

The Single Plan for Student Achievement

School: Pierce Elementary School
CDS Code: 15-73742-6009294
District: Sierra Sands Unified School District
Principal: Traci Freese
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Pierce Elementary School's Vision and Mission Statements

VISION

We believe that all people are unique and valuable and need to feel safe and respected in our learning community. We believe all students can learn and become successful life-long learners. We believe that learning occurs by implementing a rigorous, balanced curriculum that engages and inspires the curiosity of students. We take pride in our campus and believe that children learn best in a welcoming, safe, and clean environment. We believe that the home-school connection is a critical element in the development of successful, life-long learners. We believe in providing families with educational opportunities and the support they may need to foster their child's academic success.

MISSION

At Pierce Elementary our mission is to equip students for a successful future through inspiring academic excellence, fostering leadership skills and developing partnerships within our community.

School Profile

Pierce Elementary School is a rural school serving 361 students in grades TK-5. We are a Title I school with about 83% of our students being designated as socioeconomically disadvantaged. We offer our families a State Preschool, a Before School Program (7-9 am) and an After School Program (3:15-6:15 pm). Our population is diverse with the two largest groups being Hispanic and White. Seventeen percent of our students are English Learners. The predominant primary language of our English Learners is Spanish, although we currently have students who speak Korean and Vietnamese. Eighty-three percent of our teaching staff are Highly Qualified (Only 3 classroom teachers are on emergency permits). One hundred percent of our paraprofessionals are Highly Qualified. We offer gifted and talented (GATE) students an enrichment class taught by our site project teacher.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

We survey our parents every spring (April) with a comprehensive survey. Results of the survey are always shared with parents at one of our School Site Council meetings in the fall. Survey results are also shared with parents at our ELAC (English Learners Advisory Committee) and with our Pierce PTO. Please see the attached survey for the results of our 2016-2017 Parent Survey.

Classroom Observations

Pierce teachers with more than 10 yrs. of seniority receive formal evaluations every five years. (11 out of 18 Pierce teachers have more than 10 yrs. seniority.) During formal evaluation years, teachers will have at least one formal observation that they schedule with the principal. The principal will then do multiple unannounced observations and walk-throughs in order to complete the formal evaluation process. In our district, administrators are expected to visit each classroom at least once a week, looking for evidence of clear objectives linked to grade level standards, student engagement, utilization of ELD (English Language Development) strategies, the involvement of English Learners, checking for understanding, and standards-based instruction. Fourteen of the eighteen Pierce teachers are highly qualified, well trained, professional educators who work well in collaboration to meet the needs of our students. Our other two teachers are fully qualified substitute teachers.

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 September to identify the school's focus. District pacing calendars in Language Arts and Math as well as, the State Curriculum Frameworks are used as planning guides. Test data is warehoused in Illuminate and data is available by school, teacher, student subgroup, and 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 weekly 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. Pierce teachers also use STAR Early Literacy, STAR Reading, STAR Math, and Moby Max assessments to modify instruction to meet the academic needs of individual students.

A new K-5 ELA adoption was purchased for 2017-2018 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 the Common Core Standards. In addition, the Benchmark Advance ELD components were adopted for use K-5 and materials were purchased for all special education programs. Our Math adoption called California GoMath! was purchased for 2014-2015 in response to ever-increasing accountability targets, data analysis results, and staff input. This new Math adoption is aligned with Common Core State Standards and better meets the needs of our students.

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

Pierce teachers use a variety of assessments to monitor student progress and modify instruction. In April of 2016, California students including our Pierce students in grades 3-5 were assessed in English Language Arts and Math using the new SBAC assessments. (Smarter Balanced Assessment Consortium). Data from these assessments arrived in mid- August of 2016. Teachers met collectively and in grade level collaboration meetings to look at the SBAC data from last spring and use this data to begin planning to meet instructional needs of students. Throughout the school year, four times a week, each grade level has an embedded 45- minute block of Tier II intervention called Targeted Intervention and Enrichment (TIE). During this time, teachers use data from grade level formative assessments, chapter, and end of unit tests to track student progress and group students according to their proficiency of focus standards. Using the results of agreed-upon formative assessments, students within the grade level are divided among 5 teachers and 2 paraprofessionals who modify instruction to meet the needs of students who need enrichment or intervention. In addition, at the end of each trimester, overall student progress is assessed with benchmarks and then teachers modify instruction and/or reconfigure the before, during, or after school intervention groups.

Staffing and Professional Development

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

Currently 75% of Pierce teachers and paraprofessionals meet the requirements to be highly qualified staff.

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

Currently, Pierce has 77% of its teachers working with multi-subject or credentials. The Sierra Sands Unified School District offers all classroom teachers grade level specific ELA and Math professional development three full days each school year. Pierce

teachers attend every available training day. Our teachers work collaboratively at these grade level training sessions to improve alignment to common core state standards and learn about research-based teaching strategies that will improve student achievement in their classrooms. Whenever our district adopts new instructional materials, the district provides training in order to implement these materials appropriately so as to provide universal access to all our students. Pierce teachers have also attended training outside of Sierra Sands. Some of the professional development outside of our District includes training from organizations like the Bureau of Education and Research, Positive Behavior Intervention and Supports (PBIS) consultants and Illuminate training.

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. Currently, staff development at the district and school level is geared to implementation of Common Core State Standards. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development. Pierce teachers are professionally-developed through grade level ELA and Math training sessions offered at the district level.

