

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 3, 2017

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 - PBIS
- 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 school-wide 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 partners 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. 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, located on campus, is the only preschool in our community 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, Gold Ribbon Award, 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, STEAM 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, in addition to any concerns parents may have regarding programs.

Classroom Observations

Formal and informal classroom observations are made on a regular basis. Tenured teachers are formally evaluated every five years after 10 years of experience, whereas probationary teachers receive four formal observations during each given school year. Informal observations are made daily as part the regular school routine.

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 (CAASPP, 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 Skills Assessment, Early Literacy, STAR Reading, and STAR Math at least 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, to determine whether the student needs intervention or acceleration. The Student Study Team (SST) meets at least three times each month. A Professional Learning Community (PLC) is in place at Inyokern and we are meeting formally for professional development as well as for collaborations. Time for collaboration is being made by limiting "nuts and bolts" staff meetings to twice a month, transforming all of the remaining staff meetings to collaboration sessions. Teachers also meet in collaborative grade level teams weekly to analyze data generated within SMART Time Intervention Groups and to ascertain any changes to delivery and/or content for our students. We have also instituted Late Start Wednesdays to give teachers more time to collaborate. Illuminate, our district student test data provider, is used as a key tool to manage data in order to monitor student progress on curricular embedded assessments.

The K-5 ELA adoption was purchased for the 2017-2018 school year in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption is tied to both the CA standards and the Common Core Standards. In addition, the Benchmark Advance 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 parent conferences. 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 targeted small group instruction with our projects teacher in Smart Time Groups. Students with IEPs are monitored closely by our Resource teacher so goals can be met. All students also receive targeted instruction in math concepts during Math Lab. State testing are posted on the California School Dashboard.

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, 90% 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 Induction coaches for new teachers. New teachers attend professional development workshops taught by the District Projects 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 training 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. The District has coordinated four Benchmark Advance training days for all K-5 teachers and three Math Solutions training days for 3-5 teachers to provide them with ongoing instructional assistance.

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 attended training on analyzing data and designing intervention strategies. Teachers also meet in collaborative grade level teams weekly to analyze data generated within SMART Time Intervention Groups and to ascertain any changes to delivery and/or content for our students. Three of eight 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 and supplementary materials, California content standards, grade level expectations, the district pacing calendar, and blueprints to prepare for weekly lesson plans to guide instruction in Language Arts, Math, and ELD throughout the year. Teachers use vertical articulation to collaborate together using data from the benchmark assessments, CAASPP assessments, and teacher assessments to analyze student performance. They then 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 Unified School District 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 Benchmark Advance adoption. Report cards have also been adjusted.

Our school gives four (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 Benchmark Advanced training during the summer of 2017 to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarks, writing assessments) are aligned to maximize student success. There are also three more training days are scheduled for throughout the year. Outside resources are also utilized as needed.

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 Section 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 Study Team (SST) 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 Reader, Moby Max, Math Seeds, Prodigy, and Reading Eggs. We also use Standards Plus, Smart Time groupings, Math Lab, 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 60 minutes every day for small groups
- Resource Teacher: Special Education
- 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, Elks, 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 Night / Open House
- 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
- Parent Square
- School web pages
- Class Dojo
- 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 School Site Council 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 under-performing student at this school include flex reading groups, Targeted Assisted Groups (Smart Time), Title I intervention, Math Lab groups, 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. A part-time Project Teacher is provided for struggling students to teach intervention lessons in small groups. An instructional paraprofessional provides small group support in reading, writing, and math. 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 Study Team.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Inyokern is geographically isolated from other district schools. Due to the town's isolation, many of our students do not have access to the internet and online educational opportunities outside of the school day. The 83% of our students are Socio-Economically Disadvantaged, and although many perform well, there is a high percentage of students who are at risk of the falling into the achievement gap.

