military families have a choice of a future duty station. Richmond has established a culture as a school in which all children are welcome. Tolerance, empathy and acceptance are expected of all. The unusual makeup of the student population is a challenge when compared with an average neighborhood school.

All students are included as members of the school. All students, regardless of the severity of their disability, are assigned a grade level. This does not reflect the students with disabilities' cognitive level. The assignment is based upon age. Students with disabilities range in age from 5-22. The general education population is composed of Kindergarten through fifth grade. All students attend library, computers, counseling sessions, enrichment, recess and lunch together, based upon assigned grade levels. Specially designed classes include primary and intermediate autism rooms, severely handicapped classes that include wheel-chair bound students, classes for students who are intellectually disabled, those with specific learning disabilities and students who are emotionally disturbed. As students are able to maintain the pace of the general education classroom, they are mainstreamed for core subject areas on an individual basis. All students attend enrichment activities with their peers as part of a grade level group. All students take California Standards Tests, California Modified Assessments or California Alternative Performance Assessments. All scores are bundled together as a school score.

The school goal is that every child be able to excel in life through attitude, attendance and achievement. Richmond strives to make the goal a reality through the examples taught each day.

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	308	317	305	196	193	179	14	13	12	12	14	14
Growth API	827	814	825	840	831	857	697	795	783	917	852	929
Base API	820	827	814	842	840	832	797	697	796	884	917	852
Target	A	A	A	A	A	A						
Growth	7	-13	11	-2	-9	25						
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	68	79	83	30	41	44	138	144	160	84	89	93
Growth API	794	754	759	729	739	756	765	739	758	669	649	702
Base API	768	796	753	730	731	736	760	766	737	664	669	650
Target	5	4	5				5	5	5	7	7	8
Growth	26	-42	6				5	-27	21	5	-20	52
Met Target	Yes	No	Yes				Yes	No	Yes	No	No	Yes

Conclusions based on this data:

1. All sub-groups on this page met their goals, therefore our base program will continue.
2. In depth analysis shows that teachers must continue to analyze data and base their instruction on student needs.
3. Actions provided in 2012-2103, resulted in significant growth for our English Learners and Students with Disabilities.

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	185	191	182	123	127	121	4	6	6	9	9	13
Percent At or Above Proficient	60.7	60.4	60.1	63.1	65.8	68.0	28.6	46.2	50.0	75.0	64.3	92.9
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	Yes	No	No	Yes	Yes	Yes	--	--	--	--	--	--

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	99	100	100	100	100	100	99	99	100	99	99	100
Number At or Above Proficient	36	36	34	12	17	20	67	68	73	36	37	41
Percent At or Above Proficient	54.5	45.6	41.5	41.4	41.5	46.5	49.6	47.2	45.9	44.4	42.0	45.1
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	Yes	No	No	--	--	--	Yes	No	No	Yes	No	Yes

Conclusions based on this data:

1. Specific instruction needs to be targeted with regards to the content standards areas that the students are struggling to master. Analysis of data is ongoing and conscious of grade level and sub-test areas indicating additional instruction.
2. Intervention must be constantly evaluated as to the significance of skills that spiral and acknowledgement of the importance of higher level thinking skills required as the student advances in grades.
3. Attention has to be paid to patterns revealed in sub-groups, grade levels or shifts in particular populations.

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	99	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	216	210	210	144	135	136	7	9	7	11	11	13
Percent At or Above Proficient	71.1	66.5	69.3	73.8	69.9	76.4	50.0	69.2	58.3	91.7	78.6	92.9
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	99	100	100	100	100	100	99	99	100	99	99	100
Number At or Above Proficient	42	40	44	19	18	23	83	71	87	34	34	47
Percent At or Above Proficient	63.6	50.6	53.7	65.5	43.9	53.5	61.5	49.3	54.7	42.0	38.6	51.6
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	No	No	Yes

Conclusions based on this data:

1. Overall, all measurable sub-groups made their growth targets. Hispanic sub-groups continue to need focus.
2. Teachers routinely analyze the results of the testing data and guide their instruction accordingly.
3. Continuous, rigorous focus has to be maintained to move forward. Specific sub-test results should be used to target areas of student learning.