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

The District provides California Teacher Induction Program (CTIP) coaches for new teachers. New teachers attend professional development workshops taught by the California Teacher Induction Program (CTIP) Resource Teachers. These coaches work with teachers on the California Standards for the Teaching Profession. New teachers are also provided support with after school Teacher Boot Camp Trainings offered through Sierra Sands during the first few weeks of the start of the new school year. This Boot Camp informs teachers of district-wide programs and procedures as well as training in classroom management. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, district Math Coach, ELD Teacher Coordinator, Special Education Program Support Teachers, a district Technology coach is also working with teachers to improve digital literacy skills of our students and staff, and a Title I Project Teacher. They support site teachers by assisting with reading/language arts instruction, assisting with math instruction, assisting and coaching technology related to Chromebooks and digital literacy, offering model lessons, Step Up To Writing, Academic Language Development, and provide lessons/activities for gifted students. In addition, technology training and staff professional development days are used to train in topics such as Illuminate, Aeries, and benchmark test analysis, in order to assist teachers in planning instruction. In May of 2017, teachers were introduced to the overall structure of the new Benchmark Advance ELA adoption and during the 2017-2018 school year, teachers will be trained in three separate professional development days on how to effectively implement the ELA components. In addition, the district is also providing each school with a Computer Paraprofessional to assist with intervention groups and provide training in digital literacy.

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

SSUSD has implemented a Late Start Wednesday schedule to allow teachers a guaranteed 45 minute collaboration meeting each week. These meetings provide teachers with time to lesson plan, review data and analyze results, form intervention groups, attend professional reading groups, access site specific professional development, and monitor student progress. Also at Pierce, teachers at each grade level have a scheduled weekly planning/collaboration time during the school day. In these meetings they do their lesson planning, review benchmark and classroom assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate across grade levels at monthly staff meetings.

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 Common Core State standards, our district Digital Literacy Matrix, grade level expectations, the district pacing calendar and CDE claims and targets to prepare for weekly lesson plans and guide instruction in Language Arts, Math, and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, STAR EL, STAR Reading, and STAR Math assessments, and Skills assessments from Illuminate at Kindergarten; as well as formative 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 SSUSD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and Math to more closely address identified needs and match our current adoptions. Report cards have also been adjusted. Students in grades K-2 receive 3 Math and 3 ELA benchmarks during the school year in order to assess mastery of standards after they are taught. Students in grades 3-5 receive 2 benchmarks in Math and ELA and do SBAC testing in the spring. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student progresses at an appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) and new Math adoption are aligned to maximize student success. Outside resources are also utilized as necessary or appropriate.

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

We currently have standards based instructional materials for all English Language Arts/English Language Development and Math aligned with current California Common Core State Standards. We also have a Digital Literacy Matrix which correlates to ELA/ELD and Math standards requiring digital skills.

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

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

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed frequently, and grouped for a Tier II intervention/enrichment called TIE. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. As student academic needs are determined, teachers respond with the appropriate instruction and when appropriate, intervention action plans are developed. The Student StudyTeam (SST) process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with other teachers or the student's family depending on whether or not it is within the school day or after school.

14. Research-based educational practices to raise student achievement

A variety of research-based educational practices are used to raise student achievement at Pierce. We extend the school day through our Before School and After School Programs. We offer targeted intervention before the school day begins. We offer interventions during the school day for students needing strategic intervention in ELA and/or Math. Most teachers are trained to use Comprehensive Early Learning and/or Extended Literacy Learning research-based teaching strategies and UNRAAVEL strategies for ELA and Math. Some Pierce teachers have implemented Whole Brain teaching strategies, Step-Up-to-Writing and Orton-Gilligham strategies for phonics instruction. The teachers have worked collaboratively on creating an effective Tier II intervention called Targeted Intervention and Enrichment (TIE) for 45 minutes a day four days a week through the implementation of the Professional Learning Community components. In addition, close and critical reading strategies are being implemented in all classrooms.

Parental Involvement

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

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

- District Nurse
- Resource Teachers: Special Education (RSP, Speech, Adaptive P.E., Kern County Itinerant Vision Specialist), ELA Coach, Math Coach, Project Teacher, ELD coordinator, and Technology Coach.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: a classroom paraprofessional, before and after school program instructors and tutors, and special education paraprofessionals.
- School Counselor (5 days a week)
- Translators/Interpreters
- School Resource Officers
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program (both before and after school)
- State Preschool
- Kern County Children's Dental Health Network
- Parent and Community Volunteers
- Indian Wells Family Resource Center
- Kern Regional Center
- College Community Services

Our school communicates with parents through:

- Parent Square - email, text, and voice messaging
- School - Parent Compact
- Parent informational meetings and visitations
- Back To School Ice Cream Social, Back-To- School Night, Lights on After School, and Open House
- Superintendent's Council
- Parent /Teacher Conferences twice a year
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- Gifted and Talented Education (GATE) Parent Meetings
- English Language Advisory Committee (ELAC) Meetings
- Pierce PTO
- Heping Children Learn newsletter sent home each month
- Monthly School Activity Calendar sent home each month
- District and school web pages
- Annual Parent Surveys (Title I and ELAC)

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

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.

