

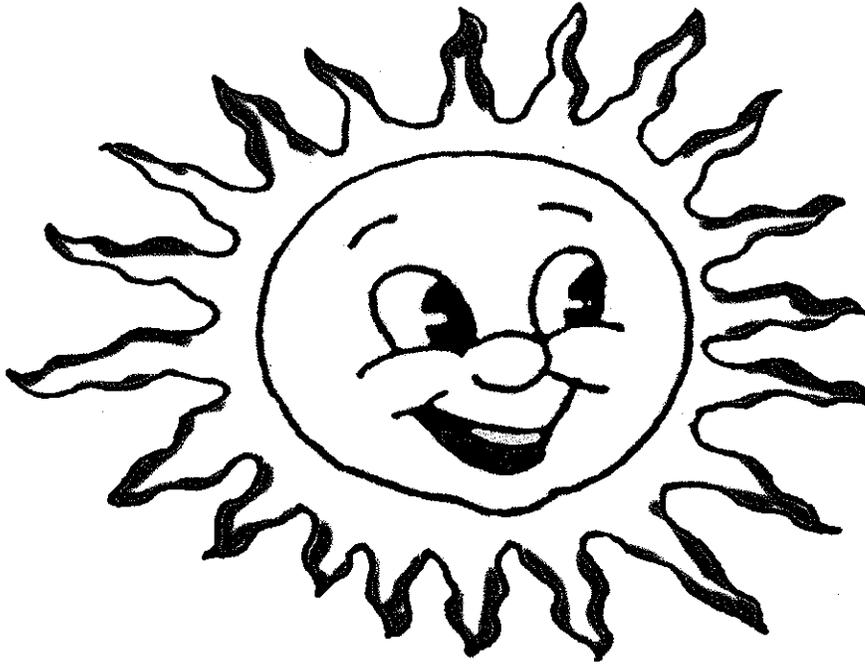
Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FALLER SCHOOL

15-73742-6009633

CDS Code



Date of this Plan: Dec. 10, 2009

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

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The District Governing Board approved this School Plan on January 21, 2010

TABLE OF CONTENTS

| | |
|--|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM | 4 |
| DATA ANALYSIS | 7 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 9 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS | 12 |
| SCHOOL SITE COUNCIL | 13 |
| Site Level ELAC MEMBERSHIP | 14 |
| RECOMMENDATIONS AND ASSURANCES | 15 |
| SCHOOL DATA..... | 16 |
| TITLE 1 SURVEY RESULTS | 19 |
| TITLE 1 PARENT COMPACT | 20 |
| TITLE 1 PARENT INVOLVEMENT POLICY | 21 |
| INSTRUCTIONAL MATERIALS | 23 |
| SITE BUDGET ALLOCATIONS..... | 24 |

The School accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Theodore H. Faller Elementary School is committed to having every child, parent, teacher, staff member, and community member be a learner and a leader. The entire Faller School community (including students, family, staff, and community members) assumes responsibility for each student's academic and personal success and for creating a safe, nurturing environment that permeates the entire culture of the school.

REVISED AND APPROVED BY SCHOOL SITE COUNCIL 4/27/99

Reaffirmed by Site Council yearly

MISSION

The following core values that reflect the vision for our school will permeate the decisions made at our campus. All members of the Faller community will be learners and leaders by:

- **BECOMING RESPECTIFUL AND CARING CITIZENS** – by showing respect for ourselves, the Faller community, for others and the world in which we live.
- **BUILDING SELF-DIRECTED AND RESPONSIBLE LEARNERS**- by demonstrating daily commitment to learning. Individuals who achieve this will: think critically, value the process as well as the products of learning, and be willing to question, explore, and take responsibility for their learning.
- **DEVELOPING SELF-CONFIDENT RISK TAKERS** – by having confidence and courage to meet challenges, to learn from mistakes, and to try again.
- **CREATING LIFE-LONG READERS AND LEARNERS** – by ensuring all students become literate, communicate clearly and are proficient in all subject areas.
- **PROVIDING EXPERIENCES FOR PROBLEM SOLVERS** – through technology and opportunities to explore, create, and apply learning to new situations.

All members of the Faller community are committed to working towards meeting these objectives. These objectives represent our core values because they will guide everything we do in the school.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) **English Language Arts:**

By May 2010, increase student proficiency in English Language Arts as measured by the California State Test (CST) to at least 56.8 % proficient for the school as a whole with particular emphasis on Hispanic and socioeconomic disadvantaged subgroups.

2) **Mathematics:**

By May 2010, increase student proficiency in Mathematics as measured by the California State Test (CST) to at least 58 % proficient for the school as a whole with particular emphasis on Hispanic and socioeconomic disadvantaged subgroups.

3) **English Language Learners and EL Development:**

By September 2010 90% of all English Language Learners will advance one CELDT level.

4) GATE:

By May 2010, all GATE students will achieve advanced or proficient in their identified academic area as measured by the California State Test (CST).

5) Library

By May 2010 the school library will purchase 250 additional books representing preschool to middle school reading levels.

6) School Climate/ Safety

By June 2010 a safe and orderly evacuation plan will be finalized with identified locations for all students, personnel and volunteers including a new map of the modernized campus identifying the escape routes.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft 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.

Student performance is regularly reviewed during collaboration time and Student Assistance Team (SAT) meetings. These results are discussed during collaboration time and focus on instruction. Teachers are able to discuss each student and modify instruction to improve student achievement.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

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 Faller School's staff development has been predominantly in the area of English Language Arts, Mathematics and Technology through trainings such as Open Court Training, Houghton- Mifflin and Smartboard/Eno Training.

3. How do you offer ongoing instructional assistance and support for teachers?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and two Title 1 Resource Teachers. They support site teachers by assisting in reading instruction, observing, offering model lessons, and providing feedback on best practices. Support staff also provides professional development in teaching strategies and assist with classroom assessments, ELD strategies, and technology. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Edusoft, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings twice a month during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams when there is a need. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include paraprofessional support, strategy groups, before and after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through individual, small group and whole group lessons.

Teaching and Learning

8. How do you align curriculum, instruction, and materials to content and performance standards?

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Also Faller has opened a preschool this year on campus and has held meetings with the principal and kindergarten teachers. The preschool supervisor also attends staff meetings. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and

exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

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

- District Nurse
- Resource Teachers: Special Education- 2
- Instructional aides -3
- Translator
- School Resource Officer
- Parent volunteers
- School Attendance Review Board (SARB)
- Intervention- before and after school
- ASES- After School Program
- State Preschool
- Counselor- 2 days a week

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- School Newsletter
- EdLine and school web pages
- Automated phone system
- Teacher newsletters

14. How do you involve parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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

- | | |
|--------------|-------------------------------|
| <u> 1 </u> | Principal |
| <u> 3 </u> | Classroom teachers |
| <u> 1 </u> | Other staff |
| <u> 5 </u> | 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.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Two teachers received intensive training on State Board of Education adopted instructional materials in the Houghton Mifflin math adoption. All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

Faller scored strongly as measured by API with a 14 point growth overall with a final overall 2009 API of 826. All subgroups grew a minimum of 13 points.

What does the data by grade level show?

The strongest performance is seen in fourth grade with weakest performance in third grade in English Language Arts. In math fourth grade continues high with performance at third and fifth only slightly above the state target.

What causes this result?

Teaching strategies utilized in the classroom were particularly effective in grades two and four.

What are the needs?

Third grade will be a focus area.

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?

All three numerically significant subgroups met their AYP targets in English Language Arts and Mathematics. However, current performance will result in not meeting AYP targets for Hispanic and Socioeconomic Disadvantaged with increasing AYP targets for 2010.

What causes this result?

A large proportion of the Hispanic and the Socioeconomic Disadvantaged students at Faller are also English Language Learners.

What are the needs?

The need would be to focus on EL strategies.

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

In grade K, 63% of English Learners are Early Intermediate. In grade 1 with our highest population of English Learner, 57 % are Beginners. In grade 2, 47% of the English Learners are Intermediate. In grade 3, 58 % of the English Learners are Intermediate. Currently, in grades 4 and 5, there are 9 English Learners with 66% in the Intermediate range.

What does the CELDT data by skill area/grade level show?

In grades K-2, our CELDT data indicates a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate. In grades 3-5, our CELDT data indicates a need for instruction to focus on English Language Development standards for Intermediate, Early Advanced, and Advanced. Currently, our teachers use the ELD progress profile to design standards-based ELA and ELD lessons that meet the needs of English Learners.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

Our teachers are providing leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

What are the needs by proficiency level, grade level and skill area?

| Grades | B | EI | I | EA | A |
|--------|----|----|----|----|---|
| K | 1 | 5 | 2 | 0 | 0 |
| 1 | 13 | 9 | 1 | 0 | 0 |
| 2 | 3 | 4 | 7 | 1 | 0 |
| 3 | 0 | 4 | 7 | 0 | 1 |
| 4 | 1 | 2 | 4 | 0 | 0 |
| 5 | 0 | 0 | 2 | 0 | 0 |
| Total | 18 | 24 | 23 | 1 | 1 |

Our data reflects that there is a need to focus on instructional needs of our Beginners, Early Intermediates, and Intermediates in grades K-2. And, in grades 3-5, our instructional focus is on the

needs of the Early Intermediates and Intermediates. We use the ELA and ELD standards to drive instruction based upon the students' English Proficiency Level.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Our site is making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria.

Our teachers continue to provide leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics? Our API rose from 812 to 826 with 60.5 % of the students scoring at or above Proficient in English Language Arts and 61.5% of the students scoring at or above Proficient in Math. Our five identified GATE students all scored Advanced in both English Language Arts and Mathematics.

What causes this result?

We use differentiated instruction to meet the needs of our GATE population.

What are the needs?

We will continue the use of differentiated instruction. Also, we have tagged five students to be on the watch list for GATE and all five scored Proficient or Advanced on the CST.

5. Professional Development

What are the strengths and needs of the site professional development? Teachers are focusing on the use of technology such as the SmartBoard, Eno and student response system. This became a need because of the new technology installed in all classrooms during modernization of 2009. There is an identified need to meet the academic needs of English Language Learners. Teachers are participating in CELL/ExLL and second year follow up training. Additional training in Edusoft and Benchmarking is an additional need.

6. School Climate/ Safety Surveys and Other Input

What does the climate survey by teacher, parent, and student show?

Overall the survey results were very positive. Of the 29 items on the survey, 21 of the items showed 100% satisfaction. Eight items had a small percentage of reported concern; however, the Site Council still reviewed those items. Teacher communication and discipline had 13% of the respondents expressing concern. Some respondents, 12%, felt that parents are not invited and encouraged to assist in class as a volunteer. Ten percent of the respondents had concerns about being able to talk to someone at the school when they have concerns or questions. Several items had 7% of the respondents showing concern. They are recognition for good behavior, lack of high standards, and safety.

If there is additional input, what does it show?

Additional input was received through the comment section of the survey. Fifty-four respondents added a comment. Of those comments, 83% were of a positive nature such as: "Faller is a wonderful school", "We couldn't be any happier", "I love Faller School and the teachers and staff", "Faller is a great school! The teachers and other friendly personnel are some of the district's finest."

Six respondents gave suggestions in the comment section such as asking for school events and field trips to be on Flex Friday. Another suggestion was providing a weekly report on her child's academic progress.

Nine respondents wrote about an area they felt needed improvement. Three of those comments were in regards to the policy of younger siblings not being allowed to participate in school field trips or parties.

What are the needs?

We will continue with the student recognition trimester awards assemblies and our Caught Being Good. Also, the Faller 3 B's remain as our school rules. Discipline data is available from Aeries and will be used to analyze school safety and climate. Communication through our school and classroom newsletters and our newest on line web site through Edline are a priority. The staff and principal will continue to discuss school wide discipline.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|--|------|-----|------|---------|---------|-------|---|---------------------------|--|--------------------|-------------------------------|---------------------------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| A. Standards, Assessment and Accountability | | | | | | | | | | | | | | | |
| | | X | | | | | 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level. | personnel cost, materials | \$2000 | 7090 | \$619 | principal and EL staff | Nov. | 1 | |
| X | X | X | X | | | | 2. Benchmark testing will provide teachers with data to analyze instructional strategies and pacing guide direction. | personnel, | \$500 | Title 1 SLIBG | | principal and staff | trimester | 1 | |
| X | X | X | X | | | | 3. Collaborate in grade levels on standards, benchmarks, and CST testing. | personnel | \$2000 | Title 1 EIA | | principal, staff | monthly | 1 | |
| X | X | X | X | | | | 4. Provide time and/or assistance for teachers to complete benchmark testing. | personnel, materials | \$1000 | Title 1 SLIBG | | principal, staff | trimester | 1 | |
| X | X | X | X | | | | 5. Purchase test prep materials for grades 2-5. | materials | \$2500 | Title EIA | | principal, clerk | Sept. | 2 | |
| B. Staffing and Professional Development | | | | | | | | | | | | | | | |
| X | X | X | X | | | | 1. Training on Smartboards/Enos will be provided. | equipment, personnel | \$1000 | Title 1 SLIBG | | principal, staff | Sept. | 2 | |
| X | X | X | X | | | | 2. Training on teaching strategies such as CELL/ExLL. | personnel, materials | \$500 | Title 1 EIA | | staff | all year | 2 | |
| X | X | X | X | | X | | 3. Training on Edusoft, Edline and technology. | equipment, personnel | \$1000 | Title 1 SLIBG | | staff | Oct. | 2 | |
| X | X | X | X | | | | 4. Collaboration time to analyze curriculum, grade-level instruction and articulation between grade levels, differentiating instruction, and grouping of students for intervention. | personnel | \$500 | Title 1 EIA SLIBG | | principal, staff | monthly | 1 | |
| C. Teaching and Learning | | | | | | | | | | | | | | | |
| X | | X | | | | | 1. A district EL project teacher will provide support through coaching and professional development. | supplies | \$250 | 7090 | \$8000 | staff | all year | 2 | |
| X | X | X | | | | | 2. Provide intervention before, during and after school hours. | personnel cost, materials | \$5000 | Title 1 ASES | | staff | all year | 1 | |
| X | X | X | X | | | | 3. Promote the use of technology in the classroom using the Smartboards, sound systems and electronic student response systems. | equipment | \$5000 | Title 1, GATE, EIA | | staff, computer lab tech. | all year | 2 | |

| Goals | | | | | Actions to Reach Goals | | | | | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|------------------------|-------|--|------------------------------|--------|---|-----------------|----------------|---------------------------------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | | | Site Cost | Funding Source | District Centralized Services | | | |
| X | X | X | X | | | | 4. Collaborate with staff on pacing guides and yearly plans in all curricula. | personnel | \$500 | Title 1 | | | principal, staff | Sept. | 1 | |
| X | X | | X | | X | | 5. Collaborate with the preschool and the after school program on grade level standards and yearly academic plans. | personnel, materials | \$500 | Title 1 | | | staff | Sept. | 2 | |
| X | X | X | X | | X | | 6. Update computers, software, networking, wireless and other technology to support and improve the instructional program. | equipment | \$5000 | Title 1 SLIBG, EIA | | | principal, staff, computer tech | all year | 2 | |
| X | X | X | X | | | | 7. Provide supplemental instructional material. | | \$7000 | SLIBG, GATE, EIA | | | staff | Sept. | 3 | |
| | | | | | | | D. Opportunity and Equal Access | | | | | | | | | |
| X | | X | | | | | 1. Specialized interventions will be provided to English Language Learners who are not progressing as measured on the CELDT test and CST. | personnel costs and supplies | \$9000 | Title 1 EIA ELAP | | | Title 1 teachers, staff | all year | 1 | |
| | | | | | X | X | 2. Counseling Services will be provided to focus on emotional, social and academic needs of students. | counselor | \$9000 | Title 1 EIA | | | counselor | all year | 1 | |
| | | | | X | | | 3. Library book purchase | materials | \$5000 | Title 1 EIA | | | library staff | Dec. | 2 | |
| | | | | | X | X | 4. Provide auxiliary services for students and parents through Student Assistant Team, volunteers, orientation programs (kindergarten, 5 th grade) and outside agency referrals (College Community Services, Family Resource Center, Kern Regional Center). | Personnel, supplies | \$2000 | Title 1 | | | principal, staff, clerk | all year | 2 | |
| | | | | | X | X | 5. Provide assemblies, activities and programs that are motivational and educational. | personnel, contracts | \$2000 | Title 1 SLIBG | | | contractor, staff, office | all year | 3 | |
| X | | | X | | X | X | 6. Assist in funding classroom field trips including Camp Keep. | personnel, materials | \$5000 | Title 1, GATE | | | principal, staff | all year | 2 | |
| | | | | | X | X | 7. Explore school-wide approaches to reduce negative behaviors including bullying. | supplies | \$400 | Title 1 | | | principal, staff, counselor | Feb.- May | 3 | |
| | | | | | | X | 8. Replace outdated, damaged furniture and/or purchase new desks, chair, bookshelves, tables, file/storage cabinets as necessary for site growth | materials | \$7000 | Gen Fund, Title 1, SLIBG | | | principal, staff, clerk | May | 3 | |
| | | | | | | X | 9. Replace damaged, old kindergarten playground | materials | \$3000 | SLIBG | | | principal, staff | March | 3 | |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|--|-------------------------------|--|---------------------------------|-------------------------------|--|-------------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | materials such as bins to store toys, trucks, wagons, and sand play equipment. | | | | | | | | |
| | | | | | | | E. Parent, Student and Community Involvement | | | | | | | | |
| | | X | | | | | 1. Translation/interpreting services (Spanish) will be provided to assist students and parents. | <i>personnel, interpreter</i> | \$7500 | 7090 | \$7010 | <i>interpreter</i> | <i>all year</i> | 1 | |
| | | | | | X | X | 2. Family Nights will be provided. | <i>supplies</i> | \$500 | Title 1 | | <i>principal, staff, PTO volunteers</i> | <i>Sept. Jan. March</i> | 2 | |
| | | | | | X | X | 3. Complete the safety map with updated changes and provide staff development. | <i>personnel, supplies</i> | \$250 | SLIBG | | <i>principal, staff, office clerk</i> | <i>Sept.- Dec.</i> | 1 | |
| | | | | | | X | 4. Purchase new emergency/first aid supplies for all classrooms and the front office. | <i>supplies</i> | \$6000 | SLIBG | | <i>principal, staff, office clerk</i> | <i>May</i> | 2 | |
| | | | | | | X | 5. Purchase an additional 200 folding chairs for our newly enlarged multipurpose room. | | \$5000 | SLIBG | | <i>principal, staff</i> | <i>May</i> | 3 | |
| | | | | | X | | 6. Support extra curricula activities with funding assistance: i.e. Jr. Audubon Society, 4/5 Basketball Program, Battle of the Books, Student Council, Chess Team. | <i>materials, supplies</i> | \$1000 | Title 1 SLIBG GATE EIA | | <i>principal, office clerk</i> | <i>all year</i> | 3 | |
| | | | | | X | | 7. Purchase risers for our new stage | <i>materials</i> | \$5000 | SLIBG PTO | | <i>principal, office clerk</i> | <i>May</i> | 3 | |
| | | X | X | | X | X | 8. Provide opportunity for family and community involvement through the PTO, School Site Council, ELAC committee, and parenting classes. | <i>materials, supplies</i> | \$750 | Title 1 SLIBG PTO | | <i>principal, staff, office, volunteer</i> | <i>all year</i> | 1 | |

