

# The Single Plan for Student Achievement

**School:** Inyokern Elementary School  
**CDS Code:** 15-73742-6009609  
**District:** Sierra Sands Unified School District  
**Principal:** Beverly Ewbank  
**Revision Date:** November 12, 2014

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

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

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## School Vision and Mission

### Inyokern Elementary School's Vision and Mission Statements

#### VISION

Working collaboratively we can ensure that every child is academically successful. Our focus is on:

- Student learning and celebration of student success
- On-Going Collaboration concerning Student Learning
- Professional Staff Development
- Student Behavior and Discipline
- Positive School Environment
- Community Involvement

#### MISSION

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

- Standards. We believe that every child can learn and be academically successful.
- Assessment. We believe that assessment is an opportunity to ensure that students are learning the essential standards. Staff will meet regularly to review current data. Various measures and models will be utilized and shared with parents throughout the year.
- School Behavior and Discipline. We believe that all students are unique and need to be provided a safe learning environment to succeed. The entire school community will strive to respect others.
- School Environment. We believe that a positive, caring environment will be provided by the students, staff and parents. Qualities that contribute to an improved society, such as tolerance, accountability, and respect will be reinforced.
- Professional Development. We believe that leadership is shared and focused on mutually agreed upon goals and objectives. Staff development will be on going, consistent, and focused on identified personal and schoolwide needs.
- Community Involvement. We believe that the Inyokern community will work as a team to provide educational support to foster each child's development. The school will seek to provide a welcoming environment that acknowledges parents as parents to promote excellence in all areas.

## School Profile

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The school was established in 1913, and the first permanent buildings were erected in 1935. At that time the principal lived in a house on the school grounds.

We have grown to be an award-winning school that truly serves the students in our small desert community. "A Valley Tradition of Excellence" is our school motto. One way that we achieve excellence is by offering a wealth of year-round educational opportunities for students from 3 to 11 years of age. Inyokern State Preschool is the only preschool in our community and is located on campus and provides an excellent preschool education to qualifying students. The preschool is licensed for 20 students and is offered in the morning each weekday. Our elementary school educates students from transitional kindergarten through fifth grade.

Our success with elementary school students has been validated by awards we have received. We are a No Child Left Behind Blue Ribbon School, a California Distinguished School, and a Title I Academic Achievement Award School. Through the After School Education and Safety (ASES) Grant from the State of California, we offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to receive homework assistance, tutoring, STEM activities, and standards-based enrichment activities until 6 p.m. each school day.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

Every year, we have a Title I Survey that is completed by our families. The survey shows that the majority of parents (over 90%) are pleased with the staff, instruction, curriculum, policies, and positive school climate at Inyokern Elementary School. The approval rating for each question was high. Discipline data is available from Aeries and will be used to analyze school safety and climate. Staff reviews surveys with comments to discuss what we are doing well as well as concerns parents may have regarding programs.

### Classroom Observations

Per contract, there are formal observations every two years for teachers. There are periodic walk-throughs and feedback is given.

### 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 use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

In addition, students at Inyokern Elementary School are tested using Early Literacy, STAR Reading, and STAR Math four times a year. Tests are administered in August, November, March, and May. The data gained by these assessments at the beginning of the school year and prior to each reporting period combined with district benchmark data allows us to monitor and track student progress. The data gathered allows us to make data driven instructional decisions to support students whether the student needs intervention or acceleration. The Student Assistance Team (SAT) meets at least three times each month. A Professional Learning Community (PLC) is being built at Inyokern and we are meeting formally for professional development as well as for collaborations. At this time four out of nine staff members have attended a PLC three day conference. Time for collaboration is being made by limiting "nuts and bolts" staff meeting to once a month transforming all of the remaining staff meetings to collaboration sessions. Illuminate, our district student test data provider, is used as a key tool to provide data in order to monitor student progress on curricular embedded assessments.

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)

Students are assessed in English Language Arts, Math, and Reading Fluency four times each year. Students also take themed district developed benchmark assessments in Math and English Language Arts that are part of the trimester report cards. State testing and benchmark results are posted in Illuminate and student progress is monitored through the reports that are available. Students not at grade level are referred to small group instruction with our projects teacher in Targeted Assisted Groups or TAG. Students with IEPs are monitored closely by our Resource teacher so goals can be met.