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)

Pierce School has a Parent Involvement Policy that is shared with parents each year and revised by the School Site Council each year. Our School Site Council reviews our Single Plan for Student Achievement, all budgets, and our Safe Schools Plan. The Single Plan is also shared with parents attending our English Learner Advisory Committee meetings (ELAC) and the PTO. Pierce parents are encouraged to volunteer in classrooms, library, and at all school events. They are also informed about district meetings such as the bimonthly Superintendent's Council and monthly School Board meetings. Parents are actively recruited to serve on district committees for textbook adoptions, calendar development, and school safety.

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, Title 1 intervention, paraprofessional support, before school intervention, and before and after-school programs. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase intervention materials, pay intervention teachers, and provide staff development. Translation services (Spanish) are provided as a centralized service. Instructional paraprofessionals provide small group support in reading and writing. Our counselor provides support through Friendship Circles, parenting classes, and classroom instruction on conflict resolution and bully- prevention strategies.

18. Fiscal support (EPC)

District provides fiscal support through LCFF decentralized (general fund) allocation. We also receive funding through the Title I Program (categorical).

Description of Barriers and Related School Goals

At Piece we constantly work to minimize the effects of many barriers such as poverty, language barriers, lack of parental involvement, and transiency. With 83% of our students being designated as socioeconomically disadvantaged and with 70% of the population being direct certified, poverty is one of our biggest hurdles to overcome. Some of the challenges that are associated with high poverty rates include; family reliance on state programs to provide basic necessities, health/dental care and housing. Another constant barrier is a lack of proficiency of the English language among at least 17% of our English language learners. Proficiency in the English language is a requirement for success on the Smarter Balanced Assessment Consortium (SBAC). We have the challenge of students not being proficient in the English language and in the spring, grades 3rd-5th are required to do high stakes testing in English to measure proficiency of the Common Core standards. Parent involvement has been a struggle at Pierce. Past history indicates that some of our student's parents are residing illegally in our country. Illegal alien parents of our students are often reluctant to come to school or to be minimally involved in their child's education. In addition, due to parents having more than one job, they lack the time to be actively involved with homework help, coming to conferences and attending school functions. One final barrier is having a transient population. Last year alone, there were 109 students added to the student body after the start of the school year with a loss of a total of 44 for the entire year. This data suggests that there is a considerable amount of movement among our population. Students move in and out of the school for various reasons which causes a lack of continuity in the learning experience for our students. A portion of this movement can be attributed to being the district overflow school specifically for grades 4 and 5 as well as the fact that high levels of poverty often times contributes to a transient lifestyle due to economic downturns.

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	59	48	40	59	47	39	59	47	39	100.0	97.9	97.5
Grade 4	57	59	61	57	59	61	57	59	61	100.0	100	100
Grade 5	62	57	63	61	56	63	61	56	63	98.4	98.2	100
All Grades	178	164	164	177	162	163	177	162	163	99.4	98.8	99.4

* 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	2390.6	2409.5	2399.2	12	11	12.82	20	26	15.38	31	36	41.03	37	28	30.77
Grade 4	2453.2	2474.6	2427.6	21	27	11.48	28	25	16.39	14	22	24.59	37	25	47.54
Grade 5	2517.2	2516.7	2518.1	25	30	28.57	31	32	25.40	26	18	20.63	18	20	25.40
All Grades	N/A	N/A	N/A	19	23	18.40	27	28	19.63	24	25	26.99	31	24	34.97

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	14	15	17.95	36	53	46.15	51	32	35.90	
Grade 4	30	32	18.03	42	44	44.26	28	24	37.70	
Grade 5	28	34	25.40	44	43	49.21	28	23	25.40	
All Grades	24	28	20.86	41	46	46.63	36	26	32.52	

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	10	15	10.26	47	51	43.59	42	34	46.15
Grade 4	11	24	16.39	56	53	34.43	33	24	49.18
Grade 5	28	34	41.27	49	48	33.33	23	18	25.40
All Grades	16	25	24.54	51	51	36.20	33	25	39.26

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	15	9	25.64	61	85	56.41	24	6	17.95
Grade 4	26	14	8.20	47	78	60.66	26	8	31.15
Grade 5	28	20	26.98	56	61	61.90	16	20	11.11
All Grades	23	14	19.63	55	74	60.12	22	12	20.25

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	8	9	20.51	54	66	48.72	37	26	30.77
Grade 4	12	20	8.20	49	61	54.10	39	19	37.70
Grade 5	41	34	34.92	49	48	41.27	10	18	23.81
All Grades	21	22	21.47	51	58	47.85	28	20	30.67

Conclusions based on this data:

1. As we look across the grade levels for years 14-15, 15-16, and 16-17 overall, each grade level dropped in ELA in the percentage of Met/Exceeded for the 16-17 year. It is significant to notice that the trend reveals a stronger positive outcome in year 15-16 than any other year. It is also significant to note that the fourth grade took the biggest dip with a difference in 25 percentage points from year 15-16 to year 16-17.
2. With the exception of 5th grade Research and Inquiry, the same trend for years 14-15, 15-16 and 16-17 occurred within each strand. The baseline data is at 50 percent or above Meeting/Exceeding and in year 15-16 the percentage of Met/Exceeded increased; however, in 16-17 there was a decrease in the percentage of students who Met/Exceeded standards.
3. When a cohort study is considered, it reveals that the third graders from 14-15 increased in achievement by 20 percentage points in 15-16, but in 16-17, they only increased 2 percentage points. In other words, although there is an overall increase in achievement over the three year period, there was not a significant amount of growth last year.