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	***** **	***	*****
1	0	0	1	13	5	63	2	25	3	50	8
2	0	0	4	40	2	20	4	40	0	0	10
3	0	0	1	14	2	29	3	43	1	14	7
4	0	0	3	38	4	50	1	13	0	0	8
5	1	17	2	33	2	33	1	17	0	0	6
Total	1	3	11	28	15	38	11	28	2	5	40

Conclusions based on this data:

1. Based on 2012-13 data, seven English Learner students enrolled and performed at the Intermediate level and below. Based on this data, staff will provide targeted English Language Learner instruction in core materials.
2. One 5th grade student tested at the Advanced level and staff will determine if this student meets redesignation requirements.

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	1	13	3	38	4	50	8
1	0	0	1	13	5	63	2	25	0	0	8
2	0	0	4	40	2	20	4	40	0	0	10
3	0	0	1	14	2	29	3	43	1	14	7
4	1	11	3	33	4	44	1	11	0	0	9
5	1	17	2	33	2	33	1	17	0	0	6
Total	2	4	11	23	16	33	14	29	5	10	48

Conclusions based on this data:

1. Based on 2012-13 data, Richmond tested 15 English Learner students all of whom tested at the Early Advanced level. Staff will provide targeted services to these students to advance them to the Advanced CELDT level this school year.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	30	45	40
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	30	45	40
Number Met	7	25	21
Percent Met	23.3%	55.6%	52.5%
NCLB Target	54.6	56.0	57.5
Met Target	No	No	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	37	6	50	8	38	9
Number Met	2	--	8	--	8	--
Percent Met	5.4%	--	16.0%	--	21.1%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	No	*	No	*

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. For 2012-13, CELDT data indicates that our English Learners did not meet AMAO I for annual growth. Data indicates that our English Learner students missed the AMAO 2 target, attaining English proficiency, by less than 1%. The percent of English Learners attaining English proficiency is increasing each year. Richmond will continue to offer ELD support to ensure EL students are progressing in attaining the English language.

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 California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Seventy percent of all students, Kindergarten through fifth grades, will perform at a proficient or advanced level on grade level averaged benchmark assessments completed three times each year.
Data Used to Form this Goal:
Test results from benchmark examinations will be scanned into the Illuminate system, which will break down scores by standards. Analysis will be done to ensure that all students are meeting or exceeding the goal set at 70% proficient or advanced in each grade level.
Findings from the Analysis of this Data:
Sub-categories or standards not met by student performance will be targeted for re-instruction in key areas requiring mastery of subject material.
How the School will Evaluate the Progress of this Goal:
Test data will be available a minimum of three times each year as benchmark assessments are administered in relationship to trimester grade reports. Analysis of results will be categorized by state or common core standards. Data from the 2012-2013 benchmark tests are warehoused in Illuminate and available for comparison.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaggregated data from CST, CMA, CAPA, CELDT, benchmark, and STAR assessments will be analyzed by staff; performance gaps will be identified, intervention groups will be formed, and instructional practice will be modified	Each trimester	Staff	FAME Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			FAME-Substitutes	3000-3999: Employee Benefits	Title I Part A: Allocation	220

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WINN intervention and enrichment activities will be done on a weekly basis per grade level. Students will be assessed for knowledge of grade level standards in ELA- and students will attend an intervention lesson or an enrichment lesson based on the results of assessments.	August 2013-May 2014	Staff/ Principal Computer Paraprofessional	Personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5648
			Personnel	3000-3999: Employee Benefits	Title I Part A: Allocation	1541
Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL/ExLL, CPI, RTI, Treasures, Differentiated instruction, Professional Learning Communities, and technology integration..	Ongoing	Staff	Personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4000
			Travel	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	524
Projects staff/SELPA staff will support programs and learning through direct instruction of specific small groups of students.	August 2013-May 2014	Projects Teacher RSP Teacher	Personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	52739.25
			Personnel	3000-3999: Employee Benefits	Title I Part A: Allocation	17931.43
			Personnel	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	17579.75
			Personnel	3000-3999: Employee Benefits	School and Library Improvement Program Block	5977.14
High priority students will be enrolled in Acellus Intervention program during the school day with instruction in the computer lab.	Jan- May 2014	Computer Paraprofessional	Software	4000-4999: Books And Supplies	EIA-SCE Carryover	95
Before-school interventions will be offered for students who are at risk, based on assessment data. Sessions will be offered in the fall and spring semesters.	October 2013-April 2014	Teachers	Personnel	1000-1999: Certificated Personnel Salaries	General Fund	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students	ongoing	Media Speialist	Books	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Early intervention and effective student support strategies will be offered using CARS/STARS/Cell /ExLL supplemental curriculum materials (Rewards).	ongoing	5th grade teachers RSP Teacher Title 1 Teacher and paraprofessional	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Supplemental Treasures (Triumphs workbooks) materials for students with disabilities to allow for intervention at a separate pace.	purchase once each year	Principal, teachers	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	250.00
Additional instruction on fundamental reading skills	ongoing	Principal, teachers	Supplies-Current adoption being used			0
Create special education benchmarks included in the Illuminate system, to allow for standardized reporting of information and transfer of that information to standardized special education report cards.	ongoing	Principal, teachers	Substitute Salary	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	1800
			Substitute Benefits	3000-3999: Employee Benefits	EIA-SCE Carryover	198