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|--|---|--|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results | <p>Melissa Christman, Betsy Parsons and Cherye Adams</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: February, May and September</p> |

**SCHOOL SITE COUNCIL
Elementary**

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

| Classroom Teachers |
|--------------------|
| 1. Betsy Parsons |
| 2. Barbara Arnts |
| 3 Pam Faris |
| |

| Principal |
|----------------------|
| 1. Melissa Christman |

| Other School Personnel |
|------------------------|
| 1. Lisa John |

| Parent or Community Members |
|--|
| 1. Cherye Adams |
| 2. Sondra Hertz |
| 3. Maria Aldana |
| 4. Tina Halterman |
| 5. vacant (member just resigned due to move) |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|-----------|----------------------|---|---------------------------|
| Mrs. Melissa Christman | x | | | |
| Mrs. Jennifer Williams | | | | x |
| Mrs. Saray Ortega | | | | x |
| Mrs. Maria Aldana | | | x | |
| Mr. Javier Munoz | | | x | |
| | | | | |
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| | | | | |
| | | | | |
| Number of members of each category | 1 | | 2 | 2 |

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: Mrs. Aldana
(type name)

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Faller School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply.**)
 - English Learner Advisory Committee
 - Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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 plan was adopted by the School Site Council at a public meeting on: 12/10/09

Attested:

Melissa Christman
Typed name of school principal

Melissa Christman 12-10-09
Signature of school principal Date
(Use blue ink)

Betsy Parsons
Typed name of SSC chairperson

Betsy Parsons 12-10-09
Signature of SSC chairperson Date
(Use blue ink)

Faller Elementary School 2009-10

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2009 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 9/14/2009

School: Faller Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009633
 School Type: Elementary
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

| Number of Students included in the 2009 Growth API | API | | | | Met Growth Target | | |
|--|-------------|-----------|-----------------------|----------------|-------------------|---------------|-------------------------------|
| | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | Schoolwide | All Subgroups | Both Schoolwide and Subgroups |
| 304 | 826 | 812 | A | 14 | Yes | Yes | Yes |

Similar Schools

Median API
 812 796

Subgroups

| | Number of Students Included in 2009 API | Numerically Significant in Both Years | Subgroup API | | | | Met Subgroup Growth Target |
|---|---|---------------------------------------|--------------|-----------|-----------------------|----------------|----------------------------|
| | | | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | |
| African American (not of Hispanic origin) | 22 | No | | | | | |
| American Indian or Alaska Native | 7 | No | | | | | |
| Asian | 9 | No | | | | | |
| Filipino | 5 | No | | | | | |
| Hispanic or Latino | 69 | Yes | 777 | 764 | 5 | 13 | Yes |
| Pacific Islander | 4 | No | | | | | |
| White (not of Hispanic origin) | 181 | Yes | 849 | 826 | A | 23 | Yes |
| Socioeconomically Disadvantaged | 161 | Yes | 783 | 768 | 5 | 15 | Yes |
| English Learners | 32 | No | | | | | |
| Students with Disabilities | 32 | No | | | | | |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

School Overview
2009 Adequate Yearly Progress (AYP) Report

California Department of Education
 Academic Accountability and Awards Division
 9/15/2009

School: Faller Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009633
 School Type: Elementary

Direct Funded Charter School: No

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 of 17 AYP Criteria

| Met AYP Criteria: | English-Language Arts | Mathematics |
|---|------------------------------|--------------------|
| <u>Participation Rate</u> | Yes | Yes |
| <u>Percent Proficient</u> | Yes | Yes |
| <u>Academic Performance Index (API)</u> | | Yes |
| <u>- Additional Indicator for AYP</u> | | |
| <u>Graduation Rate</u> | | N/A |

Met 2009 AYP Criteria

| GROUPS | Participation Rate | | Percent Proficient | |
|--|---------------------------|-------------|---------------------------|-------------|
| | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | Yes | Yes | Yes | Yes |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | Yes | Yes | Yes | Yes |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 of 17 AYP Criteria

Participation Rate

English-Language Arts
 Target 95%
 Met all participation rate criteria? Yes

Mathematics
 Target 95%
 Met all participation rate criteria? Yes

| GROUPS | English-Language Arts | | | | Mathematics | | | |
|--|--|------------------------------------|----------------------------|-----------------------------------|--|------------------------------------|----------------------------|-----------------------------------|
| | Enrollment First Day of Testing | Number of Students Tested | Met 2009 AYP Rate | Alternative Criteria Method | Enrollment First Day of Testing | Number of Students Tested | Met 2009 AYP Rate | Alternative Criteria Method |
| Schoolwide | 317 | 317 | 100 | Yes | 317 | 317 | 100 | Yes |
| African American or Black (not of Hispanic origin) | 22 | 22 | 100 | -- | 22 | 22 | 100 | -- |
| American Indian or Alaska Native | 7 | 7 | 100 | -- | 7 | 7 | 100 | -- |

| | | | | | | | | | | |
|---------------------------------|-----|-----|-----|-----|-----------|-----|-----|-----|-----|-----------|
| Asian | 10 | 10 | 100 | -- | | 10 | 10 | 100 | -- | |
| Filipino | 5 | 5 | 100 | -- | | 5 | 5 | 100 | -- | |
| Hispanic or Latino | 74 | 74 | 100 | Yes | <u>ER</u> | 74 | 74 | 100 | Yes | <u>ER</u> |
| Pacific Islander | 4 | 4 | 100 | -- | | 4 | 4 | 100 | -- | |
| White (not of Hispanic origin) | 188 | 188 | 100 | Yes | | 188 | 188 | 100 | Yes | |
| Socioeconomically Disadvantaged | 169 | 169 | 100 | Yes | | 169 | 169 | 100 | Yes | |
| English Learners | 36 | 36 | 100 | -- | | 36 | 36 | 100 | -- | |
| Students with Disabilities | 33 | 33 | 100 | -- | | 33 | 33 | 100 | -- | |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--|---|----------------|----------------|-------------------------|-----------------------|---|----------------|----------------|-------------------------|-----------------------|
| | Valid Scores | Number | Percent | Met | Alternative Method | Valid Scores | Number | Percent | Met | Alternative Method |
| | | At or Above | At or Above | 2009 AYP Criteria | | | At or Above | At or Above | 2009 AYP Criteria | |
| Schoolwide | 304 | 184 | 60.5 | Yes | | 304 | 187 | 61.5 | Yes | |
| African American or Black (not of Hispanic origin) | 22 | 5 | 22.7 | -- | | 22 | 8 | 36.4 | -- | |
| American Indian or Alaska Native | 7 | -- | -- | -- | | 7 | -- | -- | -- | |
| Asian | 9 | -- | -- | -- | | 9 | -- | -- | -- | |
| Filipino | 5 | -- | -- | -- | | 5 | -- | -- | -- | |
| Hispanic or Latino | 69 | 37 | 53.6 | Yes | | 69 | 38 | 55.1 | Yes | |
| Pacific Islander | 4 | -- | -- | -- | | 4 | -- | -- | -- | |
| White (not of Hispanic origin) | 181 | 120 | 66.3 | Yes | | 181 | 118 | 65.2 | Yes | |
| Socioeconomically Disadvantaged | 161 | 80 | 49.7 | Yes | | 161 | 86 | 53.4 | Yes | |
| English Learners | 32 | 16 | 50.0 | -- | | 32 | 17 | 53.1 | -- | |
| Students with Disabilities | 32 | 11 | 34.4 | -- | | 32 | 15 | 46.9 | -- | |

Academic Performance Index (API) - Additional Indicator for AYP

| 2008 Base API | 2009 Growth API | 2008-09 Growth | Met 2009 API Criteria | Alternative Method |
|---------------|-----------------|----------------|-----------------------|--------------------|
| 812 | 826 | 14 | Yes | |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| Rate for 2008, Class of 2006-07 | Rate for 2009, Class of 2007-08 | Change | Average 2-Year Change | Met 2009 Graduation Rate Criteria | Alternative Method |
|---------------------------------|---------------------------------|--------|-----------------------|-----------------------------------|--------------------|
| | | | | N/A | |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate

TITLE 1 SURVEY RESULTS

Number of surveys returned: 220

Percent of parents who agree or strongly agree

| SCHOOL CULTURE | |
|---|-----|
| Parents are greeted warmly and courteously when they visit the school. | 94% |
| Parents are encouraged to participate in their child's education. | 92% |
| My child feels safe at this school. | 93% |
| The student discipline is appropriate in this school. | 87% |
| Positive behavior is acknowledged frequently. | 93% |
| My child has opportunities to develop respect, responsibility, and problem solving skills. | 98% |
| My child and I find that the school is well maintained and a pleasant place in which to spend time. | 94% |
| It is evident that high standards, positive messages, and high expectations of everyone at this school | 93% |
| PARENT/COMMUNITY INVOLVEMENT | |
| Parents are invited and encouraged to: | |
| • Visit the school | 95% |
| • Assist in class as a volunteer or aide. | 88% |
| • Attend school functions such as parent/teacher conferences, family nights or other school events | 98% |
| • Serve on school and district committees. | 95% |
| Activities and meetings for parents are scheduled at times and places that are convenient for parents. | 97% |
| HOME/SCHOOL COMMUNICATION | |
| Parents are able to talk to someone at the school when they have concerns or questions. | 91% |
| Teachers communicate frequently with parents. | 98% |
| The monthly school newsletter provides valuable information to parents. | 96% |
| The school has a handbook that is given to all parents at the beginning of the year or upon request. | 99% |
| Materials are provided to parents in their home language. | 96% |
| If a parent needs a translator, the school tries to accommodate that need. | 99% |
| STANDARDS AND ASSESSMENT | |
| This is a school with high academic standards for all students and all ability levels. | 98% |
| I know the standards my child must meet. | 96% |
| I understand clearly how my child's work will be graded. | |
| Parents are fully informed about their child's academic progress through progress reports or conferences. | 99% |
| TEACHING AND LEARNING | |
| All students have equal opportunity to learn at this school. | 99% |
| My child is making good progress in reading. | 94% |
| My child is making good progress in writing. | 95% |
| My child is making good progress in math. | 95% |
| My child has regularly assigned homework. | 97% |
| My child is getting a good education. | 99% |

TITLE 1 PARENT COMPACT



FALLER ELEMENTARY SCHOOL

1500 Upjohn, Ridgecrest, CA 93555
 Phone (760) 375-5081 Fax (760) 375-7328
<http://faller.ssusdschools.org>



SCHOOL-PARENT-STUDENT CONTRACT 2008-2009

Faller Elementary School, as a Title I school, is required to have a School-Parent-Student Contract outlining the responsibilities of each group. This contract was developed by the staff and School Site Council. This contract is in effect during the 2008-2009 school year.

SCHOOL RESPONSIBILITIES:

The staff at Faller Elementary School agrees to:

- ◇ Provide a safe and orderly school environment.
- ◇ Provide quality teaching and leadership.
- ◇ Show respect for all students.
- ◇ Hold high expectations for ourselves, our students, and other staff members.
- ◇ Seek your cooperation as parents to work as partners in the school.
- ◇ Help determine the educational needs of your child.
- ◇ Provide frequent assessment and continuous feedback on how your child is progressing academically.
- ◇ Adjust the instructional program to meet the needs of your child.
- ◇ Schedule Parent/Teacher Conferences
- ◇ Provide access to information regarding state standards and assistance in helping your child meet/exceed those standards.

Principal: _____

Teacher: _____

PARENT / GUARDIAN RESPONSIBILITIES:

I will encourage and support my child's learning by doing the following:

- ◇ Make sure my child is on time and prepared everyday for school.
- ◇ Monitor my child's homework and make sure study time is in a quiet place.
- ◇ Limit TV viewing and read together daily with my child.
- ◇ Ensure that my child comes to school with adequate rest, nutrition, and proper hygiene. I will notify the school of concerns that may affect my child's performance.
- ◇ Support the school's rules and procedures.
- ◇ Respect the school, staff, the students and other families.
- ◇ Promptly read all communication from the school and respond accordingly.
- ◇ Know how my child is doing in school by communicating with teachers and attending parent-teacher conferences.
- ◇ Participate, as appropriate, in decisions relating to my child's education.
- ◇ Volunteer my time, talents or resources.

Parent/Guardian Signature: _____

STUDENT RESPONSIBILITIES:

I will become an active partner in my own learning progress by doing the following:

- ◇ Attend school regularly and on time.
- ◇ Come to school ready to learn and with the necessary supplies.
- ◇ Follow all school and classroom rules.
- ◇ Help to keep my school safe and clean.
- ◇ Ask for help when needed.
- ◇ Complete class work and homework neatly and return it to the teacher on time.
- ◇ Share all school and classroom communication with my parents and return signed papers to my teacher in a timely manner.
- ◇ Be respectful of myself, fellow students and all staff of Faller Elementary.
- ◇ Read or be read to at a grade-level appropriate number of minutes each day.

Student: _____

(Print Name) _____

Grade: _____

Date: _____

TITLE 1 PARENT INVOLVEMENT POLICY

Faller Family Involvement Policy

In support of strengthening student academic achievement and in accordance with Title I, Part A of the No Child Left Behind Act, Faller Elementary School seeks to involve parents and families in an effective home-school partnership in order to provide the best possible education for our students. These family involvement activities are integrated into the school's Single Plan for Student Achievement. Elements of this policy include:

1. **Regular Communication With Faller Families:**

In order to build consistent and effective communication between the home and the school and to allow teachers and administrators to communicate effectively and in a timely manner with parents, regular communication may include the following:

- **Teacher Welcome Letters**
- **Annual School Calendar**
- **Trimester Report Cards**
- **Family Nights**
- **School-Family-Student Contracts**
- **Volunteer Opportunities**
- **Family/Teacher Outreach & Support**
- **Monthly School Newsletters**
- **Special Event / Reminder Notices**
- **Twice Yearly Family Conferences**
- **School Assemblies**
- **Interim progress reports for students who are working below grade-level standards**
- **SARC Report (School Accountability Report Card)**
- **PTO Manager/ newsletter**
- **eChalk School Website faller.ssusd.org**

2. **Title I Family Meetings:**

Annual Title I meetings will be held to inform families of the school's participation in the program and to explain its requirements and families' right to be involved. Family members of students are encouraged to help organize, plan, and review the Title I programs for improvement purposes. Regular School Site Council meetings provide opportunities for families to formulate suggestions that the School Site Council will consider.

3. **Family Trainings:**

These are opportunities to help families develop skills to use at home that support their children's academic efforts and social development. They provide families with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. A Family Needs Assessment Survey is conducted at the Back-to-School Night and/or at Open House. The information from these surveys helps focus our family trainings.

4. **Family Support:**

A) Homework

Homework is assigned and serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide families an opportunity to interact with their children and their education. Families can support the school and their child's success by helping with homework in the following ways:

- 1) Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.
- 2) Agree upon a regular study time and stick to it.
- 3) See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, Etc.)
- 4) Ask to see what your child has done each night and that it is returned to the teacher. Show interest in what he or she does at school.
- 5) Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

B) Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and families should work together to help children understand the meaning and importance of good citizenship and responsible behavior. Students are encouraged to follow the Three BE Rules: Be Safe, Be Respectful, Be Responsible. Specific rights, rules and responsibilities regarding student behavior are detailed on the Student Rights and Responsibilities page of the Student/Family Handbook. Each family is provided with a copy of this handbook at the beginning of each school year.

C) Faller Family Visitations

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom, library, or computer lab. The school welcomes any adult family member who wishes to help at our school. The following visitation guidelines will help minimize disruption of the class.

- 1) Schedule your visit with the classroom teacher and school office in advance.
- 2) Please leave younger children at home to lessen distractions.
- 3) The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
- 4) When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.
- 5) Before leaving campus, please check out through the office.

D) After School Program

The Afterschool Program provides our students with a quality program incorporating help with homework, enrichment and recreational activities from 2:20-6:00 pm Monday through Friday.

E) Family Participation

Family members are urged to involve themselves in one or more school or district committees. These committees meet monthly (in most cases) to plan for student activities and academic programs, to discuss family and staff concerns, to approve categorical program budgets, and to enhance family understanding and skills. Without family participation, our many extra programs could not exist, and our students would not be nearly so successful. Notices about meetings and activities of the activities listed below will be sent home regularly. Family members wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- 1) Faller Families Club – This parent-teacher organization (PTO) plans student activities and raises funds for the “extras” as needed at the school site.
- 2) School Site Council – This group of family members and Faller staff determines school improvement goals and prioritizes budget expenditures for some categorical programs.
- 3) English Language Advisory Council (ELAC) – This group of English Language family members and staff assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The district ELAC helps set district English Language program goals and plans for the spending of extra funding provided by the state for this purpose.