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	59	48	40	59	47	39	59	47	39	100.0	97.9	97.5
Grade 4	57	59	61	57	59	61	57	59	61	100.0	100	100
Grade 5	62	57	63	61	56	63	61	56	63	98.4	98.2	100
All Grades	178	164	164	177	162	163	177	162	163	99.4	98.8	99.4

* 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	2423.9	2433.6	2434.5	7	13	28.21	42	40	15.38	27	23	28.21	24	23	28.21
Grade 4	2477.2	2477.2	2454.8	21	14	8.20	32	36	27.87	25	29	31.15	23	22	32.79
Grade 5	2505.1	2507.1	2507.2	16	25	20.63	26	21	19.05	28	27	31.75	30	27	28.57
All Grades	N/A	N/A	N/A	15	17	17.79	33	32	21.47	27	27	30.67	25	24	30.06

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	14	21	33.33	58	57	35.90	29	21	30.77		
Grade 4	32	24	22.95	37	46	27.87	32	31	49.18		
Grade 5	25	29	25.40	36	34	38.10	39	38	36.51		
All Grades	23	25	26.38	44	45	33.74	33	30	39.88		

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	17	19	30.77	51	51	38.46	32	30	30.77
Grade 4	21	19	11.48	51	58	54.10	28	24	34.43
Grade 5	20	18	11.11	43	55	60.32	38	27	28.57
All Grades	19	19	15.95	48	55	52.76	33	27	31.29

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	19	23	33.33	54	64	43.59	27	13	23.08
Grade 4	35	22	11.48	42	56	57.38	23	22	31.15
Grade 5	21	20	19.05	46	52	46.03	33	29	34.92
All Grades	25	22	19.63	47	57	49.69	28	22	30.67

Conclusions based on this data:

1. As we look across the grade levels for years 14-15, 15-16, and 16-17 overall, each grade level had a slight drop in Math achievement in the percentage of Met/Exceeded for the 16-17 year. It is significant to notice that the trend reveals a slight positive outcome for 3rd and 5th grade in year 15-16 than any other year. It is also significant to note that the fourth grade has gradually decreased in the number of students who Met/Exceed standards as the years progress.
2. Looking at each of the math strands, it is noteworthy to mention that during all three years, there has not been a significant amount of growth when it comes to the number of students who have met/exceeded standards. This suggests that while the math instructional strategies are solid, there is a need to focus on a more significant increase in academic achievement across all grade levels.
3. In a cohort study, considering the data from the third grade class of 2014-2015, there was a slight dip in student achievement 2016-2017. Indicating that math instruction must align with Common Core to increase student's ability to meet/exceed common core standards.

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	***	
1	0	0		18	22	29	64	61	29	18	17	43	0	0	
2	0	11	6	10	22	17	60	67	50	30	0	22	0	0	6
3	0	0	14	25	0	43	58	86	29	0	14	14	17	0	
4	22	0		44	80	43	22	20	57	11	0		0	0	
5	0	22		67	22	***	33	56	***	0	0		0	0	
Total	4	6	5	28	24	29	52	61	45	12	8	19	4		2

Conclusions based on this data:

1. There seems to be a forward moving bubble up to the intermediate level and then not much progress toward early advanced or advanced. This indicates a need for instructional strategies that will move students toward proficiency levels that require a command of the English language. Our site has designed an ELD program that will use the Benchmark Advance ELD component to help move our students toward proficiency. Also, all teachers have implemented the required designated ELD block (a required 30-minute block of time each day) toward explicit instruction in the English language.
2. It is evident that in order to ensure students exit the ELD program by the end of 5th grade, we need to specifically target those students in third and fourth grade who are still stuck at Intermediate.

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							24	29		35	14		41	57	
1				18	21		64	58		18	16			5	
2		11		18	22		55	67		27					
3				25			58	86			14		17		
4	22			44	80		22	20		11					
5		22		67	22		33	56							
Total	3	5		23	21		42	55		18	9		14	9	

Conclusions based on this data:

1. The school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	50	49	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	50	49	
Number Met	29	30	
Percent Met	58.0%	61.2%	
NCLB Target	60.5	62.0%	
Met Target	No	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	57	8	46	9		
Number Met	9	--	10	--		
Percent Met	15.8%	--	21.7%	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	--	No	--		

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

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. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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:
Provide an academic program fully aligned to the Common Core State Standards. We will continue to implement CCSS in ELA/ELD and Math utilizing Benchmark Advance (ELA/ELD) and Go Math! Provide staff with professional development that will enable them to fully implement 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 2018 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
Provide training/support for teacher use of Common Core aligned Moby Max program to provide instructional support.	August 2017-May 2018	Technology Coach or trainers from Moby Max	Offer Moby Max training and support in after school training sessions and during staff meetings.		District Funded	
			Teachers receive stipends for attending after school training sessions for Moby Max. \$22 per hour salary and \$22 per hour benefits.		District Funded	
			Purchase district license for Moby Max Computer Program, which is used at Pierce for reading, language arts, and math intervention. Moby Max is aligned with Common Core.		District Funded	
Develop and implement Common Core common assessments	September 2017-May 2018	Staff and principal working with district trainers.	Staff and principal will attend district and site grade level collaborative meetings. There is no site cost associated with this action item other than subs for when teachers attend training. See that action item listed later in this section.		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	September 2017- May 2018	Staff and principal working with district trainers.	Staff and principal will attend district and site collaborative meetings. There is no site cost associated with this action item other than subs for when teachers attend training. See that action item listed later in this section.		District Funded	
Provide Illuminate training/coaching support	August 2017 - May 2018	District Project Teacher	Offer Illuminate training and support in after school training sessions. Teachers receive stipends to attend training sessions. \$22 per hour salary and \$22 per hour benefits.		District Funded District Funded	