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 that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
Seventy percent of all students, Kindergarten through fifth grades, will perform at a proficient or advanced level on grade level averaged benchmark assessments completed three times each year.
Data Used to Form this Goal:
Test results from benchmark examinations will be scanned into the Illuminate system, which will break down scores by standards. Analysis will be done to ensure that all students are meeting or exceeding the goal set at 70% proficient or advanced in each grade level.
Findings from the Analysis of this Data:
Sub-categories or standards not met by student performance data will be targeted for re-instruction in key areas requiring mastery of subject material.
How the School will Evaluate the Progress of this Goal:
Test data will be available at a minimum of three times each year as benchmark assessments are administered in relationship to trimester grade reports. Analysis of results will be categorized by state or common core standards. Data from the 2012-2013 benchmark tests are warehoused in Illuminate and available for comparison with 2013-2014 results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified. Benchmark data will be similarly analyzed for student performance in the area of mathematics. Performance gaps will be identified, intervention groups will be formed, and instructional practice will be modified.	Each trimester	Staff	FAME-Substitutes Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			FAME-Substitutes Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	220
Winn intervention and enrichment activities will be done on a weekly basis per grade level. Students will be assessed for knowledge of grade level standards in Math. Students will attend an intervention lesson or an enrichment lesson based on the results of assessments.	Ongoing	Staff/ Principal Computer Para-professional	Personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5648
			Personnel	3000-3999: Employee Benefits	Title I Part A: Allocation	1541
Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL, Exll, CPI, RTI, Differentiated Instruction, Professional Learning Communities, technology integration, and math instruction.	Ongoing	Staff	Personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4000
			Travel	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	524
High priority students will be enrolled in Accellus Intervention Program during the school day with instruction in the computer lab.	Jan- May 2014	Computer Paraprofessional	Software	4000-4999: Books And Supplies	EIA-SCE Carryover	95
Before School interventions will be offered for students who are at risk, based on assessment data. Sessions will be offered in the fall and spring semesters.	October 2013-April 2014	Teachers	Personnel	1000-1999: Certificated Personnel Salaries	General Fund	2500

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 that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3:
Students who have been identified as English Language Learners would improve by one CELDT level each year.
Data Used to Form this Goal:
Results of CELDT testing would reveal that individual student performance would improve one CELDT level each year.
Findings from the Analysis of this Data:
Sub-categories or standards not met by student performance will be targeted for re-instruction in key areas requiring mastery of subject material.
How the School will Evaluate the Progress of this Goal:
Test data will be available at a minimum of three times each year as benchmark assessments are administered in relationship to trimester grade reports. Analysis of results will be categorized by state or common core standards. Data from the 2012-2013 benchmark tests are warehoused in Illuminate and available for comparison in 2013-2014.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified. Additional data from benchmark assessments will be available for analysis in the areas of reading, language arts and math. CELDT level data would be evaluated for each student.	Each trimester	Staff	FAME-Substitute Salary-	1000-1999: Certificated Personnel Salaries	LCFF-EL	1000
			FAME Substitute Benefits-	3000-3999: Employee Benefits	LCFF-EL	110
			FAME-Substitute Salary-	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	1500
			FAME Substitute Benefits	3000-3999: Employee Benefits	EIA-SCE Carryover	165

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
High quality direct instruction, research based programs will be offered for all students-Rosetta Stone	Ongoing	Staff	CDs	4000-4999: Books And Supplies	LCFF-EL	300
Substitutes provided for translator conferences off site	Fall and Spring	Teachers	Substitute Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	700
			Substitute Benefits	3000-3999: Employee Benefits	LCFF-EL	77