Other opportunities for participation include:

| | | | |
|------------------------|--------------|----------------------------|----------------|
| Jr. Olympics | FAME | Winter Program | Two Hour Power |
| PTO | Family Night | Career Lunches | |
| School Site Activities | Pride Day | School/Classroom Volunteer | |

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Faller Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500-7395 | 32,098 | 5,041 | 27,057 |
| GATE 0500-7140 | 439 | 404 | 35 |
| ASES 6010 | 112,500 | | |
| ELAP 6286 | 2198 | 0 | 2198 |
| EIA-SCE 7090 | 42,858 | 17,195 | 25,663 |
| Art/Music Block Grant 0500-6760 | 2,352 | 0 | 2,352 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| Title I: Schoolwide Program 3010 | 220,052 | 24,051 | 196,001 |
| Title I: ARRA Program 3011 | 60,382 | 21,018 | 39,364 |
| | | | |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

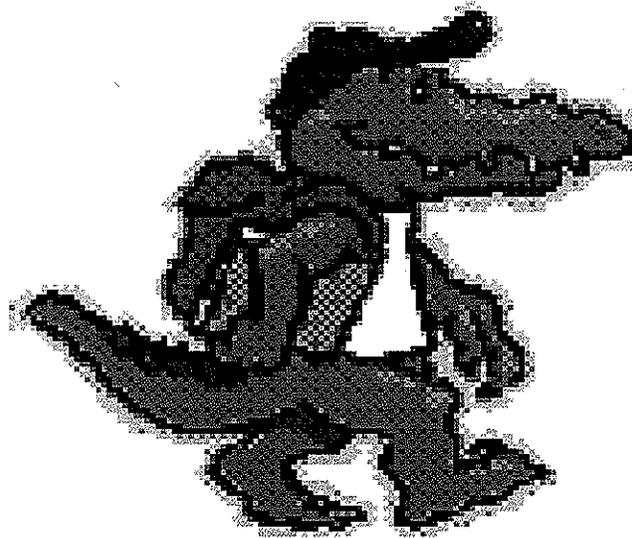
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE- Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT GATEWAY SCHOOL

15-73742-6110712
CDS Code



Date of this Plan: December 3, 2009

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

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The District Governing Board approved this School Plan on January 21, 2010

Gateway Elementary School 2009-2010

TABLE OF CONTENTS

| | |
|--|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM | 4 |
| DATA ANALYSIS | 7 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 10 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS | 12 |
| SCHOOL SITE COUNCIL | 13 |
| Site Level ELAC MEMBERSHIP | 14 |
| RECOMMENDATIONS AND ASSURANCES | 15 |
| SCHOOL DATA | 16 |
| INSTRUCTIONAL MATERIALS | 20 |
| SITE BUDGET ALLOCATIONS | 21 |

The School accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

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

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

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

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

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

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

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

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

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

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

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) **English Language Arts:**

- a) During the 2009-2010 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 11% as measured by the Content Standards Test (CST)

2) **Mathematics:**

- a) During the 2009-2010 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 11% as measured by the Content Standards Test (CST)

3) **English Language Learners and EL Development:**

- a) During the 2009-2010 school year all EL students will advance at least one proficiency level as measured by the California English Language Development Test (CELDT)

4) **GATE:**

- a) During the 2009-2010 school year all GATE students will continue to score advanced in English Language Arts and Math as measured by the Content Standards Test (CST)

5) **Library**

- a) During the 2009-2010 school year all students will check out and read 70 books as measured by the Destiny database to increase reading comprehension as measured by the Content Standards Test (CST)
- b) During the 2009-2010 school year all students will be taught what reference materials are and how to use them effectively as measured by the Content Standards Test (CST)

6) **School Climate/ Safety**

- a) During the 2009-2010 school year the number of office referrals for all students will be decrease by 10% as measured by the Aeries discipline log

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft 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.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Gateway school's staff development has been predominantly in the area of English Language Arts and English Language Development through trainings such as Step Up to Writing and CELL/ExLL.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Edusoft, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings bimonthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams bimonthly. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are

encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include before and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and small group sessions focusing on improving behavior.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary, and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family, and school resources are available to assist underachieving students?

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

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

Our school communicates with parents through:

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

14. How do you involve parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= Lisa Decker received Open Court ELA training

Teachers receiving intensive training on State Board of Education adopted instructional materials= none

All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS

KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

- Even though there was a 28 point increase our socioeconomically disadvantaged students are performing almost 50 points lower than the school wide population
- Even though there was a 13 point increase our Hispanic students are performing over 20 points lower than the school wide population
- Our Hispanic population is performing better in math (72% proficient) than language (53% proficient)
- EL students were 53% proficient or advanced in ELA compared to 57.6% school-wide and 67% proficient or advanced in math compared to 72.6% school-wide
- Our white population showed a 28 point increase and continues to outperform other subgroups

What does the data by grade level show?

- Second, fourth, and fifth grade showed growth in ELA and math
- Writing is a potential area of growth school-wide and reading comprehension is another potential area of growth for all grades except fourth
- Fifth grade students were 85% proficient or advanced in science yet only 58% proficient or advanced in ELA

What causes this result?

- Fourth grade focused on reading core literature books, providing students with content related comprehension questions and utilizing Accelerated Reader
- A lack of reading endurance still adversely affects student performance
- A relationship exists between student discipline and poor test performance due to time out of class, lack of parental support, and lost instruction time
- Editing skills need to be taught to reflect knowledge in writing

What are the needs?

- Focus intervention on students scoring basic or below and cluster them by areas of weakness
- Focus on teaching all students ELA and math vocabulary along with research based "12 Basic/Powerful Words"
- Students need to build up reading endurance using Accelerated Reader
- Start a Reading Club instead of intervention classes for struggling readers
- Utilize community resources to provide support for small group intervention in ELA
- Time to teach all curriculum with fidelity

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?

- All subgroups except Special Education students increased in both ELA and math

What causes this result?

- African American, Hispanic, and socioeconomically disadvantaged students were targeted for intervention

What are the needs?

- Continue to target subgroups and focus more on special education students
- Provide specific EL instruction to ELD students
- Homework help before and after school targeted towards socioeconomically disadvantaged students

- Maximize learning time by showing educational videos during down times including before school at breakfast
- Maximize learning time by grouping students based on areas of weakness and provide additional instruction

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

- 50% of K-1 EL students are Early Intermediate level and 43% of 2nd grade EL students are Early Advanced, and 73% of 3rd-4th EL students are Intermediate
- Seven out of 11 students in 3rd and 4th grade are potential candidates for re-designation

What does the CELDT data by skill area/grade level show?

- Students proficiency level is increasing as they progress through the EL levels
- In K-5 there is a need for focus on instruction in English Language Development standards and teachers use the ELD progress profile to design standards-based ELA and ELD lessons that meet the needs of English Learners

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

- EL students will be targeted for CELL and ExLL strategies including academic language
- Teachers are providing leveled ELD instruction in a variety of formats based on the ELD progress profile

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

- Our school has identified students who could be reclassified because they have met reclassification criteria. We are making a conscientious effort to provide instruction to those students so they can be reclassified.
- Our teachers continue to provide leveled ELD instruction based on the ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention groups within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.
- Academic Vocabulary will be an area of focus to front load lessons

What are the needs by proficiency level, grade level and skill area?

- Our data reflects that there is a need to focus on the instructional needs of our Beginners, Early Intermediates, and Intermediates in K-2. In grades 3-5 our instructional focus is on the needs of the Intermediates, Early Advanced, and Advanced. We use the ELA and ELD standards to drive instruction based on each student's English Proficiency Level.
- Target EL students scoring basic or below to move them to proficient so they can reclassify
- More teachers need CELL and ExLL training and the supplies to implement strategies
- More leveled readers for small group instruction

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

- All GATE students scored advanced in both ELA and math

What causes this result?

- Students were offered accelerated learning in ELA and math
- Students were offered enrichment programs

What are the needs?

- Continue acceleration and enrichment for GATE students

5. Professional Development

What are the strengths and needs of the site professional development?

- Strength is math
- Needs are in ELA including writing and reading comprehension
- More teachers need ELD training (CELL and ExLL)
- More teachers need differentiated instruction training
- More teachers need training in how to teach academic language

6. School Climate/ Safety Surveys and Other Input

- No formal survey was done in 2008-2009 but informal data gathered from staff, SSC, PTO, and ELAC shows that there is a concern about the increased number of behavior problems and the lack of parental support. Discipline data is available from Aeries and will be used to analyze school safety and climate.

What are the needs?

- A formal survey will be conducted in 2009-2010 at the end of the year and via questions in the monthly newsletter

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | Priority |
|-------|------|-----|------|---------|---------|-------|--|--|-----------------|------------------|-------------------------------|-----------------------|-----------|----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | Site Cost | Funding Source | District Centralized Services | | | |
| | | | | | | | A. Standards, Assessment and Accountability | | | | | | | |
| X | X | X | X | X | X | | 1. Attend district advisory committees | | | | | | | |
| | | X | | | | | 2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site | | | 7090 | \$619 | staff | yearly | |
| | | | | | | | B. Staffing and Professional Development | | | | | | | |
| X | | X | | | | | 1. Send 5 or more teachers to CELL/ExLL training | substitutes | | EIA | \$10,000 | | | |
| X | X | X | X | X | X | | 2. Grade level collaboration | paper, ink | \$1000 | SLIBG | | staff | bimonthly | 5 |
| X | | X | | | | | 3. Send 5 or more teachers to Step Up to Writing training | substitutes | \$5000 | SLIBG | | staff | yearly | |
| | | | | | X | | 4. Support students through counseling services focused on improving behavior | | | 7090 | \$13,789 | counselor | 1 day/wk | 1 |
| | | | | | X | | 5. Send 3 or more staff members to Peace4Kids in-service | travel, food | \$5000 | Federal | | staff | spring | 1 |
| X | X | | | | X | | 6. Send 5 or more staff members to district autism training | substitutes | | Special Ed. | \$1000 | staff | yearly | |
| | | | | | | | C. Teaching and Learning | | | | | | | |
| X | X | X | | X | | | 1. Library lessons aligned to standards | materials | \$500 | SLIBG | | librarian | daily | 3 |
| X | | X | | | | | 2. Continue Incentive Program for Accelerated Reader | tags, chains | \$2000 | SLIBG | | principal | monthly | 3 |
| X | X | X | X | | | | 3. Implement Education City standards-based language and math programs | license | \$2000 | Extra-curricular | | principal | October | 3 |
| X | | X | | | | | 4. Increase the number of leveled reader book sets | | \$1000 | SLIBG/E LAP | | staff | January | 3 |
| | | | X | | | | 5. GATE enrichment/acceleration activities | materials, tickets, bussing | \$1500 | GATE | | staff | yearly | |
| X | X | X | X | | X | | 6. Maximize learning and increase time on task | Educational videos | \$500 | SLIBG | | staff | yearly | |

| Goals | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | Priority |
|-------|------|-----|------|---------|---------|-------|---|--|-----------------|----------------|-------------------------------|-----------------------|-----------|----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | Site Cost | Funding Source | District Centralized Services | | | |
| | | X | | | | | 7. A district EL project teacher will provide support through coaching and professional development | | | 7090 | \$8000 | project teacher | yearly | |
| | | | | | | | D. Opportunity and Equal Access | | | | | | | |
| X | X | X | X | X | | | 1. Increase books in the library | | | \$1500 | SLIBG | librarian | yearly | 3 |
| X | | X | | | | | 2. Teachers will fill out ELD profiles on EL students | | | | | staff | yearly | |
| X | X | X | | | | | 3. Intervention before and after school | stipends, materials | \$1500 | SB1370 | | principal | yearly | 4 |
| X | X | X | X | X | X | | 4. Continue Attendance Incentive Program | tags, chains | \$2000 | SLIBG | | principal | monthly | 4 |
| X | X | X | | | | | 5. Start Before and After School Homework Club | stipends, materials | \$2000 | SLIBG | | staff | yearly | 4 |
| X | | X | | | | | 6. Start Reading Club before or after school | stipends, materials | \$2000 | SLIBG | | staff | yearly | 4 |
| X | X | | | | | | 7. Transition 4th & 5th grade students into middle school | planners | \$600 | SLIBG | | staff | August | 3 |
| | X | | | | | | 8. Continue 3rd grade math facts incentive program | medals | \$1000 | SLIBG | | staff | yearly | 3 |
| X | X | X | | | | | 9. Use supplemental programs-Standards Plus, Buckle Down to fill in curricular gaps | books | \$10000 | Federal | | staff | yearly | 3 |
| X | X | X | X | | | | 10. Utilize technology in classrooms to enhance delivery of instruction | 6 LCD projectors, 12 ELMOs | \$20000 | Federal | | principal | January | 2 |
| | | | | | | | E. Parent, Student and Community Involvement | | | | | | | |
| X | X | X | X | | X | | 1. Conduct Parent Conferences | paper | \$500 | SLIBG | | staff | trimester | |
| X | | | | | | | 2. Hold ELAC Committee meetings | paper, ink | | EIA | \$150 | staff | yearly | |
| X | X | X | X | X | X | | 3. Conduct SSC meetings | paper, ink | \$500 | SLIBG | | staff | monthly | |
| X | | X | | X | | | 4. Translation/interpreting services (Spanish) will be provided to assist students and parents | | | 7090 | \$7010 | translator | yearly | |
| | | | | X | X | | 5. Use newsletter to inform parents and gather information from parents | paper, ink | \$500 | SLIBG | | staff | monthly | |
| | | | | | X | | 6. Conduct school climate/safety surveys | Paper, ink | \$500 | SLIBG | | principal | yearly | |

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|--|---|--|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results | <p>Lisa Decker, Mary Campbell, BJ Winslow, Virginia Weisz, and Becky Smith</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: February, May and September</p> |

SCHOOL SITE COUNCIL Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

(a)

| Classroom Teachers |
|--------------------|
| 1. Mary Campbell |
| 2. Virginia Weisz |
| 3. BJ Winslow |
| |

| Principal |
|----------------|
| 1. Lisa Decker |

| Other School Personnel |
|------------------------|
| 1. Becky Smith |

Resource teacher, other certificated staff, classified, other administrative staff

(b)

| Parent or Community Members |
|-----------------------------|
| 1. Jennifer Curtis |
| 2. Anni Dutton |
| 3. Irma Ponce |
| 4. Sandra Rivera |
| 5. Betty Weik |
| 6. Jessica Auld-alternate |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|-----------|-------------------|--|------------------------|
| Rizwan Ahmad | | | X | |
| Jesus and Monica Arellano | | | X | |
| Enrique and Lorena Belli | | | X | |
| Aimeng Dai and Min Yang | | | X | |
| Raul and Karina Guzman | | | X | |
| Sundown and Christian Hittu | | | X | |
| Armando and Maryadel Holguin | | | X | |
| Angel and Heike Irizarry | | | X | |
| Eduardo and Elsa Lara | | | X | |
| Cesar and Irma Ponce | | | X | |
| Israel and Maria Rosales | | | X | |
| | | | | |
| Becky Garcia | | X | | |
| BJ Winslow | | X | | |
| Lisa Decker | X | | | |
| Number of members of each category | 1 | 2 | 21 | |

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: Irma Ponce

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Gateway School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

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

- English Learner Advisory Committee
- Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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 plan was adopted by the School Site Council at a public meeting on: December 3, 2009

Attested:

Lisa Decker
Typed name of school principal

Lisa Decker 12-3-09
Signature of school principal Date
(Use blue ink)

Sandra Rivera
Typed name of SSC chairperson

Sandra Rivera 12-3-09
Signature of SSC chairperson Date
(Use blue ink)

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2009 Growth- Academic Performance Index (API) Report

California Department of Education- Academic Accountability and Awards Division= 9/14/2009

School: Gateway Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6110712
 School Type: Elementary
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

| <u>Number of Students included in the 2009 Growth API</u> | API | | | Met Growth Target | | | |
|---|-------------|-----------|-----------------------|-------------------|-------------|---------------|--------------------------------|
| | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | School-wide | All Subgroups | Both School-wide and Subgroups |
| 322 | 847 | 818 | A | 29 | Yes | Yes | Yes |

Similar Schools

| Median API |
|------------|
|------------|

| | |
|--------------------|------------------|
| <u>2009 Growth</u> | <u>2008 Base</u> |
| 835 | 823 |

Subgroups

| | Number of Students Included in 2009 API | Numerically Significant in Both Years | Subgroup API | | | | |
|---|---|---------------------------------------|--------------|-----------|-----------------------|----------------|----------------------------|
| | | | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | Met Subgroup Growth Target |
| African American (not of Hispanic origin) | 21 | No | | | | | |
| American Indian or Alaska Native | 4 | No | | | | | |
| Asian | 2 | No | | | | | |
| Filipino | 0 | No | | | | | |
| Hispanic or Latino | 61 | Yes | 826 | 813 | A | 13 | Yes |
| Pacific Islander | 4 | No | | | | | |
| White (not of Hispanic origin) | 217 | Yes | 855 | 827 | A | 28 | Yes |
| Socioeconomically Disadvantaged | 143 | Yes | 799 | 771 | 5 | 28 | Yes |
| English Learners | 17 | No | | | | | |
| Students with Disabilities | 23 | No | | | | | |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

School Overview

2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009

School: Gateway Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6110712
School Type: Elementary

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 17 of 17 AYP Criteria

| | | |
|---|------------------------------|--------------------|
| <u>Met AYP Criteria:</u> | English-Language Arts | Mathematics |
| <u>Participation Rate</u> | Yes | Yes |
| <u>Percent Proficient</u> | Yes | Yes |
| <u>Academic Performance Index (API)</u> | | Yes |
| <u>- Additional Indicator for AYP</u> | | |
| <u>Graduation Rate</u> | | N/A |