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:
2016 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
Intervention teacher will provide additional reading or math intervention for struggling students as determined by classroom teachers. (Before school hours)	September 2017-April 2018	Classroom teachers Various teachers who volunteer to do intervention.	Personnel Salary	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
			Personnel Benefits	3000-3999: Employee Benefits	Intervention (BS/AS)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training in CELL/ExLL strategies to align with Benchmark Advance ELA curriculum	November 2017-April 2018	Classroom Teachers, RSP Teacher, Paraprofessionals Principal	CELL/ExLL Trainers to visit site and give teachers professional development on strategies like Shared Reading, Guided Reading that align with Benchmark Advance curriculum	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3875
K-2 intervention paraprofessional to support teachers in the classroom with small groups and assessment	August 2017-May 2018	Principal	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	17325
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	16709

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:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. We will continue to work closely with the maintenance department to keep our campus clean and well maintained. We will update all safety plans and safety/emergency equipment as required.
Data Used to Form this Goal:
Spring 2016 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 2017 - May 2018	Principal	Principal will notify district immediately if staffing changes. There is no site cost associated with this action item unless new staff needs to be hired.			

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 2017-2018 school year.	August 2017 - May 2018	Principal and/or Site representative	Principal or site representative will attend district meetings and report back to site staff. There is no site cost associated with this action item.			
Replace all emergency water supplies that are expiring in April 2018	March 2018	District Office	District Safety Office will provide new cases of emergency water 2 cases per classroom (22 x 2= 44). An extra set of 44 cases will be stored in another area for emergency supplies.		District Funded	
Office and instructional supplies to support instruction	Ongoing	Principal and teachers	Office and classroom materials	4000-4999: Books And Supplies	General Unrestricted	16083
			Printshop costs	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1400
			Classroom materials to support instruction in ELA and Math	4000-4999: Books And Supplies	Title I Part A: Allocation	1603
Provide custodial supplies.	August 2017-May 2018	Principal and custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adequately staff and support the Before School Program and the ASES After School Program.	August 2017 - May 2018	BSP and ASES Personnel	Personnel Salaries - After School Program		After School and Education Safety (ASES)	
			Personnel Benefits - After School Program		After School and Education Safety (ASES)	
			Supplies		After School and Education Safety (ASES)	
			Custodial Supplies - for BSP and ASP.		After School and Education Safety (ASES)	
			Personnel Salaries - Before School Program		After School and Education Safety (ASES)	
			Personnel Benefits - Before School Program		After School and Education Safety (ASES)	
Purchase equipment and supplies to support school clubs such as GATE, Student Council, Anchored4 Life, Soccer Club, Technology Club	August 2017 - May 2018	Principal	Equipment and/or supplies for school clubs	4000-4999: Books And Supplies	General Unrestricted	1300
Support staff use of Eno Boards, projectors, computers, computer lab, ELMOs, etc. with replacement of tech items as necessary due to wear and tear in classrooms or the computer lab.	August 2018 - May 2018	Principal Tech Dept.	Technology Equipment	4000-4999: Books And Supplies	General Unrestricted	3500
Provide professional development for supporting students with difficult behaviors	November 2018	Kindergarten Teachers	K teachers Registration for BER conference on November 23, 2017.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1047
			K Teachers one night stay in Anaheim	5000-5999: Services And Other Operating Expenditures	General Unrestricted	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with professional development in classroom management	November 2018- April 2017	Principal Teachers	6 Training Sessions for 1 hour per teacher (6 Teachers are willing to participate) 36 hours x 22.00 per hour	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	792
				3000-3999: Employee Benefits	Title I Part A: Allocation	136
			Purchase materials for each teacher who does not already have the materials	4000-4999: Books And Supplies	Title I Part A: Allocation	100

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 2017 - September 2018	Principal Staff Counselor	There is no cost associated to this action item.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain and improve our PBIS program through student incentives, banners and positive reinforcements.	August 2017 - May 2018	Principal PBIS Team Staff Counselor	Purchase supplies and materials for student recognition throughout the year. (Brag tags, attendance tags, medals, and other student awards.)	4000-4999: Books And Supplies	General Unrestricted	2000
Plan Family Nights to educate parents and engage students with PBIS, digital tools, STEAM, healthy habits, and the ARTs.	August 2017-May 2018	Principal PBIS Team Staff Counselor Teachers	Purchase supplies and materials to promote and organize Family Nights	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1000
			Refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	340
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies. Counselor will serve on PBIS team and help implement PBIS and Bucket Filling at Pierce School.	August 2017 - May 2018	Counselor	Personnel Salaries - District paid.		District Funded	
			Personnel Benefits - District paid.		District Funded	
Parent communication and involvement will be encouraged through the use of Homework Folders, monthly school activity calendars, flyers sent home about school events, and a monthly newsletter.	August 2017 - May 2018	Principal Clerk Project Teacher	Print shop costs for sending home flyers for School/Home Communication	5000-5999: Services And Other Operating Expenditures	General Unrestricted	300
			Homework Folders for home/school communication.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800