Planned Improvements in Student Performance

School Goal #4

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: GATE
LEA GOAL:
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.
SCHOOL GOAL #4:
All students currently identified as GATE, will continue to perform at an advanced level in averaged trimester benchmark exams, by academic area. Students who perform at an advanced level will be identified based upon their benchmark score results coupled with past CST and current benchmark examination scores.
Data Used to Form this Goal:
The results of averaged benchmark examinations will be scanned into the Illuminate system, which will break down scores by standards. Analysis will be done to ensure that all students are meeting or exceeding the goals set for GATE students.
Findings from the Analysis of this Data:
Sub-categories or standards in English Language Arts and Math will be analyzed for advanced level performance by subject area.
How the School will Evaluate the Progress of this Goal:
Test data will be available at a minimum of three times each year as benchmark assessments are administered in relationship to trimester grade reports. Analysis of results will be categorized by state or common core standards. Data from the 2012-2013 CST and benchmark examination tests are warehoused in Illuminate and available for comparison with scores 2013-2014.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gifted students will be provided with increased academic rigor through differentiated instruction and programs such as AR, AM, Word Masters, newspaper and Richmond Writers.	ongoing	Teachers	Teachers		District Funded	500.00

Planned Improvements in Student Performance

School Goal #5

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: Library
LEA GOAL:
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.
SCHOOL GOAL #5:
Provide a library for all students with currently published materials, access to readily available books at the instructional level of all students and research materials that support the instruction at each grade level.
Data Used to Form this Goal:
Data would include the analysis of usage of materials by gathering data available through library check-outs by individual students, documentation of use of research materials by class for assignments and Accelerated Reader test evaluation documents.
Findings from the Analysis of this Data:
The library and Accelerated Reader labs keep computer generated data that supports a school focus on reading as a pathway to success in school by supporting key skills necessary for all students.
How the School will Evaluate the Progress of this Goal:
Documentation of library materials checked out to students is kept current at all times. Accelerated Reader documentation is one of student success accountability through the Accelerated Reader awards system of recognition that is school-wide and ongoing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students	ongoing	Staff	Media Specialist	2000-2999: Classified Personnel Salaries	District Funded	30,000
			Media Specialist Benefits	3000-3999: Employee Benefits	District Funded	
Accelerated Reader will be utilized to provide motivation for students.	ongoing	AR Paraprofessional	AR Paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11008.48
			AR Paraprofessional	3000-3999: Employee Benefits	Title I Part A: Allocation	2993.42

Planned Improvements in Student Performance

School Goal #6

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: Climate
LEA GOAL:
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.
SCHOOL GOAL #6:
Provide equal access to a quality educational program for all students.
Data Used to Form this Goal:
Analysis of data as to suspensions and expulsions at Richmond Elementary School.
Findings from the Analysis of this Data:
Richmond Elementary School had a cumulative enrollment of 500 students during the 2012-2013 school year. Of that number of students, 18 students, or 3.2% of all students were suspended during the school year.
How the School will Evaluate the Progress of this Goal:
An analysis of the reason for the suspensions will be undertaken. Based upon those findings, particular students will be offered counseling services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be supported through counseling services focused on helping student behavior enhance access to the educational process. Counseling services/programs will be offered, including Steps to Respect, Second Step, and Friendship Circles.	August 2013-May 2014	Counselor	Counselor	1000-1999: Certificated Personnel Salaries	LCFF-ED	
			Counselor	3000-3999: Employee Benefits		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assemblies, activities, programs to motivate/educate, recognition program-Super Stars will be scheduled Specific materials for the Super Stars programs are: incentive items to motivate students to participate in Accelerated Reader and Accelerated Math programs. Student of the Month magnets.	Ongoing	Staff	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	2000
Student affiliation, engagement, and responsibility will be encouraged through activities such as an attendance program, goal setting activities, jobs, lunch clubs, student newspaper, Winner's Circle, garden club, Birthday Book Club, Career Luncheon Program and field trip, Student Council, Cub Club, and cross-age/peer tutoring.	ongoing	Principal, ProjectsTeacher	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	300
Family Nights increase parent involvement in school activities and promote affiliation.	ongoing	Principal, teachers	Supplies, materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1940

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
Translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	3,482.68
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	983.56
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	3,898.24
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	3,549.95
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	145.13
Elementary Counselor	August-May	Elementary Counselor and Principal	Elementary Counselor Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	10,553.66
			Elementary Counselor Benefits	3000-3999: Employee Benefits	LCFF-ED	3,878.65