Met 2009 AYP Criteria

| <u>GROUPS</u> | Participation Rate | | Percent Proficient | |
|--|---------------------------|-------------|---------------------------|-------------|
| | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | Yes | Yes | Yes | Yes |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | Yes | Yes | Yes | Yes |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

2008-09 Accountability Progress Reporting (APR)

School Report

2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009



School: Gateway Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6110712
School Type: Elementary

Direct Funded Charter School: No

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 17 of 17 AYP Criteria

Participation Rate

| GROUPS | English-Language Arts Target 95% Met all participation rate criteria? Yes | | | | | Mathematics Target 95% Met all participation rate criteria? Yes | | | | |
|--|---|------------------------------------|------|--------------------------------|-----------------------|---|------------------------------------|------|--------------------------------|-----------------------|
| | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2009 AYP Criteria | Alternative Method | Enrollment First Day of Testing | Number of Students Tested | Rate | Met 2009 AYP Criteria | Alternative Method |
| Schoolwide | 337 | 337 | 100 | Yes | | 336 | 336 | 100 | Yes | |
| African American or Black (not of Hispanic origin) | 23 | 23 | 100 | -- | | 22 | 22 | 100 | -- | |
| American Indian or Alaska Native | 4 | 4 | 100 | -- | | 4 | 4 | 100 | -- | |
| Asian | 2 | 2 | 100 | -- | | 2 | 2 | 100 | -- | |
| Filipino | 1 | 1 | 100 | -- | | 1 | 1 | 100 | -- | |
| Hispanic or Latino | 65 | 65 | 100 | Yes | ER | 65 | 65 | 100 | Yes | ER |
| Pacific Islander | 4 | 4 | 100 | -- | | 4 | 4 | 100 | -- | |
| White (not of Hispanic origin) | 224 | 224 | 100 | Yes | | 224 | 224 | 100 | Yes | |
| Socioeconomically Disadvantaged | 153 | 153 | 100 | Yes | | 152 | 152 | 100 | Yes | |
| English Learners | 17 | 17 | 100 | -- | | 17 | 17 | 100 | -- | |
| Students with Disabilities | 24 | 24 | 100 | -- | | 24 | 24 | 100 | -- | |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--------|---|--|---|--------------------------------|-----------------------------------|---|--|---|--------------------------------|--------------------|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alter nativ e Meth od | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method |
| | | | | | | | | | | |

| | | | | | | | | | |
|--|-----|-----|------|-----|----|-----|-----|------|-----|
| Schoolwide | 322 | 187 | 58.1 | Yes | | 321 | 236 | 73.5 | Yes |
| African American or Black (not of Hispanic origin) | 21 | 10 | 47.6 | -- | | 20 | 14 | 70.0 | -- |
| American Indian or Alaska Native | 4 | -- | -- | -- | | 4 | -- | -- | -- |
| Asian | 2 | -- | -- | -- | | 2 | -- | -- | -- |
| Filipino | 0 | -- | -- | -- | | 0 | -- | -- | -- |
| Hispanic or Latino | 61 | 32 | 52.5 | Yes | | 61 | 44 | 72.1 | Yes |
| Pacific Islander | 4 | -- | -- | -- | | 4 | -- | -- | -- |
| White (not of Hispanic origin) | 217 | 134 | 61.8 | Yes | | 217 | 159 | 73.3 | Yes |
| Socioeconomically Disadvantaged | 143 | 63 | 44.1 | Yes | SH | 142 | 88 | 62.0 | Yes |
| English Learners | 17 | 10 | 58.8 | -- | | 17 | 13 | 76.5 | -- |
| Students with Disabilities | 23 | 6 | 26.1 | -- | | 23 | 9 | 39.1 | -- |

Academic Performance Index (API) - Additional Indicator for AYP

| <u>2008 Base API</u> | <u>2009 Growth API</u> | <u>2008-09 Growth</u> | <u>Met 2009 API Criteria</u> | <u>Alternative Method</u> |
|----------------------|------------------------|-----------------------|------------------------------|---------------------------|
| 818 | 847 | 29 | Yes | |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| <u>Rate for 2008, Class of 2006-07</u> | <u>Rate for 2009, Class of 2007-08</u> | <u>Change</u> | <u>Average 2-Year Change</u> | <u>Met 2009 Graduation Rate Criteria</u> | <u>Alternative Method</u> |
|--|--|---------------|------------------------------|--|---------------------------|
| | | | | N/A | |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

**SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2009-2010**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Gateway Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-----------------------------|---------------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500 7395 | 38,701 | 5,301 | 33,400 |
| GATE 0500-7140 | 2493 | 429 | 2,064 |
| ELAP 6286 | 235 | 0 | 235 |
| EIA-SCE 7090 | 46,885 | 17,066 | 29,819 |
| Art/Music Block Grant 0500-6760 | 2,499 | 0 | 2,499 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|--|-----------------------------|---------------------------------|--------------------|
| | | | |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE-Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT INYOKERN ELEMENTARY SCHOOL

15-73742-6009609

CDS Code



Date of this Plan: November 14, 2009

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

Contact Person: Virginia Cornell

Position: Principal

Telephone Number: 760 499-1683

Address: 6601 Locust Street, Inyokern, CA 93527

E-mail address: vcornell@ssusd.org

The District Governing Board approved this School Plan on January 21, 2010

TABLE OF CONTENTS

| | |
|---|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM..... | 4 |
| DATA ANALYSIS..... | 7 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 9 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS..... | 12 |
| SCHOOL SITE COUNCIL | 13 |
| Site Level ELAC MEMBERSHIP | 14 |
| RECOMMENDATIONS AND ASSURANCES | 15 |
| SCHOOL DATA..... | 16 |
| TITLE 1 SURVEY RESULTS | 19 |
| TITLE 1 PARENT COMPACT | 20 |
| TITLE 1 PARENT INVOLVEMENT POLICY | 21 |
| INSTRUCTIONAL MATERIALS..... | 22 |
| SITE BUDGET ALLOCATIONS..... | 23 |

The School accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Inyokern School's vision is to provide a safe, nurturing environment where students, staff, parents, and the community work together. We set high expectations for achievement in academic skills, thinking skills, and social skills to enable a student's success in life with a focus on:

- Each student meeting or exceeding state academic standards
- On-Going Assessment of Student Progress
- Professional Staff Development
- Student Behavior and Discipline
- Positive School Environment
- Community Involvement

MISSION

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

- **Standards.** We believe that it is our responsibility to assist each student to meet or exceed the academic standards set forth by the State of California so that each child can maximize his or her potential and eventually become a well educated productive member of society.
- **Assessment.** We believe that assessment is an opportunity to ensure appropriateness of curriculum delivery and experience and celebrate success. Staff will meet regularly to review current data. Various measures and models will be utilized and shared with parents throughout the year.
- **School Behavior and Discipline.** We believe that all students are unique and need to be provided a safe learning environment to succeed. The entire school community will strive to respect others.
- **School Environment.** We believe that a positive, caring environment will be provided by the students, staff and parents. Qualities that contribute to an improved society, such as tolerance, accountability, and respect will be reinforced.
- **Professional Development.** We believe that leadership is shared and focused on mutually agreed upon goals and objectives. Staff development will be on going, consistent, and focused on identified personal and schoolwide needs.
- **Community Involvement.** We believe that the Inyokern community will work as a team to provide educational support to foster each child's development. The school will seek to provide a welcoming environment that acknowledges parents as parents to promote excellence in all areas.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) English Language Arts:

- a) The goal for kindergarten and first grade is to have a minimum of 56.8% of K-1 students performing at grade level as measured by Sierra Sands Unified School District's May 2010 ELA benchmark exams.
- b) The goal for second through fifth grade students is to have 56.8% of our students reach the proficient level or higher as measured by the spring 2010 California Standards Test.

2) Mathematics:

- a) The goal for kindergarten and first grade students is to have a minimum of 58% of K-1 students perform at grade level as measured by Sierra Sands Unified School District's May 2010 Math benchmark exam.
- b) The goal of the second through fifth grade students is to have 58% of our students reach the proficient level or higher as measured by the spring 2010 California Standards Test.

3) English Language Learners and EL Development:

- a) The ELL goal is to assist each ELL increase their skills by one CELDT level as measured by their annual CELDT test.
- b) The EL Development goal is to establish an English Language Advisory Council (ELAC), provide an on campus translator twice a month, and to develop K-5 book nook to support Comprehensive English Literacy Learning and Extended Literacy Learning instruction. This goal will be measured by ELAC meeting agenda and minutes, employee timesheets, and a list of all leveled books available in the Book Nook to be reviewed in May of 2010.

4) GATE:

- a) The goal is to provide challenging GATE lessons and activities for our current and future GATE students in order to continue their academic growth and continued performance at the advanced level as measured on the spring 2010 California Standards Test.

5) Library

- a) The library goal is to increase books in the library, particularly at the .5 to 2.0 early reading ranges, 2.0 to 3.0 early chapter books, increase the number of AR books, purchase reference books and corresponding AR labeling supplies for all new acquisitions.

6) School Climate/ Safety

- a) The school climate and safety goal is to provide the services of a weekly counselor who offers instruction in Boys' Town Skills, Second Step, and Steps to Respect as well as fully implementing a schoolwide PeaceBuilder program to all students. Assertive Discipline Logs and suspension records from the 2009-10 school year will be used to identify the success of this goal.
- b) The goal is to update our parent involvement plan "Keys to Success" and to continue building community partnerships with our local churches and community organizations which will be measured by Inyokern School Site Council agendas and minutes.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

In addition students at Inyokern Elementary School are tested using Early Literacy, STAR Reading, and STAR Math four times a year. Tests are administered in August, November, March, and May. The data gained by these assessments at the beginning of the school year and prior to each reporting period combined with district benchmark data allows us to monitor and track student progress. The data gathered allows us to make data driven instructional decisions to support students whether the student needs intervention or acceleration.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

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 has been predominantly in the area of English Language Arts and English Language Development through trainings such as Comprehensive Early Literacy Learning (CELL) and ExLL (Extended Literacy Learning).

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, 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, weekly technology trainings and staff professional development days are used to train in topics such as Edusoft, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings monthly 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 to learn to analyze data and design intervention strategies.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are

encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include flex reading groups, TAG, Title I intervention, and after school interventions. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through direct instruction in Boys' Town Skills, Steps to Respect (anti-bullying program), and Second Step (an empathy program). In addition, our counselor is an integral part of Inyokern's Student Assistance Team.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements and meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

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

- District Nurse
- Resource Teachers: Special Education and Title I Project Teacher
- Peer tutors
- Translators
- Special Education Instructional aides
- Parent volunteers
- School Counselor
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program
- Before and after school clubs and interventions
- Tutoring through ASES with classroom teachers and Boys and Girls' Club tutors
- State Preschool
- Inyokern Parent Teacher Organization
- College Community Services
- Family Resource Center
- Inyokern area community service groups including the Inyokern Methodist Church, Inyokern Baptist Church, Inyokern Rotary Club, and the Inyokern Chamber of Commerce

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Family Nights
- Monthly Principal's Coffee Meetings ~ Donuts and Dialogue
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PT0
- School Newsletter
- EdLine and school web pages
- Automated phone system
- Home-School Communicator
- Take Home Tuesdays

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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.)

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0

DATA ANALYSIS KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

- Inyokern's API grew 48 points from 737 to 785
- White students grew 61 points from a base API of 745 to an API of 806.
- Socioeconomically disadvantaged students grew 29 points from a base API of 717 to an API of 746

What does the data by grade level show?

- ELA proficient/advanced CST results by grade level are as follows: second grade 51%, third grade 54%, fourth grade 62%, and fifth grade 48%
- Math proficient/advanced CST results by grade level are as follows: second grade 61%, third grade 68%, fourth grade 56%, and fifth grade 67%

What causes this result?

- One teacher per grade level tutoring students four days a week throughout the school year
- Boys & Girls' Club tutoring and standards based activities
- CELL and ExLL trained staff using the techniques in their daily instruction
- New math curriculum more closely aligned with state standards used
- Teacher training and use of Larry Bell's "Closing the Achievement Gap" techniques
- School day interventions for at-risk students by classroom teachers and Title I Projects Teacher
- Staff collaboration meetings focused on student achievement

What are the needs?

- Continued efforts to maintain or increase student success in math needs to be maintained and extra efforts need to be made to increase student proficiency in reading in order to meet the 2010 proficiency targets of 56.8% in ELA and 58% in Math

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?

- All AYP 2009 criteria for both ELA and Math was met.
- In English Language Arts on the 2009 CST, overall 54% of Inyokern students performed in the proficient/advanced bands. ELA subgroups performed at proficient and advanced as follows: White 59% and Socioeconomically Disadvantaged 46%
- In Math on the 2009 CST, overall 63% of Inyokern students performed in the proficient/advanced bands. Math subgroups performed at proficient and advanced as follows: White 66% and Socioeconomically Disadvantaged 57%.

What causes this result?

AYP recognizes White and Socioeconomically Disadvantaged as the only significant subgroups at this school. 137 students were tested in 2009. 101 students are listed as White and 100 students are listed as socioeconomically disadvantaged. The numbers indicate that there is a significant number of students who qualify as both white and socioeconomically disadvantaged. Therefore the results between the two subgroups in students performing at proficient and advanced only differs by 8% in ELA and 9% in Math.

What are the needs?

Even though our special education students do not qualify as a significant subgroup, extra support needs to be given in order for them to achieve at a higher level. Our special education students are comprised of student receiving resource specialist services and a district learning handicapped special day class. Curriculum and instructional practices for special education are being reviewed. Support materials are being assessed and additional training in instructional techniques is being conducted.

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

In all Inyokern had 18 ELL students in the 2008-09 school year. 13 out of 18 or 72% of the ELL were performing at the Beginning or Early Intermediate Levels. Kindergarten through third grade has 15 out

of 16 out of 94% of the students performing between the Beginning and Intermediate Levels. In fourth and fifth grade two of the three students are performing at Early Advanced and one is performing at the Beginning Level.

What does the CELDT data by skill area/grade level show?

The CELDT data shows that K-3 instruction needs to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate. In grades 4-5, CELDT data indicates a need to focus English Language Development for Early Advanced and Advanced.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

Our teachers are providing leveled ELD instruction based upon an ELD progress profile which is a tool that ensures English Learner are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small interventions within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Our site is making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria.

What are the needs by proficiency level, grade level and skill area?

| Grades | B | EI | I | EA | A |
|--------|---|----|---|----|---|
| K | 0 | 2 | 0 | 0 | 0 |
| 1 | 0 | 3 | 2 | 1 | 0 |
| 2 | 1 | 4 | 0 | 0 | 0 |
| 3 | 1 | 1 | 0 | 0 | 0 |
| 4 | 1 | 0 | 0 | 1 | 0 |
| 5 | 0 | 0 | 0 | 1 | 0 |

4. GATE- Gifted and Talented

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

There were only two GATE students tested in 2009. Both students were fifth graders and they both tested in the advanced level in both ELA and Math.

What causes this result?

The students were challenged with state approved and district adopted curriculum and the students were challenged with enrichment programs such as Accelerated Reading and Accelerated Math.

What are the needs? No needs were noted.

5. Professional Development-

What are the strengths and needs of the site professional development?

A particular strength at Inyokern School is that the majority of teachers are in initial or follow up training in Comprehensive Early Literacy (CELL) or Extended Early Literacy Training (ExLL). It is goal to have 100% of Inyokern's instructional staff trained in CELL and ExLL. The majority of teachers are also trained in Step Up to Writing, but some teachers have changed grade levels. Teachers need training in SmartBoard use, Step Up to Writing, PeaceBuilders, 12 Powerful Words, and U.N.R.A.A.V.E.L.

6. School Climate/ Safety Surveys and Other Input

What does the climate survey by teacher, parent, and student show?

148 surveys were completed. The survey shows that the majority of parents are pleased with the staff, instruction, curriculum, policies, and positive school climate at Inyokern Elementary School. Discipline data is available from Aeries and will be used to analyze school safety and climate.

If there is additional input, what does it show?

57 of our families have a preschooler who attends our state preschool. 92 surveys show that our after school program meets their needs.

What are the needs?