At Inyokern, we believe all students can learn at a high level. It is our goal to help our students achieve and to close the achievement gap by offering research-based, targeted intervention for all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	26	38	29	26	38	29	26	38	96.7	100	100
Grade 4	19	36	25	18	35	25	18	35	25	94.7	97.2	100
Grade 5	29	22	30	28	20	30	28	20	30	96.6	90.9	100
All Grades	78	84	93	75	81	93	75	81	93	96.2	96.4	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2436.0	2429.9	2408.6	28	19	18.42	28	31	28.95	24	27	21.05	21	23	31.58
Grade 4	2417.7	2474.2	2425.0	6	14	12.00	17	37	20.00	22	34	12.00	56	14	56.00
Grade 5	2466.7	2492.0	2524.8	4	15	16.67	21	35	50.00	46	20	20.00	29	30	13.33
All Grades	N/A	N/A	N/A	13	16	16.13	23	35	33.33	32	28	18.28	32	21	32.26

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	24	12	18.42	52	77	44.74	24	12	36.84	
Grade 4	11	20	20.00	28	57	44.00	61	23	36.00	
Grade 5	4	35	36.67	61	30	43.33	36	35	20.00	
All Grades	13	21	24.73	49	57	44.09	37	22	31.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	15	13.16	45	58	47.37	31	27	39.47
Grade 4	6	17	4.00	61	66	36.00	33	17	60.00
Grade 5	11	15	30.00	46	55	50.00	43	30	20.00
All Grades	15	16	16.13	49	60	45.16	36	23	38.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	27	18.42	76	62	57.89	7	12	23.68
Grade 4	6	20	12.00	67	71	64.00	28	9	24.00
Grade 5	14	15	20.00	61	45	76.67	25	40	3.33
All Grades	13	21	17.20	68	62	65.59	19	17	17.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	19	7.89	55	69	76.32	21	12	15.79
Grade 4	0	17	24.00	50	74	52.00	33	9	24.00
Grade 5	18	35	30.00	68	55	60.00	14	10	10.00
All Grades	16	22	19.35	59	68	64.52	21	10	16.13

Conclusions based on this data:

1. Based on the data, there was an overall decrease of 1.54% in ELA for grades 3rd - 5th for students Exceeding and Met standards, with the 5th Grade data showing as increase by 16.67% to 66.67%
2. The data shows an increase in the percentage of Standards Not Met by 11.26%.
3. Evidence shows students would continue to benefit from targeted intervention in ELA, especially in Reading and Writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	26	38	29	26	38	29	26	38	96.7	100	100
Grade 4	19	36	25	18	35	25	18	35	25	94.7	97.2	100
Grade 5	29	22	30	28	20	30	28	20	30	96.6	90.9	100
All Grades	78	84	93	75	81	93	75	81	93	96.2	96.4	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2421.5	2390.0	2419.9	10	0	7.89	41	31	28.95	24	27	39.47	24	42	23.68
Grade 4	2440.3	2457.8	2430.1	0	9	0.00	17	17	20.00	61	49	36.00	22	26	44.00
Grade 5	2463.8	2491.5	2488.6	0	10	10.00	14	15	13.33	50	45	43.33	36	30	33.33
All Grades	N/A	N/A	N/A	4	6	6.45	25	21	21.51	43	41	39.78	28	32	32.26

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	21	15	26.32	38	38	44.74	41	46	28.95	
Grade 4	6	20	0.00	44	46	44.00	50	34	56.00	
Grade 5	0	10	16.67	46	55	33.33	54	35	50.00	
All Grades	9	16	16.13	43	46	40.86	48	38	43.01	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	8	10.53	48	38	57.89	28	54	31.58
Grade 4	11	11	0.00	61	57	56.00	28	31	44.00
Grade 5	4	10	10.00	36	55	60.00	61	35	30.00
All Grades	13	10	7.53	47	51	58.06	40	40	34.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	4	23.68	48	69	55.26	24	27	21.05
Grade 4	6	17	4.00	39	60	48.00	56	23	48.00
Grade 5	4	5	10.00	46	70	63.33	50	25	26.67
All Grades	13	10	13.98	45	65	55.91	41	25	30.11

Conclusions based on this data:

1. Based on the data, the Problem Solving & Modeling/Data Analysis section showed the most percentage gains.
2. 39.78% of all the students are very close to meeting the Standards.
3. Evidence shows students would continue to benefit from targeted intervention in Math, especially in Problem Solving.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	***		0	***		0	***		0	***		0	***	***
1	***	***		0	***	***	0	***	***	0	***		0	***	
2	0	***		0	***		0	***	***	0	***		0	***	
3	0	***		0	***		***	***	***	0	***		0	***	
4	0	***		25	***		50	***	***	25	***		0	***	
5	0	20		***	0	***	0	80	***	0	0		0	0	
Total	14	9		29	9	20	43	82	70	14					10

Conclusions based on this data:

1. There were not enough students tested to determine any trends.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					25						25		***	50	
1	***								***						
2									***						
3							***	***							
4				25			50	***		25					
5		20		***				80							
Total	11	7		22	7		33	64		11	7		22	14	