Staffing and Professional Development

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

Teacher recruitment, hiring and evaluation focus on meeting ESEA criteria. As a result, 100% of staff and administration meet the requirements for being highly qualified.

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

Focus for Professional Development for this year includes the Academic Program Survey (APS), intensive instruction on the common core state standards, grade level collaboration for assessment and curriculum development. A number of teachers and the principal have been trained in Professional Learning Communities.

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 Inyokern School's staff development includes English Language Arts, English Language Development, Math, Professional Learning Communities, Response to Intervention, and Illuminate. Staff development is a combination of out of district professional development seminars, in-district training, site level professional development study groups, and classroom observations of success strategies.

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 Coach, District Math Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and Title I Projects Teacher. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/analysis, CELL/ExLL, and textbook adoptions in order to assist teachers in planning instruction.

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

Our teachers have collaborative meetings on a regular basis during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Inyokern's collaboration meetings are cross grade level meetings due to the small size of our school. Teachers in selected grade levels have attend training to learn to analyze data and design intervention strategies. Four out of seven classroom teachers are trained in Professional Learning Communities techniques.

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, 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. Teachers use vertical articulation to 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 meet legal requirements and meet the individual needs of students. Protected uninterrupted time for ELA is provided as follows kindergarten is 60 minutes, Grades 1 through 3 is 2.5 hours, and Grades 4 through 5 is 2 hours. In Math, protected uninterrupted time in kindergarten is 30 minutes and Grades 1 through 5 is 60 minutes.

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 Treasures adoption. Report cards have also been adjusted.

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

Staff has worked together and attended the Treasures Instructional Material Based Training (IMBT) during the summer of 2012 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 sufficient textbooks and instructional materials.

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 the SARC. 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 examine student work samples and meet at 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 Student Assistance Team (SAT) process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff, in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Inyokern uses many different programs with fidelity to raise student achievement. Technology based programs include: Accelerated Math, Accelerated Reading, Education City (ELA, Math, and Science), and Starfall. We also use Curriculum Associates, Standards Plus, TAG groupings, and counselor time. Intervention is provided during the school day as well as after school. During the After School Education and Safety (ASES) Program tutoring is offered using classroom teachers who work with High Desert Leapin' Lizards Club tutors to increase student success.

## 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
- Paraprofessional in Kindergarten one hour every day for small groups
- Resource Teacher: Special Education and Title I Project Teacher
- Peer tutors and cross-age tutors
- Translators
- Special Education Instructional aide
- Parent volunteers
- School Counselor
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program and tutoring through ASES with classroom teachers and High Desert Leapin' Lizards Club tutors
- Intervention – during and after school
- State Preschool
- Inyokern Parent Teacher Organization
- College Community Services & Family Resource Center
- Inyokern area community service groups including the local churches, Rotary Club of Indian Wells Valley, and the Inyokern Chamber of Commerce
- Kern County Sheriff is available to assist the school

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights / Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Family Nights
- Principal's Meetings with Parents
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- Marquee
- Monthly School Newsletter/Information through Internet
- Automated phone system
- EdLine and school web pages
- Home-School Communicator
- Take Home Tuesdays
- School Calendar Magnets
- Annual Parent Survey

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

- \_\_1\_\_ Principal
- \_\_3\_\_ Classroom teachers
- \_\_1\_\_ Other staff
- \_\_5\_\_ Parents and community members

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)

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. Other community involvement includes Parent / Teacher Organization (PTO), Family Nights, Rotary Club of Indian Wells Valley, Project Teacher support, Teacher led Interventions, and the use of Paraprofessionals.

#### 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 flex reading groups, Targeted Assisted Groups (TAG), Title I intervention, after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. A part-time Project Teacher is provided for struggling students to re-teach lessons in small groups. An instructional paraprofessional provides small group support in reading, writing, and math. She is part of our pull-out as well as inclusion program. A part-time counselor provides support through small group and individual sessions using programs such as Friendship Circles, conflict resolution, and bully prevention strategies. Steps to Respect (anti-bullying program), and Second Step (an empathy program) are also used in the classroom. In addition, our counselor is an integral part of Inyokern's Student Assistance Team.

18. Fiscal support (EPC)

Above and beyond core, the District supports Inyokern with funding including Title I, SLIBG, and GATE

#### **Description of Barriers and Related School Goals**

Inyokern is geographically isolated from other district schools. Many students are Socio Economically Disadvantaged, however with the support provided by the school and district our students perform well.



## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	113	108		83	76		2	5		1	2	
Growth API	841	873		862	890							
Base API	797	841		818	862							
Target	3	A		A	A							
Growth	44	32		44	28							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	22	21		12	7		83	83		18	15	
Growth API	753	800		687			814	853		692	808	
Base API	728	753		704	688		777	814		665	693	
Target							5	A				
Growth							37	39				
Met Target							Yes	Yes				

#### Conclusions based on this data:

1. Our growth API is at 800 or above for all subgroups included in the 2013 data.
2. Subgroup Students with Disabilities gained 110 API points in 2013.
3. Schoolwide and subgroup growth is attributed to the concerted effort by staff and our continued implementation of Targeted Ability Groups or TAG.

## 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	72	77		56	55		--			--		
Percent At or Above Proficient	63.7	71.3		67.5	72.4		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	10	12		3			46	55		4	8	
Percent At or Above Proficient	45.5	57.1		25.0	--		55.4	66.3		22.2	53.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

#### Conclusions based on this data:

1. We have improved in our three significant subgroups. The largest improvement was 10.9% at or above proficient for our Socioeconomically Disadvantaged students.
2. Although the Students with Disabilities subgroup is not a significant number of students for AYP criteria, the increase of 27.8% of students gaining proficiency in ELA is a strong gain.
3. The largest achievement gap noted in ELA performance between the schoolwide performance and subgroups, is the SWD with an 18% gap (Schoolwide 71.3%, SWD 53.3%)

## 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	72	86		55	64		--			--		
Percent At or Above Proficient	64.9	79.6		67.9	84.2		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	12	12		5			49	64		9	10	
Percent At or Above Proficient	54.5	57.1		41.7	--		60.5	77.1		50.0	66.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

#### Conclusions based on this data:

1. All subgroups have increased their percentages of math proficiency. Our three significant subgroups showed an average growth of 14.7% for all students.
2. The largest achievement gap in math compared to the schoolwide performance is the Hispanic subgroup at 22.5% less than schoolwide (Schoolwide 79.6%, Hispanic 57.1%).
3. Subgroups will continue to be targeted for intervention opportunities to address the achievement gap.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1							***** *	***			*****
2	***** *	***			***** *	***					*****
3			1	25	2	50	1	25			4
4			***** *	***							*****
5					***** *	***					*****
Total	1	11	2	22	4	44	2	22			9

#### Conclusions based on this data:

1. There are no initial assessment results at Inyokern.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***					*****
1							***** *	***			*****
2	***** *	***			***** *	***					*****
3			1	25	2	50	1	25			4
4			***** *	***							*****
5					***** *	***					*****
Total	1	10	2	20	5	50	2	20			10

#### Conclusions based on this data:

1. There were seven (7) EL students at Inyokern in 2012-13. Of those, one (1) was Advanced, one (1) was Early Advanced, four (4) were Intermediate, one (1) was Early Intermediate, and there were no Beginning EL students.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	16	10	9
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	16	10	9
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	13	7	8	2	9	1
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1. Data for 2012-13, is too small to generate results for analysis.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>

#### Conclusions based on this data:

- For 2013-14, data indicates that the district did not meet its AMAO 1 or AMAO 2 targets for annual growth, but did meet AMAO 3.
- Based on this data the district will continue to provide targeted services to our 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:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>	
<b>LEA GOAL:</b>	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
<b>SCHOOL GOAL #1:</b>	
We will provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.	
<b>Data Used to Form this Goal:</b>	
Spring 2014 District Student Survey results	
<b>Findings from the Analysis of this Data:</b>	
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual Target for 2015	
Increase student survey results to 43% agree	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Notification of staffing needs as the need arises		
Remove trees posing a safety hazard.	October - November	Principal; Grounds Maintenance	Remove damaged / dead trees and replace with new trees.	4000-4999: Books And Supplies	150
Fill in sand areas posing safety hazards.	November - May	Principal; Maintenance;	Install sod in Quad area (10 x 10 area) Fill in sand area by Room 6 with concrete	4000-4999: Books And Supplies None Specified	150