We need to clarify for parents how their child's work will be evaluated. Some parents feel that our district's bus service could be improved.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | Priority |
|--|------|-----|------|---------|---------|-------|-----------|---|--|-----------------|-------------------------------|----------|-----------------------|----------|----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| A. Standards, Assessment and Accountability | | | | | | | | | | | | | | | |
| | | X | | | | | | 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level. | Personnel | | 7090 | \$619 | Staff | yearly | 1 |
| X | X | X | X | X | X | | | 2. Attend district advisory committee meetings | No expense | | | | Staff | yearly | 1 |
| X | X | X | X | | | | | 3. Monthly collaboration meetings to review student progress towards state standards and grade level benchmark exams. | Data Projector, paper, toner | \$3,000 | 3010 3011 | | Staff | January | 5 |
| B. Staffing and Professional Development | | | | | | | | | | | | | | | |
| X | | X | | | | | | 1. To train all teachers in CELL & ExLL strategies. | Personnel | | | | District EL staff | Fall | 1 |
| X | X | X | X | | X | | | 2. Support students through counseling services focused on BOYS' TOWN SOCIAL SKILLS, STEPS TO RESPECT and SECOND STEP curriculum. | Personnel | | 7090/ 3010 | \$18,417 | Counselor | yearly | 1 |
| X | X | X | X | | X | | | 3. To train all teachers in Step Up to Writing Training including teachers who have changed grades and need a refresher course. | Personnel | | | | District office staff | Spring | 1 |
| X | X | X | | | X | | | 4. To send a minimum of two teachers to the district autism training. | Substitutes | | | | SELPA Principal | Spring | 2 |
| X | X | X | | | | | | 5. To send teachers as requested to workshops or conferences particularly in the area of ELA. | Travel & Substitutes | \$2,000 | 3010 3011 | | Staff | yearly | 3 |
| X | X | X | | | | | | 6. Support staff development with training time, stipends, and substitutes. | Substitutes | \$1,000 | 3010 3011 | | Staff | yearly | 2 |
| X | X | X | X | | | | | 7. Properly staff and supply the after school ASES program | Personnel | \$15,000 | 3010 3011 | | Staff | yearly | 1 |
| C. Teaching and Learning | | | | | | | | | | | | | | | |
| | | X | | | | | | 1. A district EL project teacher will provide support through coaching and professional development. | Personnel | | 7090 | \$8000 | EL District staff | yearly | 2 |
| X | X | X | X | | | | | 2. Replace one fourth of the computer lab computers in order to keep lab up to date. | Computers | \$15,000 | 3010 3011 | | Staff | January | 1 |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | Priority |
|-------|------|-----|------|---------|---------|-------|---|---|--|-----------------|-------------------------------|---|-----------------------|----------|----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| X | X | X | X | | | | 3. To make classrooms more efficient with technology. | Scanner | \$800 | 3010 3011 | | Staff | yearly | 5 | |
| X | X | X | X | | | | 4. Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading. | Paper and Toner | \$3,000 | 3010 3011 | | Staff | yearly | 1 | |
| X | X | X | X | X | | | 5. Enhance standards based learning with web based learning programs. | Education City | \$2,500 | 3010 3011 | | Staff | 3 year subscription | 1 | |
| X | X | X | X | | X | | 6. Full access to all site and district educational DVD's and VHS tapes for instructional purposes | VHS/DVD players | \$2,000 | 3010 3011 | | Staff | yearly | 3 | |
| X | | X | | | | | 7. Establish a leveled book library to support CELL & ExLL instructional strategies. | Books, Stipends, Book Cases, & various supplies | \$7,000 | 3010 3011 | | Staff | yearly | 1 | |
| X | X | X | | | | | 8. Support standards based learning with supplemental curriculum such as Standards Plus, Buckle Down, Daily Academic Vocabulary Read Naturally and Step Up to Writing. | Supplemental curriculum | \$4,000 | 3010 3011 | | Staff | yearly | 1 | |
| X | X | X | | | | | 9. Support intervention classes with supplemental materials and supplies such as Rewards. | Intervention supplies | \$2,000 | 3010 3011 | | Staff | yearly | 2 | |
| | | | | | | | D. Opportunity and Equal Access | | | | | | | | |
| X | | X | | | | | 1. Increase books in the library particularly at the .5 to 2.0 early reader range, 2.0 to 3.0 early chapter books, increase the number of AR books, and add reference books and corresponding AR labeling supplies. | Books and AR supplies | \$5,000 | 3010 /7395 | | Librarian | yearly | 1 | |
| X | | X | X | | | | 2. Support the GATE reading program Battle of the Books (BOB) by providing multiple copies of BOB books. | BOB Books | \$1,000 | 3010 GATE | | Staff | January | 1 | |
| X | X | X | X | X | | | 3. Promote the Accelerated Reading and Math with art/laminating supplies to celebrate student achievement. | Supplies | \$2,000 | 3010 3011 | | Staff | yearly | 3 | |
| X | X | X | X | X | X | | 4. Promote communication to parents through newsletters and monthly calendars | Paper, toner & Personnel | \$5,000 | 3010 3011 | | Clerk | yearly | 1 | |
| X | X | X | | | | | 5. Provide intervention to students within the school day. | Personnel | \$32,824 | 3010 | | Principal ASES Intervention Teachers | | 1 | |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | Priority |
|---|------|-----|------|---------|---------|-------|---|-------------------------------------|--|-----------------|-------------------------------|---------------|-----------------------|----------|----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| X | X | X | X | | | | 6. Provide a computer lab for students. | Personnel | \$10,100 | 3010 3011 | | Computer Aide | yearly | 1 | |
| X | X | X | X | | | | 7. Promote student attendance and promote positive behavior. | Personnel Supplies | \$4,500 | 7395 | | Clerk | yearly | 1 | |
| E. Parent, Student and Community Involvement | | | | | | | | | | | | | | | |
| X | | X | | | X | | 1. Translation/interpreting services (Spanish) will be provided to assist students and parents. | Personnel | | 7090 | \$7010 | Translator | yearly | 1 | |
| X | X | X | X | X | X | | 2. Provide educational and entertaining family nights in order to foster each family's involvement in school. | Supplies, child care & refreshments | \$1,400 | 3010 3011 | | Staff | yearly | | |
| X | X | X | X | X | X | | 3. Conduct SSC Meetings | Paper/toner | \$100 | 3010 | | Principal | monthly | | |
| | | | | | X | | 4. Conduct annual Title I school climate/safety survey | Paper/toner | \$150 | 3010 | | Principal | annually | | |

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|--|---|--|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results | <p>Virginia Cornell Suzanne Clark Linda Dietzel Julie Ann Pennix Maggie Holm</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: February, May and September</p> |

SCHOOL SITE COUNCIL Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

(a)

| Classroom Teachers |
|--------------------|
| 1. Maggie Holm |
| 2. Bob McDiarmid |
| 3. Joan Worley |
| |

| Principal |
|---------------------|
| 1. Virginia Cornell |

| Other School Personnel |
|------------------------|
| 1. Diana Rodriguez |

Resource teacher, other certificated staff, classified, other administrative staff

(b)

| Parent or Community Members |
|-----------------------------|
| 1. Linda Dietzel |
| 2. Julie Ann Pennix |
| 3. Suzanne Clark |
| 4. Dawn Farrell |
| 5. Robert Mize |
| |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|-----------|-------------------|--|------------------------|
| Virginia Cornell | X | | | |
| Jennifer Williams | | X | | |
| Celina Rico | | | X | |
| Alicia Gonzalez | | | X | |
| Abel Ramos | | | X | |
| Lidia Gutierrez | | | X | |
| Claudia Estrada | | | X | |
| Paula Hernandez | | | X | |
| Jennifer Montoya | | | X | |
| Maria Zuniga | | | X | |
| Patricia Arechiga | | | X | |
| Guadalupe Carmona | | | X | |
| Saray Ortega | | | | X |
| | | | | |
| | | | | |
| Number of members of each category | 1 | 1 | 10 | 1 |

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC: Paula Hernandez & Claudia Estrada

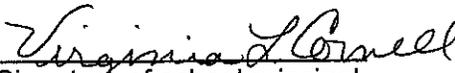
**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Inyokern School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply.**)
 - English Learner Advisory Committee
 - Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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 plan was adopted by the School Site Council at a public meeting on: November 14, 2009.

Attested:

Virginia L. Cornell


Signature of school principal

12-14-09
Date

Suzanne Clark


Signature of SSC chairperson

12/14/09
Date

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2009 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 9/14/2009

School: Inyokern Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009609
 School Type: Elementary
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

| <u>Number of Students included in the 2009 Growth API</u> | <u>API</u> | | | | <u>Met Growth Target</u> | | |
|---|--------------------|------------------|------------------------------|-----------------------|--------------------------|----------------------|--------------------------------------|
| | <u>2009 Growth</u> | <u>2008 Base</u> | <u>2008-09 Growth Target</u> | <u>2008-09 Growth</u> | <u>Schoolwide</u> | <u>All Subgroups</u> | <u>Both Schoolwide and Subgroups</u> |
| 128 | 785 | 737* | 5 | 48 | Yes | Yes | Yes |

Similar Schools

| <u>Median API</u> | |
|--------------------|------------------|
| <u>2009 Growth</u> | <u>2008 Base</u> |
| | |

Subgroups

| | <u>Number of Students Included in 2009 API</u> | <u>Numerically Significant in Both Years</u> | <u>Subgroup API</u> | | | | <u>Met Subgroup Growth Target</u> |
|---|--|--|---------------------|------------------|------------------------------|-----------------------|-----------------------------------|
| | | | <u>2009 Growth</u> | <u>2008 Base</u> | <u>2008-09 Growth Target</u> | <u>2008-09 Growth</u> | |
| African American (not of Hispanic origin) | 7 | No | | | | | |
| American Indian or Alaska Native | 2 | No | | | | | |
| Asian | 0 | No | | | | | |
| Filipino | 2 | No | | | | | |
| Hispanic or Latino | 19 | No | | | | | |
| Pacific Islander | 0 | No | | | | | |
| White (not of Hispanic origin) | 94 | Yes | 806 | 745 | 5 | 61 | Yes |
| Socioeconomically Disadvantaged | 91 | Yes | 746 | 717 | 5 | 29 | Yes |
| English Learners | 10 | No | | | | | |
| Students with Disabilities | 30 | No | | | | | |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

School Overview

2009 Adequate Yearly Progress (AYP) Report

California Department of Education
 Academic Accountability and Awards Division
 9/15/2009
 2009 AYP and PI Links:

School: Inyokern Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009609
 School Type: Elementary

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 13 of 13 AYP Criteria

| | | |
|---|------------------------------|--------------------|
| <u>Met AYP Criteria:</u> | English-Language Arts | Mathematics |
| <u>Participation Rate</u> | Yes | Yes |
| <u>Percent Proficient</u> | Yes | Yes |
| <u>Academic Performance Index (API)</u> | | Yes |
| <u>- Additional Indicator for AYP</u> | | |
| <u>Graduation Rate</u> | | N/A |

Met 2009 AYP Criteria

| <u>GROUPS</u> | Participation Rate | | Percent Proficient | |
|--|------------------------------|--------------------|------------------------------|--------------------|
| | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | Yes | Yes | Yes | Yes |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 13 of 13 AYP Criteria

Participation Rate

| English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u> | | | | | Mathematics Target 95% <u>Met all participation rate criteria? Yes</u> | | | | |
|--|--|-------------|--|-------------------------------------|--|--|-------------|--|-------------------------------------|
| <u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u> | <u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u> | <u>Rate</u> | <u>Met</u> <u>2009</u> <u>AYP</u> <u>Criteria</u> | <u>Alternative</u> <u>Method</u> | <u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u> | <u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u> | <u>Rate</u> | <u>Met</u> <u>2009</u> <u>AYP</u> <u>Criteria</u> | <u>Alternative</u> <u>Method</u> |
| <u>GROUPS</u> | | | | | | | | | |
| Schoolwide | 137 | 137 | 100 | Yes | 137 | 136 | 99 | Yes | |

| | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|
| African American or Black (not of Hispanic origin) | 7 | 7 | 100 | -- | 7 | 7 | 100 | -- |
| American Indian or Alaska Native | 2 | 2 | 100 | -- | 2 | 2 | 100 | -- |
| Asian | 0 | 0 | -- | -- | 0 | 0 | -- | -- |
| Filipino | 2 | 2 | 100 | -- | 2 | 2 | 100 | -- |
| Hispanic or Latino | 21 | 21 | 100 | -- | 21 | 20 | 96 | -- |
| Pacific Islander | 0 | 0 | -- | -- | 0 | 0 | -- | -- |
| White (not of Hispanic origin) | 101 | 101 | 100 | Yes | 101 | 101 | 100 | Yes |
| Socioeconomically Disadvantaged | 100 | 100 | 100 | Yes | 100 | 99 | 99 | Yes |
| English Learners | 12 | 12 | 100 | -- | 12 | 12 | 100 | -- |
| Students with Disabilities | 35 | 35 | 100 | -- | 35 | 34 | 98 | -- |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--|---|-------------------------------|--------------------------------|-----------------------|--------------------|---|-------------------------------|--------------------------------|-----------------------|--------------------|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method |
| Schoolwide | 128 | 66 | 51.6 | Yes | | 127 | 81 | 63.8 | Yes | |
| African American or Black (not of Hispanic origin) | 7 | -- | -- | -- | | 7 | -- | -- | -- | |
| American Indian or Alaska Native | 2 | -- | -- | -- | | 2 | -- | -- | -- | |
| Asian | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Filipino | 2 | -- | -- | -- | | 2 | -- | -- | -- | |
| Hispanic or Latino | 19 | 7 | 36.8 | -- | | 18 | 12 | 66.7 | -- | |
| Pacific Islander | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| White (not of Hispanic origin) | 94 | 54 | 57.4 | Yes | | 94 | 63 | 67.0 | Yes | |
| Socioeconomically Disadvantaged | 91 | 40 | 44.0 | Yes | SH | 90 | 53 | 58.9 | Yes | |
| English Learners | 10 | -- | -- | -- | | 10 | -- | -- | -- | |
| Students with Disabilities | 30 | 7 | 23.3 | -- | | 29 | 12 | 41.4 | -- | |

Academic Performance Index (API) - Additional Indicator for AYP

| 2008 Base API | 2009 Growth API | 2008-09 Growth | Met 2009 API Criteria | Alternative Method |
|---------------|-----------------|----------------|-----------------------|--------------------|
| 737 | 785 | 48 | Yes | |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| Rate for 2008, Class of 2006-07 | Rate for 2009, Class of 2007-08 | Change | Average 2-Year Change | Met 2009 Graduation Rate Criteria | Alternative Method |
|---------------------------------|---------------------------------|--------|-----------------------|-----------------------------------|--------------------|
| | | | | N/A | |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

TITLE 1 SURVEY RESULTS
2008-09 Annual Inyokern Title I Parent Survey

| Questions | Yes | No | Not Always |
|--|------------|-----------|-----------------------|
| 1. I am greeted warmly and courteously when I visit school. | 148 | 0 | 0 |
| 2. My child feels safe at school. | 143 | 5 | 0 |
| 3. My child and I find Inyokern School to be a clean, well-maintained, and pleasant place to learn. | 142 | 4 | 2 |
| 4. High academic standards are taught to students in a positive atmosphere. | 143 | 5 | 0 |
| 5. Inyokern School's discipline program provides a safe environment for my child. | 140 | 7 | 1 |
| 6. I am aware of the State Standards my child must meet. | 142 | 6 | 0 |
| 7. I understand clearly how my child's work will be evaluated | 136 | 11 | 1 |
| 8. I am fully informed about my child's progress through regular progress reports and parent teacher conferences. | 141 | 5 | 1 |
| 9. Activities for parents are scheduled at times and places that are convenient for parents. | 139 | 6 | 3 |
| 10. Meetings are conducted in a language parents understand. | 148 | 0 | 0 |
| 11. I feel welcome at Inyokern School and free to discuss issues with the principal. | 145 | 3 | 0 |
| 12. My child's teacher communicates with me and responds to my individual needs. | 142 | 4 | 0 |
| 13. Inyokern School maintains good school/parent communications (flyers, website, marquees, & phone) | 138 | 6 | 4 |
| 14. Sierra Sands Unified School District's transportation department provides safe and reliable bus service. | 122 | 10 | 2 |
| 15. Does your family use the services provided by the Inyokern State Preschool? | 57 | 89 | 0 |
| 16. Does our After School Safety and Education Program offered by Boys and Girls' Club meet your family and child's needs? | 92 | 15 | 0 |

TITLE 1 PARENT COMPACT

INYOKERN SCHOOL HOME-SCHOOL COMPACT

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Key 1 Parenting

- Parenting Classes
- Parenting Lending Library
- Parenting TIPS in school newsletter
- Parenting Tips in A to Z Parent Handbook

Key 2 Communication

- Take Home Tuesdays
- Parent-Teacher-Student Compact
- Weekly School Newsletters
- Monthly Recipes for Student Success ~ Suggested Family Learning Activities
- Teacher/Parent Communicator Folders
- A to Z Parent Handbook
- School Website www.ssusd.org
- Parking lot & hall marquees posted with school events
- Class newsletters
- School Messenger to autodial parents about school events
- 4" x 7" School Calendar Magnet for each family
- Principal Open Door Policy
- Monthly Donuts & Dialog Sessions on Flex Fridays
- Annual School Survey (Spring)
- Home-School Compacts
- Back-to-School Night & Open House
- Major Home-School Communication in Spanish & English
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels

Key 3 Volunteering

- Annual Parent Volunteer Opportunity Survey (Fall)
- Classroom volunteer training with VIP Badge upon completion
- Classroom "Help Wanted" advertisements

Key 4 Learning at Home

- World Book on-line
- Learning Links listed on teacher pages of our website
- Textbook On-line or CD connections for parents
- Family Night topics to assist in learning at home
- Summer Reading Program through our library
- Parent AR Library Lending Program
- Book Fairs
- Referrals to community agencies as needed

Key 5 Decision Making

- Inyokern Parent Teacher Organization (ITPO)
- Inyokern School Site Council (SSC)
- SSC Subcommittees
- Superintendent's Council membership
- Community Forum with SSUSD School Board Members

Key 6 Collaborating with the Community

- Community wide events such as our Fall Festival
- PeaceBuilding as a community
- Community members becoming IPTO members
- Community service learning at local Senior Center
- Career Day featuring community members
- Member of Inyokern Chamber of Commerce
- Partners with community organizations such as Inyokern Rotary Club, Inyokern Chamber of Commerce, Inyokern Baptist Church, and Inyokern Methodist Church

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Inyokern Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500-7395 | 19,249 | 2,270 | 16,979 |
| GATE 0500-7140 | 1,517 | 186 | 1,331 |
| ASES 6010 | 80,000 | | |
| ELAP 6286 | 393 | 0 | 393 |
| EIA-SCE 7090 | 22,009 | 7,442 | 14,567 |
| Art/Music Block Grant 0500- 6760 | 1,080 | 0 | 1,080 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| Title I: Schoolwide Program 3010 | 121,583 | 12,414 | 109,169 |
| Title I: ARRA Program 3011 | 31,165 | 10,848 | 20,317 |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

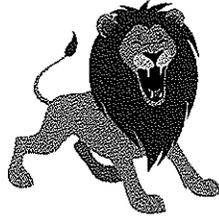
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE-Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LAS FLORES SCHOOL

15-73742-6009625
CDS Code



Date of this Plan: December 2, 2009

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

Contact Person: Michelle Acosta

Position: Principal

Telephone Number: 760-375-8431

Address: 348 Rowe Street, Ridgecrest, CA 93555

E-mail address: macosta@ssusd.org

The District Governing Board approved this School Plan on January 21, 2010

TABLE OF CONTENTS

| | |
|--|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM | 3 |
| DATA ANALYSIS | 6 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 8 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS | 10 |
| SCHOOL SITE COUNCIL | 11 |
| Site Level ELAC MEMBERSHIP | 12 |
| RECOMMENDATIONS AND ASSURANCES | 13 |
| SCHOOL DATA..... | 14 |
| TITLE 1 SURVEY RESULTS | 17 |
| TITLE 1 PARENT COMPACT | 18 |
| TITLE 1 PARENT INVOLVEMENT POLICY | 20 |
| INSTRUCTIONAL MATERIALS..... | 21 |
| SITE BUDGET ALLOCATIONS | 22 |

The School accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Las Flores Elementary School is a diverse team of school, home, and community working together to provide the best education for the whole child. The vision of our school is to educate all students and assist in their intellectual, emotional, physical, and social development by providing a safe, secure, and caring school environment within which learning and student success can best occur. We believe that providing a sound instructional program and fostering responsibility in students as demonstrated by good citizenship will enable us to achieve this goal. We encourage parent participation with out PTO and the total school.