Conclusions based on this data:

1. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the school/district will provide targeted support to Long Term English Language Learners in a effort to work towards the reclassification of each English Learner.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	7	11	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	7	11	
Number Met	--	4	
Percent Met	--	36.4%	
NCLB Target	60.5	62.0%	
Met Target	--	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	4	4	8	5		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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. The school will provide targeted services to English Learners with a goal to move each student up at least one performance level and re-designating students as soon as they demonstrate English proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	307	352	
Percent with Prior Year Data		100	
Number in Cohort	307	352	
Number Met	164	221	
Percent Met	53.4	62.8	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	225	144	238	158		
Number Met	49	54	69	77		
Percent Met	21.8	37.5	29	48.7		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1. The district will provide targeted services to English Learners with a goal to move each student up at least one performance level and re-designating students as soon as they demonstrate English proficiency.

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: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
We will implement the Common Core State Standards by utilizing the District adopted curriculum of Benchmark Advance and Go Math! and by providing our staff with professional development opportunities aimed at helping them to maximize implementation of the CCSS.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2017 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	August - May 2017-18	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement Common Core common assessments	August - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings for Benchmark Advance.	1000-1999: Certificated Personnel Salaries	District Funded	
			Principal and 3rd-5th grade staff will attend grade level collaboration trainings from Math Solutions.	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	
				3000-3999: Employee Benefits	District Funded	
Identify best practices of CCSS	August - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.		District Funded	
Identify and roll out resources and technological tools as needed	August - May	Principal; Staff	Purchase Reading Eggs computer subscription to supplement reading instruction in grades TK - 5 and ELD students.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1840
			Purchase Math Seeds computer subscription to supplement math instruction in grades TK - 5 and ELD students.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1750
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.	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide targeted intervention to students identified as risk.	August - May	Staff; Principal	The 49% Project Teacher will provide intervention for under performing or at risk students. Provided by District	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded District Funded	
Provide Chromebook and Technology Support and training for Common Core Standards.	August - May	District Coaches; Principal	Technology training every six weeks during staff meeting with additional support after school.		District Funded	
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.	August - May	Principal; Staff	Transportation and Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
Supplies and resources to supplement the Core Curriculum.	August - May	Principal; Staff	Teacher supplemental supplies and resources	4000-4999: Books And Supplies	Title I Part A: Allocation	1200
Provide professional development opportunities and training related to Common Core and PLC.	August - May	Principal; Staff	Travel and registration for teachers to attend professional development workshops/ conferences related to the Common Core Substitutes	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Part A: Allocation Title I Part A: Allocation Title I Part A: Allocation	3122 684 72

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental web based support to access Common Core in Media Center.	August - May	Principal; Media Paraprofessional	Instructional Media Paraprofessional to supplement Core with targeted Intervention support.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6344.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	6086.00
Supplement reading comprehension through Battle of the Books Program.	ongoing	Principal; Staff	Books and Supplies	4000-4999: Books And Supplies	General Unrestricted	500
			Travel to Ridgecrest and Bakersfield	5000-5999: Services And Other Operating Expenditures	General Unrestricted	400
Provide technology equipment to students and staff to support Common Core implementation.	ongoing	Principal	Replacement Projectors, computers, printers	4000-4999: Books And Supplies	General Unrestricted	2500
Support of Common Core Standards within the classroom with materials and supplies.	August - May	Principal; Staff	Teacher supplies	4000-4999: Books And Supplies	General Unrestricted	5030
			Multilith	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2000
Provide standards based assemblies focusing on academic achievement and promoting positive behavior.	November - May	Principal	Kindness Assembly to promote PBIS strategies			
Collaboration in PLC teams, including our SST Team, to review student progress towards Common Core Standards.	August - May	Principal; Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	648
				3000-3999: Employee Benefits	Title I Part A: Allocation	72
			Teachers meet in collaborative PLC teams weekly to review student growth and interventions. Leadership Team meets once a month to determine direction for our PLC			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Media and Library supplies and books to support the Common Core Standards.	ongoing		Instructional Media and Library supplies and books.	4000-4999: Books And Supplies	General Unrestricted	1000