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend all District Safety Committee meetings for 2014 - 2015 school year.	August - May	Principal	Principal will attend all monthly meetings			
Office supplies to promote a positive, effective learning environment.	ongoing	Principal; Staff	Office supplies	4000-4999: Books And Supplies	General Unrestricted	628
			Printer	4000-4999: Books And Supplies	General Unrestricted	130
Provide Custodial Supplies	August - May	Principal; Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	1500

## 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:

<b>SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards</b>			
<b>LEA GOAL:</b>			
Provide an academic program fully aligned to the Common Core State Standards			
<b>SCHOOL GOAL #2:</b>			
We will implement the Common Core State Standards by utilizing the District adopted curriculum of Treasures and Go Math! and by providing our staff with professional development opportunities aimed at helping them to maximize implementation of the CCSS.			
<b>Data Used to Form this Goal:</b>			
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)			
<b>Findings from the Analysis of this Data:</b>			
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math			
<b>How the School will Evaluate the Progress of this Goal:</b>			
Annual target for 2015 APS Rubric 2			

  

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Develop Common Core instructional materials	August - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.		Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Adopt/Purchase Common Core instructional materials	November - December	Principal	Purchase 12 copies of the book - "Text Dependent Questions, Grades K-5: Pathways to Close and Critical Reading" by Douglas Fisher. We will use this book for staff development.	4000-4999: Books And Supplies	Title I Part A: Allocation 360
			Purchase 12 copies of the book - "The Classroom Management Book" by Harry Wong. We will use this book for staff development.	4000-4999: Books And Supplies	General Unrestricted 360
Develop and implement Common Core common assessments	September - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.		
Identify best practices of CCSS	September - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.		
Identify and roll out resources and technological tools as needed	August - May	Principal; Staff	Purchase Reading Eggs computer subscription to support reading instruction in grades K - 2 and ELD students.	None Specified	District Funded
			Purchase Core Clicks Common Core Site license.	5000-5999: Services And Other Operating Expenditures	General Unrestricted 500
Provide Illuminate training/coaching support	August - May	District Trainers; District Coaches	Provide Illuminate training and coaching in regards to Benchmarks, Report Cards, Assessments, and Grade Books.	None Specified	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Project Teacher will provide targeted intervention to students identified as risk.	August - May	Staff; Principal	The project teacher will provide intervention for under performing or at risk students.	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  Title I Part A: Allocation	33869  3854
Provide Chromebook and Technology Support and training for Common Core Standards.	August - May	District Coaches; Principal	Google Doc Training during staff meeting with additional support after school.  Moby Max Training during staff meeting with additional support after school.  Technology training every six weeks during staff meeting with additional support after school.	None Specified  None Specified  None Specified  District Funded  District Funded  District Funded	
Support FAME to allow teachers to collaborate about Common Core best practices and intervention.	ongoing	Principal	Substitute Teachers  Supplies to support FAME program	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  Title I Part A: Allocation  Title I Part A: Allocation  Title I Part A: Allocation	425  50  350
Small group intervention within the school day provided by paraprofessional(s).	August - May	Principal; paraprofessional	Paraprofessional will provide small group intervention within classrooms.	2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  Title I Part A: Allocation	4735.71  969.33
Provide supplemental web based support to access Common Core in Media Center.	August - May	Principal; Media Paraprofessional	Media Paraprofessional to supplement Core.	2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  Title I Part A: Allocation  Title I Part A: Allocation	6036.15  5006.11

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Supplement reading comprehension through Battle of the Books Program.	ongoing	Principal; Staff	Books and Supplies	4000-4999: Books And Supplies	450
			Travel to Ridgecrest and Bakersfield	5000-5999: Services And Other Operating Expenditures	350
Provide technology equipment to students and staff to support Common Core implementation.	ongoing	Principal	Replace 2 printers	4000-4999: Books And Supplies	400
Provide after school intervention classes.	December - May	Principal	Intervention Teachers	1000-1999: Certificated Personnel Salaries	3360
				3000-3999: Employee Benefits	384
			Bus transportation fees	5000-5999: Services And Other Operating Expenditures	1256
			Intervention Teachers	1000-1999: Certificated Personnel Salaries	5082.66
				3000-3999: Employee Benefits	576
Provide standards based assemblies focusing on academic achievement and promoting positive behavior.	November - May	Principal	Assemblies	5000-5999: Services And Other Operating Expenditures	1000
Collaboration in PLC teams, including our SAT Team, to review student progress towards Common Core Standards.	August - May	Principal; Staff	Substitutes	1000-1999: Certificated Personnel Salaries	500
				3000-3999: Employee Benefits	150
			Supplies	4000-4999: Books And Supplies	500
Provide professional development opportunities and training related to Common Core.	August - May	Principal; Staff	Substitutes	1000-1999: Certificated Personnel Salaries	800
				3000-3999: Employee Benefits	240