MISSION

Our mission is to empower every student to reach the proficient level in every content area by using a standards-aligned educational system. To support our vision and mission, parents, students, staff and the community have established and continue to develop and monitor our yearly Site Plan and partnerships with our community and local businesses.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) **English Language Arts:**

- a) Significant subgroups Hispanics and Socioeconomically Disadvantaged will increase to 56.8% proficient on CST's administered in April 2010

2) **Mathematics:**

- a) Significant subgroups Hispanics and Socioeconomically Disadvantaged will increase to 58% proficient on CST's administered in April 2010

3) **English Language Learners and EL Development:**

- a) ELL's will increase to 56.8% proficient in Language Arts and to 58% proficient in Math on CST's administered in April 2010.

4) **GATE:**

- a) Continue to identify students through GATE criteria.
- b) Continue to enrich GATE students through Pod Casting Club and other technology access.

5) **Library**

- a) Deliver library lessons that are relevant to the CA State Standards and tied to the identified areas of need.

6) **School Climate/ Safety**

- a) Update School Safety Plan by February, 2010.

7) **Other goals (optional)**

- a) Implement grade level-sponsored Family Fun Nights on a monthly basis (minimum seven).

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft 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.

Specifically, at Las Flores, we use these assessments to target grade level interventions which are implemented within the school day. Also, Title 1 students are identified through these assessments and interventions are provided.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

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 Las Flores School's staff development has been predominantly in the area of raising test scores and teaching strategies for ELL and other students through trainings such as "Closing the Achievement Gap" and CELL/ExLL".

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Edusoft, Aeries, benchmark tests/analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings bi-monthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams bimonthly. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include Title 1 interventions. 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 and computer lab. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and group counseling services.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career

choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

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

- District Nurse
- Resource Teachers: Special Education
- Peer tutors
- Instructional aides (two special education)
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Others (Family Resource Center, service groups, partnerships, PTO, afterschool clubs, intervention)

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- School Newsletter
- EdLine and school web pages
- Automated phone system

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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

| | |
|---------------------------------|--|
| <u> 1 </u> Principal | <u> 1 </u> Other staff |
| <u> 3 </u> Classroom teachers | <u> 5 </u> 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.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 1
All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

We have three subgroups that are numerically significant, white, Hispanic and social economically disadvantaged. Our white subgroup scored above the statewide performance target with a score of 827. Our socio economically disadvantaged subgroup score showed a 38 point improvement over last year. The Hispanic subgroup just became large enough to be numerically significant for the API in 2009.

What does the data by grade level show?

In 2nd grade 55% of students are proficient or advanced in Language Arts and 78% in Mathematics. In 3rd grade 45% of students are proficient or advanced in Language Arts and 66% in Mathematics. In 4th grade 73% of students are proficient or advanced in Language Arts and 65% in Mathematics. In 5th grade 55% of students are proficient or advanced in Language Arts and 51% in Mathematics.

What causes this result?

Across the district there is a drop in 3rd grade Language Arts scores. We attribute that to the fact that at 3rd grade they are reading the test on their own, whereas 2nd grade has parts of the test read aloud to them. There is a significant jump in scores for 4th grade. We attribute this to the preparation and time students spend on the writing exam. Scores in 5th grade indicate a need for alignment to the standards in instruction.

What are the needs?

Tools and curriculum are needed to teach writing strategies and reading comprehension. In addition, targeted intervention is needed to address academic deficiencies, especially in 5th grade mathematics with individualized monitoring of student progress.

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?

Hispanic, White, and Socioeconomically Disadvantaged sub groups all met their 2009 AYP criteria in both ELA and Mathematics. We have shown growth from the Spring of 2007 to the Spring of 2009 in our White subgroup by an increase of +.3 percent in ELA and +20.5 percent in Mathematics. Our Hispanic subgroup increased +4.8 percent in ELA and +19.6 percent in Mathematics. Our Socioeconomically Disadvantaged subgroup increased +9.3 percent in ELA and +13.3 percent in Mathematics.

What causes this result?

Our targeted interventions and grade level collaboration help meet each student's need. The strategies learned at the "Closing the Achievement Gap" were implemented school wide.

What are the needs?

Staff training and additional staff to provide intervention are needed. Professional development for the staff is also needed in CELL/ExLL.

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

In grades K-1, 63% of English Learners are Beginners. In grade 2, 50% of English Learners are Early Advanced or Advanced. In grades 3 and 4, the students have met the reclassification criteria. Currently, in grades 3 and 4, there are 7 English Learners. 63% of English Learners in grades 3-4 are Intermediate or higher. There are no English Learners in grade 5 this year.

What does the CELDT data by skill area/grade level show?

In grades K-2, our CELDT data indicates a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate. In grades 3-5, our CELDT data indicates a need for instruction to focus on English Language Development standards for Intermediate, Early Advanced, and Advanced. Currently, our teachers use the ELD progress profile to design standards-based ELA and ELD lessons that meet the needs of English Learners.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

Our teachers are providing leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Our site is making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria.

Our teachers continue to provide leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

What are the needs by proficiency level, grade level and skill area?

| Grades | B | EI | I | EA | A |
|--------|----|----|---|----|---|
| K | 8 | 1 | 0 | 1 | 0 |
| 1 | 4 | 4 | 1 | 0 | 0 |
| 2 | 0 | 2 | 2 | 3 | 1 |
| 3 | 1 | 1 | 1 | 0 | 0 |
| 4 | 0 | 0 | 3 | 1 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 |
| Total | 13 | 8 | 7 | 5 | 1 |

Our data reflects that there is a need to focus on instructional needs of our Beginners, Early Intermediates, and Intermediates in grades K-2. And, in grades 3-5, our instructional focus is on the needs of the Intermediates, Early Advanced, and Advanced. We use the ELA and ELD standards to drive instruction based upon the students' English Proficiency Level.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

100% of our GATE students performed at the proficient or advanced level.

What causes this result?

Identifying and enhancing our curriculum to meet the needs of the GATE students. They have many opportunities throughout the day to expand their knowledge using our Accelerated Reading and Math programs. Our GATE students attend an after school POD Casting class. This enriches their technology skills and allows them to create a presentation for our school board.

What are the needs?

We need continued support for our accelerated programs through supplies and materials. Computer updates and software are needed to enhance our after school program for GATE students.

6. Professional Development.

What are the strengths and needs of the site professional development?

Strengths—Staff who were trained in “Closing the Achievement Gap” shared and implemented the best practices, school-wide.

Needs—All staff should be trained in Cell/ExII and the “Closing the Achievement Gap” training. When adopting new curriculum, staff needs on-going beyond the initial training. All staff members would benefit from additional training in EL strategies.

7. School Climate/ Safety Surveys and Other Input

What does the climate survey by teacher, parent, and student show?

Teacher—Teachers feel that Las Flores is a safe school

Parent—Parents feel welcome and well-informed.

Students—Students feel connected and feel that at least one or more adults on campus who care about their successes.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|--|------|-----|------|---------|---------|-------|---|--|-----------------|-------------------|-------------------------------|-----------------------------------|--------------------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | Site Cost | Funding Source | District Centralized Services | | | |
| A. Standards, Assessment and Accountability | | | | | | | | | | | | | | |
| X | X | X | | | | | 1. Disaggregated data from CST and report cards will be examined by staff. Performance gaps will be identified. | Copying Release time Edusoft fees | \$1,650 | SLIBG/ Title 1 | | Principal/ Staff | August/ ongoing | 2 |
| X | X | X | X | X | | | 2. Provide for more effective student learning through the collaborative process for planning, teaching and assessment. | Time for collaboration and planning | \$400 | SLIBG/ Title 1 | | Principal/ Staff/Libra rian | Ongoing | 3 |
| X | X | X | X | | | | 3. Revise process of the Child Study Team | Release time | \$1000 | SLIBG/ Title 1 | | Principal/ Staff | Aug Oct Mar | 4 |
| X | X | X | | | | | 4. Increase test scores for our significant sub groups through focused analysis of individual student performance | Staff training and release time | \$5000 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 1 |
| | | X | | | | | 5. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level. | | | EIA 7090 | \$619 | Principal/ EL Staff | ongoing | 5 |
| B. Staffing and Professional Development | | | | | | | | | | | | | | |
| X | X | X | X | | | | 1. All staff trained in Cell/ExLL | Release time | \$2500 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 1 |
| X | X | X | X | X | X | | 2. Staff to attend "Closing the Achievement Gap" | Release time Conference fees and travel expenses | \$10,000 | SLIBG/ Title 1 | | Principal/ Staff | March | 2 |
| X | X | X | X | X | | | 3. Training in advanced technology | Training stipends | \$500 | | District | Principal/ Staff | ongoing | 3 |
| C. Teaching and Learning | | | | | | | | | | | | | | |
| X | | x | X | X | | | 1. Provide access to readable books | Books, materials, staff stipend | \$3000 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 1 |
| X | | X | | X | | | 2. Develop Read Naturally Lab | Software, | \$5000 | SLIBG/ | | Principal/ | ongoing | 2 |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|---|------|-----|------|---------|---------|-------|--|-------------------------------------|--|-----------------|-------------------------------|------------------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | | computers, staff | | Title 1 | | Staff | | | |
| X | | X | | X | | | 3. Focus on teaching standards in Library and Computer. Collaboration with grade level teachers. | Release time, materials, curriculum | \$2500 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 3 | |
| X | X | | | | | | 4. FAME lessons during collaboration time | Teacher, aide, materials | \$8000 | SLIBG/ Title 1 | | Principal/ Staff | Jan.- May | 4 | |
| X | X | X | | | | | 5. A district EL project teacher will provide support through coaching and professional development. | | | EIA 7090 | \$8000 | EL staff | ongoing | 5 | |
| D. Opportunity and Equal Access | | | | | | | | | | | | | | | |
| X | X | X | | | | | 1. Implement lunchtime and after school intervention | Stipends, materials, curriculum | \$7500 | SLIBG/ Title 1 | | Principal/ Staff | Jan.- May | 2 | |
| X | X | X | | X | | | 2. Provide support and extended learning for EL and SED students | Stipends, materials, curriculum | \$5000 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 1 | |
| | | | X | | | | 3. Continue with Pod Casting and advance technology for Gate Students | Stipends, materials, curriculum | \$3000 | GATE | | Principal/ Staff | ongoing | 3 | |
| E. Parent, Student and Community Involvement | | | | | | | | | | | | | | | |
| X | X | X | X | X | X | | 1. Family Nights once a month | Materials, refreshments | \$1000 | SLIBG/ Title 1 | | Principal/ Staff | monthly | 3 | |
| X | X | X | | | X | | 2. Target Title 1 parents to increase awareness and involvement | Child care, materials, refreshments | \$500 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 1 | |
| X | X | X | | | X | | 3. Parent education on standards and how to enhance student learning | Child care, materials, refreshments | \$500 | SLIBG/ Title 1 | | Principal/ Staff | ongoing | 2 | |
| X | | X | | | X | | 4. Translation/ interpreting services (Spanish) will be provided to assist students and parents. | Salaries/ benefits | | EIA 7090 | \$7010 | EL Staff | ongoing | 4 | |

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|--|---|--|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results | <p>Michelle Acosta Susan Marvin Lorie Mendes Beverly Phippen</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: February, May and September</p> |

SCHOOL SITE COUNCIL

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present.

Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

(a)

| Classroom Teachers |
|------------------------|
| 1. Kathleen Konopak |
| 2. Susan Marvin |
| 3. Vanessa Vaughn |
| Glen Dyer- alternative |

| Principal |
|--------------------|
| 1. Michelle Acosta |

| Other School Personnel |
|------------------------|
| 1. Janna Chilbes |

(b)

| Parent or Community Members |
|---|
| 1. Denise Allen (term ends 2010) |
| 2. Kelly Houck (term ends 2011) |
| 3. Lynda Kelley (term ends 2011) |
| 4. Kristin Schlichting (term ends 2011) |
| 5. Melissa Stephey (term ends 2011) |
| |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|-----------|-------------------|--|------------------------|
| Veronica Camarena | | | X | |
| Jennifer Hoffman | | | X | |
| Maria Rosas | | | X | |
| Michelle Acosta | X | | | |
| Sue Marvin | | X | | |
| Jennifer Williams | | | | X |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Number of members of each category | 1 | 1 | 3 | 1 |

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: Not required
(type name)

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Las Flores School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

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

- English Learner Advisory Committee
- Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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 plan was adopted by the School Site Council at a public meeting on: 11-30-09

Attested:

Ms. Michelle Acosta
Typed name of school principal

M. Acosta
Signature of school principal

11-30-09
Date

Lynda Kelley
Typed name of SSC chairperson

Lynda K Kelley
Signature of SSC chairperson

11-30-09
Date

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report

2009 Adequate Yearly Progress (AYP) Report

California Department of Education

School Report - API Growth and Targets Met

2009 Growth

Academic Performance Index (API) Report

School: Las Flores Elementary

LEA: Sierra Sands Unified

County: Kern

CDS Code: 15-73742-6009625

School Type: Elementary

Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

| Number of Students included in the 2009 Growth API | API | | | | Met Growth Target | | |
|--|-------------|-----------|-----------------------|----------------|-------------------|---------------|-------------------------------|
| | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | Schoolwide | All Subgroups | Both Schoolwide and Subgroups |
| 279 | 821 | 808 | A | 13 | Yes | Yes | Yes |

Similar Schools

| Median API | |
|-------------|-----------|
| 2009 Growth | 2008 Base |
| 821 | 807 |

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2008 Base API Report.

Subgroups

| | Number of Students Included in 2009 API | Numerically Significant in Both Years | Subgroup API | | | | Met Subgroup Growth Target |
|---|---|---------------------------------------|--------------|-----------|-----------------------|----------------|----------------------------|
| | | | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | |
| African American (not of Hispanic origin) | 27 | No | | | | | |
| American Indian or Alaska Native | 5 | No | | | | | |
| Asian | 7 | No | | | | | |
| Filipino | 2 | No | | | | | |
| Hispanic or Latino | 50 | No | 794 | | | | |
| Pacific Islander | 3 | No | | | | | |
| White (not of Hispanic origin) | 182 | Yes | 829 | 827 | A | 2 | Yes |
| Socioeconomically Disadvantaged | 134 | Yes | 783 | 745 | 5 | 38 | Yes |
| English Learners | 22 | No | | | | | |
| Students with Disabilities | 21 | No | | | | | |

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"***" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR)

Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" means the school did not have a valid 2008 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2008 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 17 of 17 AYP Criteria

Participation Rate

| GROUPS | English-Language Arts Target 95% Met all participation rate criteria? Yes | | | | | Mathematics Target 95% Met all participation rate criteria? Yes | | | | |
|--|---|--------------------|------|-------------------|-------------|---|--------------------|------|-------------------|-------------|
| | Enrollment | Number | Rate | Met | Alternative | Enrollment | Number | Rate | Met | Alternative |
| | First Day of Testing | of Students Tested | | 2009 AYP Criteria | Method | First Day of Testing | of Students Tested | | 2009 AYP Criteria | Method |
| Schoolwide | 299 | 299 | 100 | Yes | | 299 | 299 | 100 | Yes | |
| African American or Black (not of Hispanic origin) | 30 | 30 | 100 | -- | | 30 | 30 | 100 | -- | |
| American Indian or Alaska Native | 5 | 5 | 100 | -- | | 5 | 5 | 100 | -- | |
| Asian | 7 | 7 | 100 | -- | | 7 | 7 | 100 | -- | |
| Filipino | 2 | 2 | 100 | -- | | 2 | 2 | 100 | -- | |
| Hispanic or Latino | 53 | 53 | 100 | Yes | ER | 53 | 53 | 100 | Yes | ER |
| Pacific Islander | 3 | 3 | 100 | -- | | 3 | 3 | 100 | -- | |
| White (not of Hispanic origin) | 196 | 196 | 100 | Yes | | 196 | 196 | 100 | Yes | |
| Socioeconomically Disadvantaged | 150 | 150 | 100 | Yes | | 150 | 150 | 100 | Yes | |
| English Learners | 22 | 22 | 100 | -- | | 22 | 22 | 100 | -- | |
| Students with Disabilities | 21 | 21 | 100 | -- | | 21 | 21 | 100 | -- | |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--|---|------------------------|------------------------|-------------------|-------------|---|------------------------|------------------------|-------------------|-------------|
| | Valid | Number | Percent | Met | Alternative | Valid | Number | Percent | Met | Alternative |
| | Scores | At or Above Proficient | At or Above Proficient | 2009 AYP Criteria | Method | Scores | At or Above Proficient | At or Above Proficient | 2009 AYP Criteria | Method |
| Schoolwide | 279 | 158 | 56.6 | Yes | | 279 | 186 | 66.7 | Yes | |
| African American or Black (not of Hispanic origin) | 27 | 14 | 51.9 | -- | | 27 | 18 | 66.7 | -- | |
| American Indian or Alaska Native | 5 | -- | -- | -- | | 5 | -- | -- | -- | |
| Asian | 7 | -- | -- | -- | | 7 | -- | -- | -- | |
| Filipino | 2 | -- | -- | -- | | 2 | -- | -- | -- | |
| Hispanic or Latino | 50 | 26 | 52.0 | Yes | | 50 | 32 | 64.0 | Yes | |
| Pacific Islander | 3 | -- | -- | -- | | 3 | -- | -- | -- | |
| White (not of Hispanic origin) | 182 | 107 | 58.8 | Yes | | 182 | 123 | 67.6 | Yes | |
| Socioeconomically Disadvantaged | 134 | 70 | 52.2 | Yes | | 134 | 81 | 60.4 | Yes | |
| English Learners | 22 | 10 | 45.5 | -- | | 22 | 11 | 50.0 | -- | |