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. Insure that all English Learners are getting both integrated and designated instruction at their appropriate level daily. Also provide access to ELA and Math intervention programs to English Learners.
Data Used to Form this Goal:
2015 -2016 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2015-2016 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 - 2017: 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)	September 2017-May 2018	District ELD Project Teacher	During district grade level collaborative meetings, staff and principal will receive professional development on ELA/ELD instructional model. There is no site cost associated with Pierce principal and staff - just for the trainer which is provided by the district.		District Funded	
Create and implement a school wide ELD plan for designated and integrated instruction.	September 2017	Principal and staff	During staff meetings, principal and staff will develop a school wide ELD Instructional Plan and schedule. There is no site cost associated with this action item.			
Continue to support English learners and their families by providing information and support through English Learner Advisory Committees.	Twice a year.	Principal	There is no site cost associated with this action item. The district provides funding for this.		District Funded	
Provide subs for teacher ELD training/support	August 2017-April 2018	Principal District ELD Project Teacher	Subs for new teachers to obtain ELD/Intervention modeling and support (4 days x 120.00)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	480

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:

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	30,783.00	0.00
Title I Part A: Allocation	42,067.00	0.00
Title I Part A: Parent Involvement	2,140.00	0.00
Intervention (BS/AS)	5,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	30,783.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	42,067.00
Title I Part A: Parent Involvement	2,140.00

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	5,772.00
2000-2999: Classified Personnel Salaries	17,325.00
3000-3999: Employee Benefits	17,345.00
4000-4999: Books And Supplies	32,726.00
5000-5999: Services And Other Operating Expenditures	6,822.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Unrestricted	28,883.00
5000-5999: Services And Other Operating	General Unrestricted	1,900.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,272.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	17,325.00
3000-3999: Employee Benefits	Title I Part A: Allocation	16,845.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,703.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	4,922.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,140.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	42,909.00
Goal 3	32,161.00
Goal 4	4,440.00
Goal 5	480.00

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
Mrs. Traci Freese	X				
Mrs. Heather Kenny				X	
Mrs. Eileen Lopez				X	
Mrs. Crystal Park				X	
Mr. Paul Rodriguez				X	
Mrs. Andrea Leonard				X	
Mrs. Robyn Loftis		X			
Mrs. Shirley Bell (alternate)				X	
Ms. Kim St. George		X			
Ms. Judy Williamson			X		
Mrs. Sara Olson		X			
Numbers of members of each category:	1	3	1	6	

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

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):
PTO Board and interested PTO 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 October 30, 2017.

Attested:

Traci Freese

Typed Name of School Principal

Traci Freese

Signature of School Principal

11/9/17

Date

Heather Kenny

Typed Name of SSC Chairperson

Heather Kenny

Signature of SSC Chairperson

11/9/17

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)

2016-2017 - PIERCE ELEMENTARY SCHOOL PARENT SURVEY RESULTS – 89 Responses

1. Is Parent Square a good way to reach out to parents and keep them informed?
 A = Yes 79% B = No 6% C = Not registered 15%
2. Do you ever visit the Pierce School Website?
 A = Yes, frequently 21% B = No, never 30% C = Occasionally 49%
3. Do you ever visit the SSUSD Website?
 A = Yes, frequently 26% B = No, never 31% C = Occasionally 43%

Red number = Strongly Agree + Agree Responses for a total approval rating.	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
SCHOOL CULTURE	😊😊	😊	😞	😞😞	?
4. Parents are greeted warmly and courteously when they visit the school.	79% 100%	21%	0%	0%	0%
5. Parents are encouraged to participate in their child's education.	72% 99%	27%	0%	0%	1%
6. My child feels safe at this school.	66% 99%	33%	1%	0%	0%
7. Student discipline is appropriate in this school.	54% 92%	38%	1%	2%	5%
8. Positive behavior is acknowledged frequently.	68% 96%	28%	3%	0%	1%
9. My child has opportunities to develop respect, responsibility, and problem solving skills.	72% 100%	28%	0%	0%	0%
10. My child and I find that the school is well maintained.	64% 99%	35%	0%	0%	1%
11. It is evident that there are high standards, positive messages, and high expectations of everyone at this school.	72% 97%	25%	2%	0%	1%
PARENT/COMMUNITY INVOLVEMENT	😊😊	😊	😞	😞😞	?
Parents are invited and encouraged to:					
• 12. Visit the school.	72% 98%	26%	1%	1%	0%
• 13. Assist in class as a volunteer or aide.	62% 95%	33%	5%	0%	0%
• 14. Attend school functions such as parent/teacher conferences, family nights or other school events.	75% 99%	24%	1%	0%	0%
• 15. Serve on school and district committees.	69% 98%	29%	2%	0%	0%
16. Activities and meetings for parents are scheduled at times and places that are convenient for parents.	62% 93%	31%	2%	1%	4%

HOME/SCHOOL COMMUNICATION	😊😊	😊	😞	😞😞	?
17. Parents are able to talk to someone at the school when they have concerns or questions.	79% 98%	19%	0%	2%	0%
18. Teachers communicate frequently with parents.	68% 95%	27%	3%	2%	0%
19. The monthly school newsletter and calendar provide valuable information to parents.	77% 98%	21%	1%	0%	1%
20. Materials are provided to parents in their home language.	75% 97%	22%	0%	0%	3%
21. If a parent needs a translator, the school tries to accommodate that need.	50% 65%	15%	2%	0%	33%
STANDARDS AND ASSESSMENT	😊😊	😊	😞	😞😞	?
22. This is a school with high academic standards for all students and all ability levels.	72% 98%	26%	0%	0%	2%
23. I know the standards my child must meet.	68% 98%	30%	1%	1%	0%