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2017 SBAC data
Findings from the Analysis of this Data:
In ELA, district wide, 42% of 3rd grade students, 51% of 4th grade students, and 55% of 5th grade students met or exceeded standards. In math, district wide, 42% of 3rd grade students, 40% of 4th grade students, and 34% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after school intervention classes.	October - April	Principal	Intervention Teachers	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3360
				3000-3999: Employee Benefits	Intervention (BS/AS)	384
			Bus transportation fees	5000-5999: Services And Other Operating Expenditures	Intervention (BS/AS)	1256
			Intervention Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1145
				3000-3999: Employee Benefits	Title I Part A: Allocation	115

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: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
We will provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
Data Used to Form this Goal:
Spring 2017 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Notification of staffing needs as the need arises			
Attend District Safety Committee meetings for 2017-18 school year.	August - May	Principal	Principal will attend all scheduled meetings			
Office supplies to promote a positive, effective learning environment.	ongoing	Principal; Staff	Office supplies	4000-4999: Books And Supplies	General Unrestricted	1000
Provide Custodial Supplies	August - May	Principal; Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	1500
Provide adequate supervision of students	August - May	Principal	Crosswalk and playground supervisor.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classified staff training and additional support	August - May	Principal	Classified staff training, including systematic supervision, safety procedures, child abuse, harassment, and other trainings.	2000-2999: Classified Personnel Salaries	General Unrestricted	315
				3000-3999: Employee Benefits	General Unrestricted	32
			Classified additional support for educational activities	2000-2999: Classified Personnel Salaries	General Unrestricted	315
				3000-3999: Employee Benefits	General Unrestricted	32
Records Clerk training to ensure proper coding of student attendance and records.	October	Principal; Clerk	Records Clerk workshop on student records, custody, and residency issues.	4000-4999: Books And Supplies	General Unrestricted	305

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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August - May	Principal; Staff	Review of surveys			
Develop and implement strategies to improve school connectedness	August - May	Principal; PBIS Team; Staff; Counselor	PBIS Team meets monthly to develop and implement strategies to improve school connectedness.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement PBIS	August - May	Principal; PBIS Team; Staff; Counselor	Purchase of supplies and materials for student recognition throughout the year. (PeaceBuilder of the Month t-shirts, Student of the Month t-shirts, attendance awards, bucket fillers awards, and other student recognition awards) Monthly meetings of the PBIS Team to improve positive behavior, intervention, and support at Inyokern.	4000-4999: Books And Supplies	General Unrestricted	3000
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.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded District Funded	
Provide professional development opportunities and training related to PBIS.	October - May	Counselor	Travel and registration for counselor to attend professional development conference related to PBIS and Restorative Practices	4000-4999: Books And Supplies	Title I Part A: Allocation	600
Improve school to home communication with school wide homework folders.	ongoing	Principal	Niki's Homework Folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	270
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	267

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote school and parent communication.	August - May	Principal	Paper and toner for Newsletters and other correspondence with parents	4000-4999: Books And Supplies	Title I Part A: Allocation	200
			Postage	4000-4999: Books And Supplies	General Unrestricted	350
Promote connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.	ongoing	Principal; Staff	Supplies	4000-4999: Books And Supplies	General Unrestricted	500
			5th grade Student planners	4000-4999: Books And Supplies	Title I Part A: Allocation	200
			Bus for 6th grade orientation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	100
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	Light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200
			Child Care for meetings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	90
			Family Night supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	150
			Parent information, workshops, and Parent Project Classes	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	507

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: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT).
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2016-17 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2016-17 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2017- 2018: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	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.			
Create and implement a school wide ELD plan.	August - November	Principal; Staff	Principal and staff will develop a school wide ELD instructional plan.			

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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 #7

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:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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
SCHOOL GOAL #1:
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	18,879.00	0.00
Title I Part A: Allocation	26,228.00	0.00
Title I Part A: Parent Involvement	1,334.00	0.00
Intervention (BS/AS)	5,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	18,879.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	26,228.00
Title I Part A: Parent Involvement	1,334.00

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	5,837.00
2000-2999: Classified Personnel Salaries	6,974.00
3000-3999: Employee Benefits	6,793.00
4000-4999: Books And Supplies	21,894.00
5000-5999: Services And Other Operating Expenditures	9,943.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	General Unrestricted	630.00
3000-3999: Employee Benefits	General Unrestricted	64.00
4000-4999: Books And Supplies	General Unrestricted	15,685.00
5000-5999: Services And Other Operating	General Unrestricted	2,500.00
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	2,477.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,344.00
3000-3999: Employee Benefits	Title I Part A: Allocation	6,345.00
4000-4999: Books And Supplies	Title I Part A: Allocation	5,472.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	5,590.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	737.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	597.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,248.00
Goal 2	6,260.00
Goal 3	3,499.00
Goal 4	6,434.00

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
Beverly Ewbank	X				
Julia Eberhardt		X			
Sergio Ramirez		X			
Joan Worley		X			
Susan Tingstrom			X		
Megan Haas				X	
Nicole Hale				X	
Lisa Hall				X	
Jessica Mathis				X	
Kellie Poe				X	
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):

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 November 3, 2017.