Academic Performance Index (API) - Additional Indicator for AYP

| 2008 Base API | 2009 Growth API | 2008-09 Growth | Met 2009 API Criteria | Alternative Method |
|---------------|-----------------|----------------|-----------------------|--------------------|
| 808 | 821 | 13 | Yes | |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| Rate for 2008, Class of 2006-07 | Rate for 2009, Class of 2007-08 | Change | Average 2-Year Change | Met 2009 Graduation Rate Criteria | Alternative Method |
|---------------------------------|---------------------------------|--------|-----------------------|-----------------------------------|--------------------|
| | | | | N/A | |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

Made AYP: Yes

Met 17 of 17 AYP Criteria

| | | |
|----------------------------------|------------------------------|--------------------|
| Met AYP Criteria: | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes |
| Percent Proficient | Yes | Yes |
| Academic Performance Index (API) | | Yes |
| - Additional Indicator for AYP | | Yes |
| Graduation Rate | | N/A |

Met 2009 AYP Criteria

GROUPS

| Schoolwide | Participation Rate | | Percent Proficient | |
|--|-----------------------|-------------|-----------------------|-------------|
| | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | Yes | Yes | Yes | Yes |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | Yes | Yes | Yes | Yes |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

TITLE 1 SURVEY RESULTS

Las Flores Title I 08-09- Parent Survey Results

School Culture: Most parents “agreed” or “strongly agreed” that—

- Parents are greeted warmly and courteously
- Parents are encouraged to participate in their child’s education
- My child feels safe at this school
- The student discipline is appropriate in this school
- Positive behavior is acknowledged frequently
- My child has opportunities to develop respect, responsibility, and problem solving skills
- My child and I find that the school is well maintained and a pleasant place in which to spend time
- There is a tone of high standards, positive messages, and high expectations of everyone at this school

Parent Community Involvement: Most parents “strongly agreed” that—

- Parents are invited and encouraged to visit the school, welcome in the classrooms, assist in class as a volunteer or aide, attend school functions such as parent/teacher conferences, family nights or other special events, and serve on important committees
- Activities for parents are scheduled at times and places that are convenient for parents
- Meetings are conducted in a language that the parents understand

Area of suggested improvement: Parents need to be made aware of what committees they can serve on.

Home/School Communication: Most parents “agreed” or “strongly agreed”

- Parents know who to go to when they have concerns or questions
- The school has a handbook that is given to all parents at the beginning of the year or upon request
- The school newsletter provides valuable information to parents
- Materials are provided to parents in a language they can understand
- Someone is available in the school office who speaks the language of the parents
- Teachers communicate often with parents.

Area of suggested improvement: Parents would like more written communication, translator available in office.

Area of strength: Strong on teacher communication with parents and being directed to a source of information.

Standards and Assessments: Most parents “strongly agreed” that—

- This is a school with high academic standards for all students
- I know the standards my child must meet
- I understand clearly how my child’s work will be graded
- Parents are fully informed about their child’s progress reports or conferences

Teaching and Learning: Most parents “strongly agreed” that—

- All students have equal opportunity to learn at this school
- My child is making good progress in reading, writing, and math
- My child has regularly assigned homework
- My child is getting a good education

Area of suggested over-all improvement: Parents would like more written communication, translator available in office. Some parents concerned about too much homework. Would like to see like afterschool activities for the younger grades.

Perceived strengths/likes: Many commented on liking the end of year carnival that reinforced good behavior/good testing skills/strategies.

**TITLE 1 PARENT COMPACT
LAS FLORES ELEMENTARY
STUDENT-PARENT-SCHOOL AGREEMENT**

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

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

STUDENT RESPONSIBILITIES:

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

PARENT RESPONSIBILITIES:

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

SCHOOL RESPONSIBILITIES:

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

We promise to work together to help each other carry out this agreement.

Student signature Parent signature date School signature date
PLEASE DISCUSS WITH YOUR CHILD, AND SIGN.

SUGGESTIONS FOR IMPLEMENTATION OF AGREEMENT:

STUDENTS:

Take advantage of every opportunity to learn.

Actively participate in classroom discussions and projects.

Listen carefully to lessons and directions.

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

Spend time at home completing homework, reading and studying.

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

Tell your parents what you learned in school.

See that school notes and newsletters to parents get home.

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

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

PARENTS:

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

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

Talk with your child about his/her activities daily.

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

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

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

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

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

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

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

Limit TV viewing and help select worthwhile programs.

If there are ways we could better work with you to meet the needs of your student, please let us know. If you want to discuss any ideas, please add your name and phone number.

TITLE 1 PARENT INVOLVEMENT POLICY
LAS FLORES ELEMENTARY SCHOOL
TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY

Las Flores School has developed a written Title I parental involvement policy with input from Title I parents. Las Flores is a targeted Title I school. The policy was written with Las Flores staff and two parent groups: PTO and School Site Council. Information gathered from the annual parent Surrey is also used in updating the policy. The policy will be distributed to parents as a part of the Las Flores Information Handbook and Discipline Policy at the beginning of the year or upon student enrollment during the school year. Las Flores School's policy describes the means for carrying out the following Title 1 parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Las Flores School does the following:

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

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Las Flores Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500-7395 | 31,435 | 4,937 | 26,498 |
| GATE 0500-7140 | 1,625 | 405 | 1,220 |
| ELAP 6286 | 393 | 0 | 393 |
| EIA-SCE 7090 | 48,309 | 16,938 | 31,371 |
| Art/Music Block Grant 0500- 6760 | 2,357 | 0 | 2,357 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|--|-------------------------|-----------------------------|--------------------|
| Title I: Targeted Assistance Program 3010 | 220,768 | 19,655 | 201,113 |
| Title I: ARRA Program 3011 | 49,344 | 17,176 | 32,168 |
| | | | |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE-Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PIERCE ELEMENTARY SCHOOL

15-73742-6009294

CDS Code



Date of this Plan: December 15, 2009

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

Contact Person: Pam Barnes
Position: Principal
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Ridgecrest, CA 93555
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The District Governing Board approved this School Plan on January 21, 2010

TABLE OF CONTENTS

| | |
|---|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM..... | 3 |
| DATA ANALYSIS | 6 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 9 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS..... | 13 |
| SCHOOL SITE COUNCIL | 14 |
| Site Level ELAC MEMBERSHIP | 15 |
| RECOMMENDATIONS AND ASSURANCES | 16 |
| SCHOOL DATA..... | 17 |
| TITLE 1 SURVEY RESULTS | 20 |
| TITLE 1 PARENT COMPACT | 22 |
| TITLE 1 PARENT INVOLVEMENT POLICY | 23 |
| INSTRUCTIONAL MATERIALS..... | 24 |
| SITE BUDGET ALLOCATIONS | 25 |

The School accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

We believe all students can learn to become successful life-long learners through meaningful and varied learning experiences. We believe that learning occurs by implementing a rigorous, balanced curriculum that engages and stimulates students. We believe that children learn best in a welcoming, safe, and clean environment that promotes school pride. We believe that the home-school connection is an important element in the development of successful, life-long learners. We believe in providing parents with educational opportunities and the support they may need to foster their child's development. We believe that all people are unique, valuable and need to feel safe and respected in our school environment. (These statements are just a few of the Pierce Belief and Vision Statements developed by staff and parents. To see more visit our school website.)

MISSION

At Pierce School our mission is to assist staff and students with their efforts to:

Pursue Individual Excellence Relentlessly in a Caring Environment.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) **English Language Arts:**

- a) Pierce students in grades 2-5 will increase the percentage of students scoring Proficient or above in English/Language Arts. 56.8% of students in all grades and subgroups (Hispanics, White, English Learners, and Socioeconomically Disadvantaged) will score Proficient or above on their spring 2010 California Standards Tests.

2) **Mathematics:**

- a) Pierce students in grades 2-5 will increase the percentage of students scoring Proficient or above in Mathematics. 58% of students in all grades and subgroups (Hispanics, White, English Learners, and Socioeconomically Disadvantaged) will score Proficient or above on their spring 2010 California Standards Tests.

3) **English Language Learners and EL Development:**

- a) In 2009, 45% of our English Learners were in the Intermediate band. Pierce students in grades K-5 will increase the percentage of students scoring Early Advanced or above on their 2010 CELDT tests.

4) **GATE:**

- a) By utilizing our project teacher we will continue to provide a weekly educational enrichment program for our GATE students. In 2009, 100% of our GATE students scored Proficient or above in English/Language Arts and Math. We will maintain this percentage.

5) **Library**

- a) We will continue to add Junior Library Guild books to the library collection.

6) **School Climate/ Safety**

- a) We will inventory and replace outdated emergency supplies.
- b) We will offer more opportunities for parent involvement.
- c) We will continue to provide staff and supplies for our Before and After School Programs.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft 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. Pierce teachers also use STAR Reading and STAR Math assessments to modify instruction to meet the academic needs of individual students.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

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 Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development through trainings such as Comprehensive Early Literacy Learning (CELL) for grades K-2 and Extended Literacy Learning (ExLL) for grades 3-5. Our literacy coaches provide our teachers with ongoing staff development during the school day. They also incorporate the Step Up To Writing Program and Academic Language Development into their CELL/ExLL training.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, two Literacy Coaches and a Title I Project Teacher. They support site teachers by assisting with reading/language arts instruction, offering model lessons, providing professional development for CELL/ExLL, Step Up To Writing, Academic Language Development, and provide lessons/activities for gifted students. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Edusoft, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings approximately every two weeks during which they review benchmark 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. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

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 regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to

ensure that students are mastering standards. They also determine student academic needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming 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 a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. 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.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks & supplementary materials, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST and CMA assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

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), Literacy Coaches, Project Teacher, part time ELD coordinator.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: computer paraprofessional, bilingual paraprofessional, classroom paraprofessional, before and after school program instructors and tutors, and special education paraprofessional.
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program
- State Preschool
- Parent and Community Volunteers
- School Attendance Review Board (SARB)
- Family Resource Center
- Kern Regional Center
- College Community Services

Our school communicates with parents through:

- School Compacts for Student Success
- Parent informational meetings and visitations
- 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
- PTO
- School Calendar sent home each month
- Home and School Connection newsletter sent home each month
- EdLine and school web pages
- Automated phone system
- Annual Parent Survey

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

At Pierce, one administrator received intensive administrative training via AB 75 that included an Open Court training module; our State Board of Education adopted English/Language Arts instructional materials. Two Pierce teachers received intensive training on State Board of Education adopted instructional materials. One teacher received Houghton Mifflin Math Training AB 472 (2008), and one teacher received Open Court English/Language Arts Training (2008). All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

1. API - Schoolwide our API grew by 13 points from 771 in 2008 to 784 in 2009.

What does the data by subgroup and proficiency level show?

| Subgroup | 2008 | 2009 | Growth | % Proficient/Above |
|---------------------------------|------|------|--------|--------------------|
| Hispanic | 757 | 756 | -1 | 44 % ELA 57 % Math |
| White | 798 | 825 | +27 | 59 % ELA 71 % Math |
| Socioeconomically Disadvantaged | 750 | 753 | -3 | 37 % ELA 59 % Math |
| English Learners | 741 | 728 | -13 | 20 % ELA 49 % Math |
| English Learners (R-FEP) | | | | 53 % ELA 76 % Math |

What does the data by grade level show?

| Grade Level | ELA (Proficient/Above) | Math(Proficient/Above) | Science(Proficient/Above) |
|-------------|------------------------|------------------------|---------------------------|
| 2nd | 44 % | 61 % | |
| 3rd | 29 % | 62 % | |
| 4th | 64 % | 70 % | |
| 5th | 52 % | 61 % | 53% |

What causes this result?

Pierce students who are Hispanic, English Learners, or Socioeconomically Disadvantaged are not closing the achievement gap especially in English/Language Arts. In English/Language Arts our 4th and 5th grade students had a much higher percentage of students scoring proficient or above than our 2nd and 3rd graders. After looking at our CSTs, benchmarks and other assessments, we decided that the younger students just don't have the vocabulary or academic language skills to be as successful as our older students who have had interventions and more practice over their school careers. We think the 4th and 5th grade students did better because many of these students have been attending intervention classes before school since the 3rd grade. In Math, where skills are not so dependent on aptitude with literacy, our subgroups are much closer to closing the achievement gap.

What are the needs?

Parents and staff have decided that we need to continue offering our before school intervention classes in English/Language Arts for students in grades 2-5, especially for English Language Learners. Staff needs to specifically target our students who are scoring Basic and work towards moving them up to the Proficient level. Teachers need to look at student data more carefully and frequently, and need to adjust instruction to meet the needs of the student. Project teachers and paraprofessionals need to assist classroom teachers during reading instruction.

2. AYP – Pierce School met 19 of 21 AYP criteria for 2009.

What does the data by subgroup show in English Language Arts and Mathematics?

| Subgroup | ELA % Proficient/Above | Math % Proficient/Above |
|---------------------------------|------------------------|-------------------------|
| Hispanic | 44 % | 57 % |
| White | 59 % | 71 % |
| Socioeconomically Disadvantaged | 37 % | 59 % |
| English Learners | 20 % | 49 % |
| English Learners (R-FEP) | 53 % | 76 % |

What causes this result?

While all subgroups met the required 45.5% of students scoring Proficient or above in Math, two of our subgroups did not meet the required 45% of students scoring Proficient or above in English Language Arts. These two subgroups were our Hispanic students and our English Learners.

What are the needs?

Parents and staff have decided that we need to continue offering our before school intervention classes in English/Language Arts for students in grades 2-5, especially for English Language Learners. Staff needs to specifically target our students who are scoring Basic and work towards moving them up to the Proficient level. Teachers need to look at student data more carefully and frequently, and need to adjust instruction to meet the needs of the student. Project teachers and paraprofessionals need to assist classroom teachers during reading instruction.

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?

58% of our English Learners are at the Intermediate, Early Advanced, or Advanced level. 75% of our Beginners are in Kindergarten and 1st grade. Our largest group of English Learners are in 4th grade.

| | Beg. | E. Int. | Int. | E. Adv. | Adv. | Total |
|--------------|------|---------|------|---------|------|---------------|
| K | 4 | 5 | 1 | | | 10 |
| 1 | 5 | 5 | 3 | | | 13 |
| 2 | 1 | 3 | 6 | 4 | 1 | 15 |
| 3 | 0 | 2 | 8 | 3 | | 13 |
| 4 | 2 | 4 | 11 | 1 | 1 | 19 |
| 5 | | 3 | 7 | 1 | | 11 |
| Total | 12 | 22 | 36 | 9 | 2 | 81 ELL |

What does the CELDT data by skill area/grade level show?

In grades K-2, our English learners have better listening skills than speaking skills. We need to encourage them to be more verbal and work on vocabulary development. In grades 3-5, our English learners are more adept at speaking and understanding English than they are in reading and writing in English. We need to provide them with more academic language skills, more vocabulary development, and more reading practice.

| | Beg. | E. Int. | Int. | E. Adv. | Adv. |
|------------------------|------|---------|------|---------|------|
| K-1-2 Listening | 10 | 15 | 5 | 6 | 0 |
| K-1-2 Speaking | 8 | 14 | 10 | 4 | 0 |
| 3-Listening | | 1 | 6 | 4 | 2 |
| 3-Speaking | | | 1 | 8 | 4 |
| 3-Reading | 3 | 7 | 3 | | |
| 3-Writing | 1 | 10 | 2 | | |
| 4-Listening | 2 | 3 | 4 | 9 | 1 |
| 4-Speaking | | 4 | 7 | 5 | 3 |
| 4-Reading | 4 | 5 | 9 | 1 | |
| 4-Writing | 2 | 4 | 11 | 1 | 1 |
| 5-Listening | 1 | 2 | 3 | 4 | 1 |
| 5-Speaking | | 2 | 6 | 2 | 1 |
| 5-Reading | 2 | 3 | 6 | | |
| 5-Writing | | 1 | 8 | 2 | |

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

Our teachers are providing leveled ELD instruction based upon the ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group intervention within the school day. Teachers have been attending ongoing ELD training (STELLAR) to support ELD instruction.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria? Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Currently Pierce has 27 students in grades 3-5 that have the potential to be reclassified this year. These students will be monitored closely and will receive targeted instruction to enable them to reclassify as soon as possible. We are also offering before school intervention in Reading/Language Arts for English Language Learners in grades 3-5 four days a week.

What are the needs by proficiency level, grade level and skill area?

We need to continue our efforts to utilize CELL/ExLL strategies along with Academic Language Development to meet the instructional needs of our English Language Learners. Our literacy coaches and our part time ELD coordinator will also provide assistance to teachers and small group intervention during Reading/Language Arts classroom instruction. Our English learners need vocabulary development, reading comprehension strategies, and more practice with their writing skills. Teachers will continue to use the ELD progress profiles to help integrate ELA and ELD standards.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

In 2009, Pierce had 17 fourth and fifth graders who were officially designated Gifted and Talented (GATE) by the SSUSD GATE Committee. 100% of these 4th and 5th grade students scored proficient or above in English Language Arts and Math. In addition, 100 % of the 5th grade GATE students also scored proficient or above in Science.

What causes this result? Pierce staff is meeting the academic needs of our GATE students.

What are the needs? We need to continue to monitor the progress of our GATE students and provide them with challenges.