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	28,770	2,663.11
Title I Part A: Allocation	85,537	-18,953.58
Title I Part A: Parent Involvement	1,940	0.00
Title I Part A: Professional Development	9,048	0.00
EIA-SCE Carryover	4,229	376.00
LCFF-ED	3,125	3,125.00
LCFF-EL	2,584	397.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	30,500.00
EIA-SCE Carryover	3,853.00
General Fund	5,000.00
LCFF-EL	2,187.00
School and Library Improvement Program Block	26,106.89
Title I Part A: Allocation	104,490.58
Title I Part A: Parent Involvement	1,940.00
Title I Part A: Professional Development (PI Schools)	9,048.00

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
Maureen Glennon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kasey Prestel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Wood	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lewis Marquez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connie Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ken Amster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crystal Akerdolu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karena Riddle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beth Tysler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Hammon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Advisory Committee _____
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list):
Richmond Staff _____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on 12-06-13.

Attested:

Maureen Glennon Maureen Glennon 12/6/2013
Typed Name of School Principal Signature of School Principal Date

Ken Amster Ken Amster Dec 5, 2013
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

PARENT REQUESTS FOR CLASS PLACEMENT

We believe that we have an excellent staff of teachers at Richmond. We make every effort to use our professional judgment for the best possible placement of each child, taking into consideration the individual needs of the child as well as the need to provide balanced classrooms at each grade level. Other considerations include GATE clusters, RSP clusters, EL clusters and students who need to be in different classes. Although we strongly discourage requesting teachers, we are aware that occasionally a parent may feel that one particular teacher's style may best meet their child's needs. Parents may submit a letter of request to the principal for the following school year stating why they feel a particular learning environment is best for their child. This letter needs to be submitted by the end of the school year as class lists are put together over the summer months. *Parents need to be aware that requests cannot always be granted as the first priority is to achieve balanced classes and many factors are involved.*

PARENT-TEACHER ORGANIZATION (PTO)

We have an active Parent-Teacher Organization that hosts our annual book fair events, does fundraiser activities, and hosts certain celebrations at school. You are welcome to join the PTO! Our meetings are held once a month on the first Thursday at 5:00pm in the Annex. Joining the PTO is a \$10.00 per school year for a family.

PUBLICITY

In the normal course of the year, newspapers visit schools for news stories or publicity on events of interest. If you wish to have your child excluded from these stories or publicity shots, please notify Richmond School in writing to the front office.

STUDENT PROGRESS REPORTS

Kindergarten, first, and second grade teachers use a developmental profile to report student's growth and progress. Third, fourth, and fifth grade teachers use a progress report. Pupil progress will be reported three times a year on a trimester basis, and parents will receive three formal reports. The first progress report will be shared with parents at the fall parent-teacher conference scheduled in November. The second formal report will occur in March, with an optional conference. The final report will be sent home with students on the last day of school in May. A deficiency notice will be sent home to alert parents of a failing grade five weeks prior to the end of each trimester. Parents with students on an Individualized Education Plan (IEP) will receive an assessment of goals and objectives each report card period.

TELEPHONE USAGE

Student use of the telephone is permitted for emergencies only. Students are allowed to phone home for illness, to notify parents of detention and at the discretion of the teacher regarding unforeseen circumstances. By Board Policy 5131, **elementary students are not allowed to have cell phones or other electronic communication devices at school** except at the discretion of the principal. Students may not use cell phones or other electronic devices within the school day. Such items will be held in the front office for parent pick-up.

VOLUNTEERS

At Richmond School we welcome and encourage volunteers throughout the school. In addition to the classroom, parents may volunteer in the media center, parent center and office or assist with events such as FAME, Richmond Tiger Readers (RTR) activities and Junior Olympics and field trips. We also invite parents to offer lunch club sessions for enrichment and remedial support. Parents may also do projects at home. ***Volunteers must sign in at the office and may not bring younger children or older school-aged students on campus while volunteering or visiting classroom activities, or on field trips.***



SCHOOL DISCIPLINE POLICY

The school discipline policy was developed with input from staff and parents and approved by the Sierra Sands Unified School District Board of Education. The plan is reviewed annually by staff and parent groups. The rules you are about to read supplement, or are in addition to, our broad discretionary power to maintain safety, order and discipline.