Attested:

Beverly Ewbank

Typed Name of School Principal

Beverly Anne Ewbank

Signature of School Principal

11-3-17

Date

Lisa Hall

Typed Name of SSC Chairperson

Lisa C. Hall

Signature of SSC Chairperson

11/3/2017

Date

Elementary Curriculum

Reading/Language Arts	Benchmark Advance (2017)
Mathematics	Go Math! Houghton Mifflin (2015)
Science	California Science (2008)
History-Social Science	History-Social Science for California (2006)
Health	Health and Fitness (2005)
Visual and Performing Arts	California Spotlight on Music (2007) SRA Art Connections (2007)

Middle School Curriculum

Reading/Language Arts	Glencoe: Literature Course 1 (2010) Holt: Literature and Language Arts (2010)
Mathematics	Go Math! Houghton Mifflin (2015) California Alg. 1: Concepts, Skills, & Problem Solving (2008)
Science	Concepts and Challenges/Science (2003) Holt California Science (2007)
History-Social Science	History Alive! The Ancient World (2006) History Alive! The Medieval World and Beyond (2006) History Alive! The United States Through Industrialism (2006)
Foreign Language	Ven conmigo! Level 1 (2004)
Health	Health & Wellness Adopted (2005)

Visual and Performing Arts

Glencoe Middle School Art (2007)

Silver Burdette Making Music (2007)

Standard of Excellence Enhanced Band Method
Artistry in Strings (2007)

High School Curriculum

Reading/Language Arts

The Language of Composition (2008)

Expository Reading and Writing (2013)

An Introductory to Poetry (2002)

High Point (Hampton Brown) (2002)

Holt Literature and Language Arts (2003)

SRA Corrective Reading (2002)

The Readers Choice (2002)

Timeless Voices Timeless Themes (2002)

Mathematics

Algebra I/Geometry/Algebra II California AGA
Houghton Mifflin (2015)

Trigonometry 8th Edition-Cengage (2011)

The Practice of Statistics BFW Freeman (2015)

Pre-Calculus with Limits, A Graphing Approach-
Houghton Mifflin (2008)

Calculus of a Single Variable, Houghton Mifflin-
8th Edition (2006)

Pacemaker: Basic Mathematics, 3rd Edition (2000)

Pacemaker, Pre-Algebra, 2nd Edition (2001)

Life Skills Math (2003)

Math for the World of Work (2002)

Science

The Central Science (AP Chemistry) Pearson Prentice Hall (2013)

Biology (AP) (2006)

Biology (Conceptual) (2008)

Biology: Concepts & Connections (Honors) (2006)

Biology: (CP) (2007)

Conceptual Physics (2006)

Essentials of Anatomy and Physiology (2007)

Forensic Science: An Introduction (2008)

Holt Earth Science (2007)

Holt Physics (2004)

Pacemaker: Biology (2004)

Prentice Hall Chemistry (2007)

Zoology (2007)

History-Social Science

American Anthem: Modern American History (CP) (2007)

American Government (AP) (2006)

Economics (2003)

Economics (AP) (2005)

Modern World History: Patterns of Interaction (CP) (2006)

Pacemaker: American Government (2005)

Pacemaker: Economics (2001)

Pacemaker: World Geography and Cultures (2002)

Pacemaker: World History (2002)

The American Pageant (AP) (2007)

United States Government: Democracy in Action (2006)

World Geography (2006)

World History Modern Times (Honors) (2006)

World History: The Modern World (2007)

Foreign Language

Ven conmigo! Holt, Rinehart, Winston (2005)

Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston (2005)

Health

Health and Wellness Glencoe (2009)

Visual and Performing Arts Art in Focus
Glencoe/McGraw-Hill (2008)

Art Talk Glencoe/McGraw-Hill (2008)

Creating and Understanding Drawing Glencoe/McGraw-Hill (2008)

Gardner's Art Through the Ages Thomson/Wadsworth (2008)