24.I understand clearly how my child's work will be graded.	68% 95%	27%	3%	2%	0%
25.Parents are fully informed about their child's academic progress through progress reports or conferences.	82% 98%	16%	2%	0%	0%
TEACHING AND LEARNING	😊😊	😊	😞	😞😞	?
26.All students have equal opportunity to learn at this school.	77% 96%	19%	1%	0%	3%
27.My child is making good progress in reading.	79% 96%	17%	4%	0%	0%
28.My child is making good progress in writing.	72% 96%	24%	4%	0%	0%
29.My child is making good progress in math.	79% 97%	18%	2%	1%	0%
30.My child has regularly assigned homework.	81% 100%	19%	0%	0%	0%
31.My child is getting a good education.	79% 100%	21%	0%	0%	0%

My favorite thing about Pierce School is:

- The principal, staff, and teachers. Their teamwork makes the school a great place for the parents and the children.
- The Before and After School programs. I really love my kids going there.
- The positive atmosphere. The entire school works together, they endure terrible things, but they are a family. The RSP program has been such a blessing to our family.
- The staff is friendly and handles issues that we may have.
- The friendly staff, they are aware of bullying problems and will resolve it.
- The staff and how well they try to help the parents.
- The staff is very friendly and should a problem arise, they take care of the issue.
- Being able to communicate directly with the principal and staff regarding my questions and concerns.
- They are excellent at trying to reach student and parent needs.
- Everyone is very polite and nice. Teachers care and help my child to do the best they can in school.
- The staff is amazing! Mrs. Barnes makes my child feel special and loved at school.
- The teachers and staff provide a loving, caring environment. We love Pierce!
- The caring and/or friendly staff. X 10
- The teachers X2
- Mrs. Barnes
- The Before School Program
- The After School Program X3
- How much everyone cares about the students.
- The friendly culture. Everyone is included. Parents are encouraged to participate. Lots of ways to communicate. Experienced teachers. Friendly office staff.
- The atmosphere. The staff is friendly and welcoming.
- The office staff. Elaine is amazing.
- The accommodating and very understanding staff.
- The staff, teachers and principal. All of them are very attentive to the students and work diligently to educate the students.
- Before school program. Caring teachers and principal.
- The help my little girl gets when she needs help.
- The dedication. The staff has to go above and beyond every day.
- How involved the teachers are. Mrs. Barnes knows all the kids and everyone is always helpful.
- The office staff are friendly. Cafeteria personnel know the kids names. And the teachers are very competent and they have a great principal.
- The family friendly feeling.
- The administration is absolutely wonderful. From the principal to the crossing guards. Everyone always has a smile!
- How much they care for my kids.
- It meets our standards.

- That we have assemblies.
- How amazing the staff have been these last few years.
- The before school program. I also love the fact that Mrs. Barnes greets the children.
- Ladies in the office are very helpful.
- The staff is always so helpful. X2
- They are not over-populated with students and each grade has two teachers.
- The staff is absolutely wonderful. The email and/or texts we are getting with important information has been so helpful and I hope they plan to continue next year.
- The staff. Everyone is wonderful here.
- The principal, Mrs. Barnes and all the staff and teachers.
- Pride assemblies, staff, rewards for AR, millionaires club with a treat.
- Doing centers, and doing work and everything else. (this is what my child says)
- The staff and their way of working with the children.
- Communication between teacher and office and parents is great.
- The dedication to the students.
- The principal and teachers are very knowledgeable and pleasant.
- I like the teachers and the office staff. They are always so understanding.
- The before and after school program. Mrs. Barnes recognizes students for good behavior, not just bad.
- The climate, the staff, bucket filler program, Mrs. Barnes' no nonsense approach to parent communication. I really like the school calendar.
- The great attitude over all of the school. I love the morning messages from Mrs. Barnes, the kid's involvement in Friday theme days and the posters in the cafeteria.
- Programs and the principal.
- The dedicated and talented teachers and staff.
- Friendly environment and the teachers.
- How welcoming all the staff are, and how they genuinely care for the children.
- The people in the office and the teachers (like Mrs. McArtor) They are always caring and are always happy to see me whenever I come in.
- The pledge that you do before the pledge of allegiance (the bucket filler pledge) It helps stimulate good acts towards others, a good mantra to help encourage kindness.
- All the staff is really caring and nice. They show they actually care about the kids.
- The schedule, quality of education and the large play area and super nice teacher and staff and the principal of course!
- The love of the kid's education
- The attention that the whole staff at school has.
- The attention that the teachers have with the kids and the communication that they have with their parents.
- The communication, whatever the problem is you always communicate it with the parent, the meals, and the whole staff is very friendly.
- That the school is gated.
- The teachers teach very well and also put together field trips for the students so they could learn about other stuff.
- That you look for ways to help the students when they have low grades.
- That you help them develop with their studies and you have programs to help them learn more.

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

- Nothing; Pierce is fine the way it is! Or Everything is perfect and I like everything! Thank you! x 30
- That they could have uniforms. X 4
- Put more books in the library.
- Some foods from the menu and have more transportation services for all the kids.
- I would like security guards and that the teachers have their doors closed all the time as a precaution if anything were to happen.
- Playground; covered play yards, metal equipment X 2
- Educational games could be added to school membership.