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide hands-on, supplemental learning field trip opportunities for our students due to our high number of Socioeconomically Disadvantaged (SED) students who have decreased opportunities for culturally enriching educational experiences.	ongoing	Principal; Staff	Transportation and Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3500
Support of Common Core Standards within the classroom with materials and supplies.	ongoing	Principal; Staff	Teacher supplies  Multilith	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Unrestricted  General Unrestricted	5000 800
Supplies and resources to supplement the Core Curriculum.	ongoing	Principal; Staff	Teacher supplemental supplies and resources.	4000-4999: Books And Supplies	Title I Part A: Allocation	1400

## 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:

<b>SUBJECT: LEAP #1, #3, #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>	
<b>LEA GOAL:</b>	
Reduce rate of students receiving a D or F in a core course	
<b>SCHOOL GOAL #3:</b>	
Not Applicable for Elementary	
<b>Data Used to Form this Goal:</b>	
<b>Findings from the Analysis of this Data:</b>	
<b>How the School will Evaluate the Progress of this Goal:</b>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

## 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:

<b>SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>
<b>LEA GOAL:</b>
Improve school connectedness and school climate for students
<b>SCHOOL GOAL #4:</b>
We will promote a school climate and encourage student connectedness by implementing PBIS, continuing our PeaceBuilder Program; Bucket Fillers, and parent involvement.
<b>Data Used to Form this Goal:</b>
2014 District Student Survey
2012-13 Data:
Suspension Rate
Expulsion Rate
Attendance Rate
Dropout Rate
Graduation Rate
<b>Findings from the Analysis of this Data:</b>
District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey
2012-13 Data:
Suspension Rate: 8.8%
Expulsion Rate: 0.5%
Attendance Rate: 95%
Dropout Rate: 1.0%
Graduation Rate: 92.7%



How the School will Evaluate the Progress of this Goal:	
Annual Targets for 2015	
District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey	
2012-13 Data:	
Suspension Rate: 6.8%	
Expulsion Rate: 0.4%	
Attendance Rate: At or above 95%	
Dropout Rate: Decrease or maintain 1.0%	
Graduation Rate: 93.7%	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Review student/staff/parent survey responses and discuss concerns	August - May	Principal; Staff	Review of surveys		Amount
Develop and implement strategies to improve school connectedness	August - May	Principal; PBIS Team; Staff; Counselor	Meet to develop and implement strategies		
Implement PBIS	August - May	Principal; PBIS Team; Staff; Counselor	<p>Attended PBIS Training in August 2014.</p> <p>Purchase of supplies and materials for student recognition throughout the year. (Brag tags, PeaceBuilder of the Month t-shirts, attendance awards, bucket fillers awards, and other student recognition awards)</p> <p>Monthly meetings of the PBIS Team.</p>	<p>None Specified</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>General Unrestricted 3500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Counselor provides social skill lessons, conflict resolution, and bully prevention strategies.	August - May	Counselor	Counselor provides social skill lessons, conflict resolution, and bully prevention strategies.	None Specified	District Funded
Promote school attendance, academic achievement, and positive behavior through rewards, programs, and assemblies for students.	August - May	Principal; Staff; Clerk	Clerk support for Title 1.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation 4735.71
Improve school to home communication with school wide homework folders.	ongoing	Principal	Niki's Homework Folders	3000-3999: Employee Benefits	Title I Part A: Allocation 969.33
Provide each family with annual magnetic calendars to promote school to home communication.	August	Principal	Magnet Street Magnets	4000-4999: Books And Supplies	Title I Part A: Parent Involvement 277
Promote school and parent communication.	August - May	Principal	Paper and toner for Newsletters and other correspondence with parents Fax machine Postage	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Part A: Allocation 300 General Unrestricted 200 General Unrestricted 100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Promote connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.	ongoing	Principal; Staff	Substitute	1000-1999: Certificated Personnel Salaries	General Unrestricted 100
				3000-3999: Employee Benefits	General Unrestricted 30
			Transportation and Registration for Student Leadership Conference	5000-5999: Services And Other Operating Expenditures	General Unrestricted 400
			Supplies	4000-4999: Books And Supplies	General Unrestricted 100
			Middle School Visit	5000-5999: Services And Other Operating Expenditures	General Unrestricted 125
Support family involvement with the school through programs such as Back to School, Open House, Holiday Programs, SSC, Conferences, and Family Nights.	ongoing	Principal; Staff	5th grade Student planners	4000-4999: Books And Supplies	Title I Part A: Allocation 100
			Light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement 150
			Child Care for meetings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement 150
			Family Night supplies	4000-4999: Books And Supplies	Title I Part A: Allocation 300
				4000-4999: Books And Supplies	Title I Part A: Parent Involvement 120