RICHMOND ELEMENTARY SCHOOL TITLE I SCHOOL-Level PARENTAL INVOLVEMENT POLICY

Richmond School has developed a written Title I parental involvement policy with input from Title I parents. Richmond is a school-wide Title I school, so all parents are Title I parents. The policy is reviewed and revised annually with Richmond 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 Richmond Information Handbook and Discipline Policy at the beginning of the year or upon student enrollment during the school year. Richmond School's policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Richmond School does the following:

1. Convenes an annual meeting to inform parents of Title I requirements and their rights to be involved in the Title I program
 - letter generated by district projects office, distributed to all parents outlining parent rights
 - Title I informational meeting held in conjunction with Back-to-School night
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 I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy
 - SSC reviews and updates the Single Plan for Student Achievement annually
 - SSC and PTO annually review and update the school handbook and parent involvement policy
 - annual Title I survey provides parent input
4. Provides parents of Title I students with timely information about Title I programs
 - programs described at initial Title I meeting
 - programs listed in Richmond Parent Information Handbook and Discipline Policy
 - individual notification when students qualify for targeted assistance or intervention groups
5. Provides parents of Title I 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 I 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

STUDENT-PARENT-SCHOOL COMPACT

Richmond School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

We, the school community of Richmond School, believe that all students should participate in an academically focused curriculum, which is challenging and enables all students to achieve. That curriculum is dependent upon maintaining a safe school environment and classrooms conducive to learning, which can only be achieved through the total cooperation of the student and a positive, supportive relationship between the home and the school.

The purpose of this agreement is to establish such a relationship.

STUDENT RESPONSIBILITIES

1. Come to school every day, on time, with the necessary books, materials, and attitude to learn. ***Strive for 'bell-to-bell' attendance for 180 days.***
2. Do your best work at all times.
3. Complete all class work and homework.
4. Read or be read to a grade appropriate number of minutes per day, four or more days per week.
5. Show respect and cooperation with all adults at school.
6. Know and follow school and classroom rules.
7. Respect and protect the rights of others to study and learn.

PARENT RESPONSIBILITIES

1. Assure daily, on-time attendance of your child. ***Strive for 'bell-to-bell' attendance for 180 days.***
2. Communicate to your child the importance of education.
3. Monitor completion of homework.
4. Ensure your child reads or is read to a grade appropriate number of minutes per day, four or more days per week.
5. Support district and classroom rules of acceptable behavior.
6. Read and respond to all school communication in a timely manner.
7. Work with the school to support your child's learning to ensure his/her success

SCHOOL RESPONSIBILITIES

1. Provide high-quality curriculum and instruction that will enhance each student's ability to succeed on grade level standards.
2. Provide an educational environment that is safe, orderly, and challenging.
3. Make meaningful assignments designed to further the educational goals of the program.
4. Meet individual needs by utilizing a variety of teaching strategies and interventions.
5. Work with parents to ensure their child's best possible education.
6. Maintain regular, ongoing communication with the home.
7. Provide opportunities for parents to volunteer, observe, and participate in classroom and school activities.
8. Provide a process for ongoing planning, review, and improvement of school activities and programs.
9. Provide appropriate in-service and training for school staff and parents.

The school developed the school-parent compact with Title I parent input through the cooperation of parent organizations, PTO and SSC, and through input gained in the parent survey. A copy of the compact is in the Richmond Parent Information Handbook and Discipline Policy, which is made available to parents at the first of every school year or upon enrollment at Richmond.

SUGGESTIONS FOR IMPLEMENTATION OF AGREEMENT:

STUDENTS:

Take advantage of every opportunity to learn.

Actively participate in classroom discussions and projects.

Listen carefully to lessons and directions.

Ask the teacher for help if you don't understand something.

Spend time at home completing homework, reading, and studying.

Talk with your teacher, principal, or other adult if you need to.

Tell your parents what you learned in school.

See that school notes and newsletters to parents get home.

Have one "X marks the spot" for papers for parents, and one spot for homework when it is completed and ready to go back to school for the next morning.

Get plenty of rest and eat breakfast, so you will come to school ready to learn.

PARENTS:

Make sure the school always has a way to contact you in an emergency. Keep information current.

Send students to school with adequate sleep, food, and clothing so they can concentrate on learning.

Talk with your child about his/her activities daily.

Communicate directly with the school when expressing a concern over a school action, program, or policy.

Provide a regular time, place, and supervision for homework completion.

Cooperate with the school in resolving student academic or behavioral problems.