- Location X 3
- Religion was not treated like something shameful needing to be hidden or ignored; religious freedom for Christmas. X2
- Late start Wednesdays.
- Front office staff get proper training on emergency situations.
- Better communication from teachers: especially about awards. X 2
- Before and after school programs allowing more students.
- That Mrs. Barnes would not retire next year. X3
- Common core - its ruining my child's education. We have thought about homeschooling with a program that does not use common core. I home schooled one of my grandchildren already.
- Communication between staff and parents about dangerous conditions regarding the school. X2
- More positive attitude from all staff.
- Other parents.
- More enrichment choices for homework. We currently have a homework packet below my child's level or computer screen time (we limit screen time on school days)
- Some of the noon duties, and not doing something about some of the things that happen on the playground. Maybe get more hired help to cut down more on bullying. The noon duty picking on the kids. Threatening and taking away lunches, only reason is for not being done. Kids should have whole recess (lunch) to eat if that is what the need. X2
- Never switch teachers or staff.
- Parking / traffic monitoring because it isn't always safe. We have almost been hit many times. X2
- Students stealing. X2
- Meals - Lunches X3
- Stop bullying. X2
- Enforce dress code; rude sayings on shirts.
- More informed notice of situations like what occurred with man being arrested with gun in car. Would have appreciated being told by school vs paper and neighbors of whole story. However my daughter has attended this school since kindergarten and is the ONLY thing that I can think of.
- Longer recess and a little more opportunity for play.
- Start earlier. X 3
- Water sprays everywhere when washing hands in the outside boys bathroom.
- Bus system sucks, but we love the school.
- Smaller class sizes - but I know Pierce cannot control that.
- Finding the lost and found.
- Subs letting my child leave the classroom even though school has not ended. No parent there . . . teacher in the classroom my child on the playground.
- I don't really have anything but wish my kids could have this staff at the junior high level.
- A better understanding of how accelerated math works in each class and when students can complete it.
- I would like the campus to be more secured at the front of the school.

Additional Comments:

- Love Pierce!
- Thank you to the teachers, staff, and Mrs. Barnes for all you do for the kids.
- Overall the school and staff are amazing and are doing great.
- This school is a gem. I was blessed to come in as a parent from another school, and have an entire team support me and my son. We have both grown because of the diligence of the staff and the love they have given our family.
- Keep up the good work! X 2
- Love the staff, the front office and the hospitality! Thank you!
- We couldn't be happier with choosing Pierce for our children. We truly appreciate the Before and After School Programs and our daughter is always excited to share what she has learned through STEM. Thank You!
- Pierce School is the best!
- We recently moved to Ridgecrest. We come from the Los Angeles area. But Pierce staff were so nice the first day of school for my daughter.

- Communication is usually pretty amazing, but there was a unique incident that occurred this year that made me uncomfortable. Calling the office was great and concern was definitely shown, but when I reached the teacher, I felt shut down and uncomfortable.
- Sometimes there are problems between the students and cafeteria staff members that my child feels are being ignored so she stopped trying to tell anyone the problem. Kids shouldn't feel bullied by adults. I have felt that my attempts to discuss this with the school also are blown off and ignored.
- Mrs. Barnes will be missed! I enjoyed seeing her interact with the students, whether it was a high five or saying hello. She truly cared about her school, and everyone in it!
- I would like more communication between school staff and parents during dangerous situations. For example, when the guy broke into the school with a loaded handgun and also had high powered rifles only a quarter mile from school. The parents should have been notified a lot sooner than 8:00 pm. Also the students need more drills on how to handle an active shooter.
- When you kick a student off the bus make sure the route they take is safe. I see kids walking alone, crossing China Lake Blvd. not at the cross walks and also they cross on Ridgecrest Blvd. It is not safe, some parents don't have cars and I think there should be some other punishment so they are safe.
- That there would be more vigilance at recess time for the children in kindergarten.
- Thank you. May God bless you.
- I don't have any complaints about Pierce School. The kids are treated very well and parents are welcome.
- Some of the kid's food.
- I like all the staff, they are very attentive to everything.
- I was/am very happy with the way the school responded to/about the situation that happened in the early morning hours this year. I feel the school was very proactive and I love having Mrs. Barnes in front of the school greeting the children.
- This was our first year at Pierce. My daughter was one of the students that had to be moved from Las Flores School. I'm very pleased with this school and she loves being there. She feels excited about going to school each day.
- I love that being a Bucket Filler is promoted at Pierce. My daughter has never been made to feel bad about any of the challenges she has faced.
- Ratio of students is too big. This allows borderline students to fall through the system. An additional teacher at each grade level would have a lower ratio and with less students being borderline.
- We moved to Pierce from another school in the district. It was by far the best choice we made! I love that Pierce has programs like Art and GATE that the other schools don't have. I also think the overall feeling at Pierce is very comforting and welcoming. It's a great school!
- My kids are comfortable and safe at Pierce Elementary School. Everyone is very friendly. Before and After School programs are very helpful for my kid's homework and activities.
- I feel that sometimes the K kids receive too much structure. I understand they need to follow the rules but sometimes it could feel like too much – for example a recess monitor taking away a fun Friday activity for or all of the kids for an infraction.
- We love Pierce School. We will miss Mrs. Barnes.
- I am beyond pleased with everything that Pierce faculty has done for me and even more for my children.
- We will miss Mrs. Barnes.