## 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:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>	
<b>LEA GOAL:</b>	
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)	
<b>SCHOOL GOAL #5:</b>	
We will provide all English Learners integrated and targeted instruction daily at their appropriate levels, while providing access to ELA and Math Intervention programs.	
<b>Data Used to Form this Goal:</b>	
2012-13 Annual AMAO 2 (CELDT) Results	
<b>Findings from the Analysis of this Data:</b>	
2012-13	
AMAO 2-CELDT: 22.1%	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual target for 2015:	
AMAO 2-CELDT: 23.1%	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	August - May	District Trainers	Staff and principal will receive professional development training on ELA/ELD instructional models.	None Specified	District Funded
Create and implement a school wide ELD plan.	August - November	Principal; Staff	Principal and staff will develop a school wide ELD instructional plan.		

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	14,973	0.00
Title I Part A: Allocation	75,809	0.00
Title I Part A: Parent Involvement	947	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	14,973.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	75,809.00
Title I Part A: Parent Involvement	947.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	44,136.66
2000-2999: Classified Personnel Salaries	15,507.57
3000-3999: Employee Benefits	12,228.77
4000-4999: Books And Supplies	16,775.00
5000-5999: Services And Other Operating Expenditures	8,081.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	100.00
3000-3999: Employee Benefits	General Unrestricted	30.00
4000-4999: Books And Supplies	General Unrestricted	12,668.00
5000-5999: Services And Other Operating	General Unrestricted	2,175.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3,360.00
3000-3999: Employee Benefits	Intervention (BS/AS)	384.00
5000-5999: Services And Other Operating	Intervention (BS/AS)	1,256.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	40,676.66
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,507.57
3000-3999: Employee Benefits	Title I Part A: Allocation	11,814.77
4000-4999: Books And Supplies	Title I Part A: Allocation	3,310.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	4,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	797.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	150.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,558.00
Goal 2	82,263.96
Goal 4	11,907.04

## 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
Beverly Ewbank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tami Piatt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sergio Ramirez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joan Worley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Farrell	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynda St. Louis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Bombard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Bryant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Felisa Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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):  
Inyokern Staff and Interested IPTO members

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 December 5, 2014.

Attested:

Beverly Ewbank

Typed Name of School Principal

*Beverly Ewbank*

Signature of School Principal

12-5-14

Date

Lisa Hall

Typed Name of SSC Chairperson

*Lisa C. Hall*

Signature of SSC Chairperson

12/5/14

Date

## **Title I School-Level Parental Involvement Policy Inyokern Elementary School 2014-15**

Inyokern Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Inyokern Elementary School, the following practices have been established:

**The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.**

- *Parents of Title I student are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.*
- *At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Inyokern programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.*

**The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.**

- *All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via Newsletters, Inyokern's Web Site, and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.*
- *Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.*

**The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.**

- *Parents of Title I students are provided timely information about Title I programs at:*
  - *Parent Teacher Conferences*
  - *Title I Parent Meetings*
  - *School Site Council Meetings*
  - *English Learner Advisory Committee Meeting*

**The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:**

- *Back to School Night*
- *Parent Conferences*
- *Student Study Teams*
- *School Site Council Meetings*
- *English Learner Advisory Committee (ELAC) Meetings*
- *School Plan for Student Achievement*

**If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.**

- *All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting*
- *All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.*
- *Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via Newsletters, Inyokern's Web Site, and the Autodialer. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.*
- *Parents and staff can request a Student Study Team meeting to discuss student concerns.*
- *Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.*