Volunteer, participate, or observe in your child's classroom.

Read and respond to all school communication in a timely manner.

Know how your child is progressing by attending conferences, looking at schoolwork, talking to the teacher, and being involved with school.

Encourage your child to read by reading to him/her and by reading yourself.

Limit TV viewing and help select worthwhile programs.

If there are ways we could better work with you to meet the needs of your student, please let us know. You may address ideas to "Maureen Glennon – Suggestions," and send to school with your student. If you want to discuss any ideas, please add your name and phone number.

BUILDING CAPACITY FOR INVOLVEMENT

Richmond School engages Title I 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 I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parent/teacher conferences
 - Back-to-School Night
 - Family Nights
 - Weekly newsletters and reports sent by teachers to parents
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
 - Family Nights
 - Parenting Classes- offered through the district at Pierce School
 - Parent/teacher conferences
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
 - Principal/Title I teacher phone call/teacher conference
 - SSC, PTA, parent survey
4. Coordinates and integrates the Title I 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 I 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 I parents.
 - Review annual surveys, work with PTA & SSC to provide activities requested by parents

ACCESSIBILITY

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

- Translators are made available for IEPs, parent/teacher conferences and other meetings, if necessary
- Kern Regional Center or case workers attend meetings with adult clients to assist in meetings
- Meetings are arranged off base at SELPA or Pierce School for parents without base access

SIERRA SANDS UNIFIED SCHOOL DISTRICT
RICHMOND ELEMENTARY SCHOOL PARENT SURVEY RESULTS
 2012-2013

Circle the grade level(s) of child(ren) at this school: - NO INFORMATION

K 1 2 3 4 5

Circle if active member of: __ PTO __ SSC __ ELAC __ Other group

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

	Agree				
SCHOOL CULTURE					
Parents are greeted warmly and courteously when they visit the school.	83.1				
Parents are encouraged to participate in their child's education.	99.1				
My child feels safe at this school.	97.4				
The student discipline is appropriate in this school.	82.0				
Positive behavior is acknowledged frequently.	92.3				
My child has opportunities to develop respect, responsibility, and problem solving skills.	91.9				
My child and I find that the school is well maintained and a pleasant place in which to spend time.	90.6				
There is a tone of high standards, positive messages, and high expectations of everyone at this school	90.7				
Superstars, Student of the Month, AR, AM recognition motivates students	91.4				
PARENT/COMMUNITY INVOLVEMENT					
Parents are invited and encouraged to:					
• Visit the school	86.3				
• Assist as a volunteer	87.7				
•					
• Attend school functions such as parent/teacher conferences, family nights or other special school events	94.6				
• Serve on important committees.	85.4				
Activities for parents are scheduled at times and places that are convenient for parents.	83.7				
Meetings are conducted in a language that the parents understand.	87.7				
Richmond Family Nights offer parents an opportunity to participate	36.4	Neutral 61.8			

HOME/SCHOOL COMMUNICATION					
Parents know who to go to when they have concerns or questions.	85.6				
The school has a handbook that is given to all parents at the beginning of the year or upon request.	87.4				
The school newsletter provides valuable information to parents.	91.0				
Materials are provided to parents in a language they can understand.	94.2				
Someone is available in the school office who speaks the language of the parents.	83.5				
Teachers communicate often with parents.	91.0				
STANDARDS AND ASSESSMENT					
This is a school with high academic standards for all students.	91.0				
I know the standards my child must meet.	90.5				
I understand clearly how my child's work will be graded.	88.2				
Parents are fully informed about their child's academic progress through progress reports or conferences.	93.1				
TEACHING AND LEARNING					
All students have equal opportunity to learn at this school.	90.5				
My child is making good progress in reading.	93.7				
My child is making good progress in writing.	93.6				
My child is making good progress in math.	90.9				
My child has regularly assigned homework.	97.3				
My child is getting a good education.	94.4				
The right amount of homework is assigned	92.7				

54 parents made comments about the school. Most were positive and constructive. Some issues were teacher, budget driven or individual complaints regarding special education or general education students. A few wanted lower class sizes, no special education students in their general education student's classes. A few special education parents wanted to state that their child was doing the best they could and wanted understanding during mainstreaming. Others wanted to acknowledge a specific teacher for their effort. A concern that was expressed had to do with the advertising of events on a regular basis.

224 parents began the survey on Survey Monkey and 220 completed it.