5. Professional Development

Pierce School has a strong staff development program. We have two trained literacy coaches and an ELD coordinator who provide training not only for our staff, but for teaching staff throughout the district. These teachers provide demonstration lessons, guide professional reading groups, and help facilitate grade level collaboration meetings. Our literacy coaches provide ongoing training in CELL/ExLL teaching strategies, Step Up to Writing strategies, and work with staff to improve our instructional strategies for improving academic language and vocabulary development for our English learners. Staff development is provided either during the school day utilizing subs, or before school in lieu of staff meetings.

6. School Climate/ Safety Surveys and Other Input

Each spring parents are asked to complete a Title I survey about Pierce School. You will find the results of our most current survey from the 2008-2009 school year on page 18 of this document. Discipline data is available from Aeries and will be used to analyze school safety and climate.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|--|------|-----|------|---------|---------|-------|-----------|---|--|-------------------|-------------------------------|----------|--|--|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| A. Standards, Assessment and Accountability | | | | | | | | | | | | | | | |
| | | X | | | | | | 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level. | Supplies | \$500 | 7090 3010 | \$619 | EL office personnel & coordinator J. Williams, J. Toler, & K. Sarrett | Sept. & Nov. and as data comes out after testing | 1 |
| X | X | X | X | | | | | 2. Provide test preparation materials for teachers in grades 2-5. | Student and Teacher materials | \$3,400 | 3010 | | Principal | Order in fall for use prior to STAR Testing in April | 1 |
| X | X | X | X | | X | | | 3. Provide a school wide subscription to Study Island for students in grades K-5. Standards review curriculum. | Online subscription | \$3,300 | 3010 | | Principal | Renew in May for next school year. | 1 |
| X | X | X | | | | X | | 4. Provide budgeting and data analysis assistance to the principal and school staff. (2 hour per day clerk) | Personnel | \$2,000 | 0500- 7395 | | Clerk K. Nazeck | Ongoing whole school year. | 1 |
| B. Staffing and Professional Development | | | | | | | | | | | | | | | |
| X | X | X | X | | X | X | | 1. Project Teacher will provide literacy support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide math intervention. | Personnel | \$53,300 | 3010 | | Project Teacher B. Johnson | Ongoing whole school year. | 1 |
| | | | | | X | X | | 2. Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies through the Second Step Program. Counselor also provides Parenting classes for 7 weeks each year. | Personnel and supplies | \$26,393 \$600 | 7090 3010 | \$16,493 | Title I Counselor D. Morgan | Ongoing whole school year. | 1 |

| Goals | Actions to Reach Goals | | | | | | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------------------------|------|-----|------|---------|---------|---|-----------------|-----------------|----------------|-------------------------------------|--------------------------------------|-----------|
| | ELA | Math | ELD | GATE | Library | Climate | | Other | Site Cost | Funding Source | | | |
| X | X | X | X | | | | Personnel | \$25,000 | 3010 6010-66 | | Computer Para-profess. G. deHaan | Ongoing whole school year. | 2 |
| X | X | X | X | | | | Personnel Supplies | \$90,000 | 6010-66 6010 | | BSP and ASES personnel | Ongoing whole school year. | 1 |
| X | | | | | | | Personnel | | 7090 | \$8000 | EL Coordinator J. Williams | Ongoing whole school year. | 2 |
| X | X | X | | | | | Personnel | \$25,000 | 3010 | | Bilingual Para-Profess. M. Montes | Ongoing whole school year. | 1 |
| X | X | X | | | | | Personnel | \$25,000 | 6010-66 3010 | | Classroom Para-Profess. C. Bockhahn | Ongoing whole school year. | 1 |
| X | X | X | | | | | Personnel | \$2612 | 3010 | | J. Toler | Nov. through March | 1 |
| X | X | X | | | | | Personnel | \$2184 | ELAP | | K. Nazeck | Nov. through March | 1 |
| X | X | X | | | | | Personnel | \$2184 | 3010 | | D. DeRuiter | Nov. through March | 1 |
| X | X | X | X | | | | Student and teacher materials | \$20,000 | 3010 | | Principal | Order in July for school year | 1 |
| X | X | X | X | | | | Supplies | \$3000 | 3010 | | Principal | Ongoing as needed during school year | 1 |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|--|------|-----|------|---------|---------|-------|---|--|--|-------------------|-------------------------------|------------------------------|---|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | | | | | | | year | | |
| X | X | X | X | | X | | 9. Provide student incentives for achievements in academic, behavioral, and attendance. | Paperback books, dog tags and chains, monthly attendance tags, and certificates. | \$2500 | 3010 | | Principal | Ongoing as needed during school year | 2 | |
| X | | X | | | | X | 10. Purchase site license for Earobics software. Earobics software will help provide intervention for struggling readers, and special education students. RTI (Purchase various levels as funding is available, it may cost up to \$20,000 for all grade levels, programs.) | Software licenses | \$7,000 | 3010 0500-7395 | | Principal Tech. Dept. | Purchase components as funding is available | 1 | |
| | | | | | X | X | 11. Purchase art supplies to continue our Art Program for students in grades 1-5. This program provides enrichment for students who may not have a chance to otherwise excel at school. | Supplies | \$1500 | 0500-6760 | | Principal C. Bockhahn | | 2 | |
| D. Opportunity and Equal Access | | | | | | | | | | | | | | | |
| X | | X | | X | X | | 1. Provide an online subscription to World Book for student use at home and at school. | Online Subscription | \$800 | 3010 | | Librarian Principal | Renew in May for next school year. | 3 | |
| X | | X | | X | X | | 2. Add new library books to our collection and continue the Junior Library Guild membership. | Subscription Library books | \$2900 \$5,000 | 0500-7395 3010 | | Librarian | Renew in May for next school year. | 2 | |
| X | | X | X | X | X | | 3. Purchase RIF books and materials which are given to students 3 times a year. | Paperback books and supplies | \$2000 | 3010 | | Librarian Project Teacher | Order in fall for give away in Oct. Jan. & Mar. | 2 | |
| X | | X | X | X | X | | 4. Purchase books to support Battle of the Books program. Pay Battle of the Book fees for competition in spring. | Paperback books | \$500 | 3010 | | Librarian Project Teacher | Order in May for next school year. | 3 | |
| X | X | X | X | | | | 5. Begin replacing older computers/monitors in the computer lab, front offices, and classrooms to provide up to date technology to support student learning and achievement. | Technology Equipment | \$10,000 | 3010 | | Principal Tech. Dept. | As decided by staff & school site council | 1 | |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|---|------|-----|------|---------|---------|-------|--|-----------------------------------|--|-------------------|-------------------------------|----------------------------------|--|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | | (Computers & peripherals) | | 0500-7395 | | | | | |
| X | X | X | X | | | | 6. Support staff use of Eno boards, projectors, etc. with purchases of related technology peripherals and replacement of tech items as necessary due to wear and tear in the classroom. | Technology Equipment | \$5,000 | 3010 0500-7395 | | Principal Tech. Dept. | As decided by staff & school site council | 1 | |
| E. Parent, Student and Community Involvement | | | | | | | | | | | | | | | |
| X | X | X | X | X | X | X | 1. Translation/ interpreting services (Spanish) will be provided to assist students and parents. | Personnel and supplies | \$600 | 7090 3010 | \$7010 | Translators A. Gomez & S. Ortega | Ongoing whole school year. | 1 | |
| X | X | X | X | | X | X | 2. Continue subscription to Home and School Connection for monthly newsletter sent home to parents. (English and Spanish versions) | Subscription, paper, and printing | \$600 | 3010 | | Principal | Renew subs. In May for next school year – paper & printing monthly | 3 | |
| | | | | | X | | 3. Provide paper, printer cartridges, and other supplies necessary to keep parents/families/community members informed since more than 100 of our families do not have access to computers. (Monthly calendars, flyers home, etc.) | Supplies | \$2000 | 3010 | | Principal | Ongoing as needed during school year | 1 | |
| | | | | | X | X | 4. Purchase emergency supplies to replace out dated supplies. | Supplies | \$2000 | 0500-7395 | | Principal | As needed and as funding permits. | 1 | |

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|--|---|--|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • “Single Plan for Student Achievement” action items and other evidence showing planned and actual results | <p>Pam Barnes Barb Johnson Julie Frisbee Jennifer Williams</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: February, May and September</p> |

SCHOOL SITE COUNCIL Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

(a)

| Classroom Teachers |
|-------------------------|
| 1. Ms. Kim St. George |
| 2. Ms. Judy Williamson |
| 3. Mrs. Karrie Durtschi |
| |

| Principal |
|--------------------|
| 1. Mrs. Pam Barnes |

| Other School Personnel |
|-------------------------|
| 1. Mrs. Elaine LoPresti |

Resource teacher, other certificated staff, classified, other administrative staff

(b)

| Parent or Community Members |
|-----------------------------|
| 1. Mrs. Angela Moore |
| 2. Mrs. Kiahna Williams |
| 3. Mrs. Veronica Hernandez |
| 4. Mrs. Marisela Morales |
| 5. Mrs. Teresa Ontiveros |
| Interpreter: Ms. Alma Gomez |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|-----------|----------------------|---|---------------------------|
| Mrs. Pam Barnes | X | | | |
| Mrs. Jennifer Williams | | | | X |
| Ms. Alma Gomez | | | | Interpreter |
| Mrs. Veronica Hernandez | | | X | |
| Mrs. Beatriz Siblely | | | X | |
| Mr. Michael Leahy (alternate) | | | X | |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| Number of members of each category | 1 | | 3 | 1 |

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: Mrs. Veronica Hernandez

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Pierce School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

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

- English Learner Advisory Committee
- Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other – PTO Board

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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 plan was adopted by the School Site Council at a public meeting on: December 15, 2009

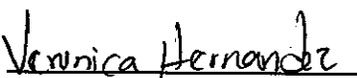
Attested:

Pam Barnes
Typed name of school principal


Signature of school principal

12/15/09
Date

Veronica Hernandez
Typed name of SSC chairperson


Signature of SSC member

12-15-09
Date

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2009 Growth - Academic Performance Index (API) Report
 Education Academic Accountability and Awards Division 9/14/2009

California Department of

School: Pierce Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009294
 School Type: Elementary
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

| <u>Number of Students included in the 2009 Growth API</u> | API | | | | Met Growth Target | | |
|---|--------------------|-----------|-----------------------|----------------|-------------------|---------------|-------------------------------|
| | <u>2009 Growth</u> | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | Schoolwide | All Subgroups | Both Schoolwide and Subgroups |
| 225 | 784 | 771 | 5 | 13 | Yes | No | No |

Similar Schools

Median API

| | |
|--------------------|------------------|
| <u>2009 Growth</u> | <u>2008 Base</u> |
| 756 | 747 |

Subgroups

Subgroup API

| | <u>Number of Students Included in 2009 API</u> | <u>Numerically Significant in Both Years</u> | Subgroup API | | | | <u>Met Subgroup Growth Target</u> |
|---|--|--|--------------------|-----------|------------------------------|----------------|-----------------------------------|
| | | | <u>2009 Growth</u> | 2008 Base | <u>2008-09 Growth Target</u> | 2008-09 Growth | |
| African American (not of Hispanic origin) | 9 | No | | | | | |
| American Indian or Alaska Native | 8 | No | | | | | |
| Asian | 2 | No | | | | | |
| Filipino | 1 | No | | | | | |
| Hispanic or Latino | 110 | Yes | 756 | 757 | 5 | -1 | No |
| Pacific Islander | 3 | No | | | | | |
| White (not of Hispanic origin) | 92 | Yes | 825 | 798 | 2 | 27 | Yes |
| Socioeconomically Disadvantaged | 174 | Yes | 753 | 750 | 5 | 3 | No |
| English Learners | 78 | Yes | 728 | 741 | 5 | -13 | No |
| Students with Disabilities | 25 | No | | | | | |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

School Overview

2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009

School: Pierce Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009294
School Type: Elementary

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 19 of 21 AYP Criteria

| | | |
|---|------------------------------|--------------------|
| <u>Met AYP Criteria:</u> | English-Language Arts | Mathematics |
| <u>Participation Rate</u> | Yes | Yes |
| <u>Percent Proficient</u> | No | Yes |
| <u>Academic Performance Index (API)</u> | | Yes |
| <u>- Additional Indicator for AYP</u> | | |
| <u>Graduation Rate</u> | | N/A |

Met 2009 AYP Criteria

| GROUPS | Participation Rate | | Percent Proficient | |
|--|---------------------------|-------------|---------------------------|-------------|
| | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | Yes | Yes | No | Yes |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | Yes | Yes | Yes | Yes |
| English Learners | Yes | Yes | No | Yes |
| Students with Disabilities | -- | -- | -- | -- |

School Report

2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 19 of 21 AYP Criteria

Participation Rate

| English-Language Arts Target 95% Met all participation rate criteria? Yes | Mathematics Target 95% Met all participation rate criteria? Yes | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------|--------------------|--------------------|--------------|-----------|-------------|---------------|---------------|-----------------|-------------|------------|---|-------------------|---------------|------------|--------------------|--------------|-----------|-------------|---------------|---------------|-----------------|-------------|------------|
| <table border="0" style="width: 100%;"> <tr> <th><u>Enrollment</u></th> <th><u>Number</u></th> <th><u>Met</u></th> <th><u>Alternative</u></th> </tr> <tr> <td><u>First</u></td> <td><u>of</u></td> <td><u>2009</u></td> <td><u>Method</u></td> </tr> <tr> <td><u>Day of</u></td> <td><u>Students</u></td> <td><u>Rate</u></td> <td><u>AYP</u></td> </tr> </table> | <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | <u>Alternative</u> | <u>First</u> | <u>of</u> | <u>2009</u> | <u>Method</u> | <u>Day of</u> | <u>Students</u> | <u>Rate</u> | <u>AYP</u> | <table border="0" style="width: 100%;"> <tr> <th><u>Enrollment</u></th> <th><u>Number</u></th> <th><u>Met</u></th> <th><u>Alternative</u></th> </tr> <tr> <td><u>First</u></td> <td><u>of</u></td> <td><u>2009</u></td> <td><u>Method</u></td> </tr> <tr> <td><u>Day of</u></td> <td><u>Students</u></td> <td><u>Rate</u></td> <td><u>AYP</u></td> </tr> </table> | <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | <u>Alternative</u> | <u>First</u> | <u>of</u> | <u>2009</u> | <u>Method</u> | <u>Day of</u> | <u>Students</u> | <u>Rate</u> | <u>AYP</u> |
| <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | <u>Alternative</u> | | | | | | | | | | | | | | | | | | | | | | |
| <u>First</u> | <u>of</u> | <u>2009</u> | <u>Method</u> | | | | | | | | | | | | | | | | | | | | | | |
| <u>Day of</u> | <u>Students</u> | <u>Rate</u> | <u>AYP</u> | | | | | | | | | | | | | | | | | | | | | | |
| <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | <u>Alternative</u> | | | | | | | | | | | | | | | | | | | | | | |
| <u>First</u> | <u>of</u> | <u>2009</u> | <u>Method</u> | | | | | | | | | | | | | | | | | | | | | | |
| <u>Day of</u> | <u>Students</u> | <u>Rate</u> | <u>AYP</u> | | | | | | | | | | | | | | | | | | | | | | |

GROUPS

| | Testing | Tested | Criteria | | Testing | Tested | Criteria | | | |
|--|---------|--------|----------|-----|---------|--------|----------|-----|-----|----|
| Schoolwide | 243 | 242 | 100 | Yes | 243 | 242 | 100 | Yes | | |
| African American or Black (not of Hispanic origin) | 13 | 13 | 100 | -- | 13 | 13 | 100 | -- | | |
| American Indian or Alaska Native | 8 | 8 | 100 | -- | 8 | 8 | 100 | -- | | |
| Asian | 2 | 2 | 100 | -- | 2 | 2 | 100 | -- | | |
| Filipino | 2 | 2 | 100 | -- | 2 | 2 | 100 | -- | | |
| Hispanic or Latino | 116 | 115 | 99 | Yes | 116 | 115 | 99 | Yes | | |
| Pacific Islander | 3 | 3 | 100 | -- | 3 | 3 | 100 | -- | | |
| White (not of Hispanic origin) | 99 | 99 | 100 | Yes | ER | 99 | 99 | 100 | Yes | ER |
| Socioeconomically Disadvantaged | 190 | 189 | 99 | Yes | 190 | 189 | 99 | Yes | | |
| English Learners | 84 | 83 | 99 | Yes | ER | 84 | 83 | 99 | Yes | ER |
| Students with Disabilities | 26 | 26 | 100 | -- | 26 | 26 | 100 | -- | | |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? No | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--|--|-------------------------------|--------------------------------|-----------------------|--------------------|---|-------------------------------|--------------------------------|-----------------------|--------------------|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method |
| | Schoolwide | 225 | 106 | 47.1 | Yes | | 225 | 143 | 63.6 | Yes |
| African American or Black (not of Hispanic origin) | 9 | -- | -- | -- | | 9 | -- | -- | -- | |
| American Indian or Alaska Native | 8 | -- | -- | -- | | 8 | -- | -- | -- | |
| Asian | 2 | -- | -- | -- | | 2 | -- | -- | -- | |
| Filipino | 1 | -- | -- | -- | | 1 | -- | -- | -- | |
| Hispanic or Latino | 110 | 40 | 36.4 | No | | 110 | 63 | 57.3 | Yes | |
| Pacific Islander | 3 | -- | -- | -- | | 3 | -- | -- | -- | |
| White (not of Hispanic origin) | 92 | 55 | 59.8 | Yes | | 92 | 66 | 71.7 | Yes | |
| Socioeconomically Disadvantaged | 174 | 68 | 39.1 | Yes | SH | 174 | 103 | 59.2 | Yes | |
| English Learners | 78 | 23 | 29.5 | No | | 78 | 42 | 53.8 | Yes | |
| Students with Disabilities | 25 | 8 | 32.0 | -- | | 25 | 9 | 36.0 | -- | |

Academic Performance Index (API) - Additional Indicator for AYP

| 2008 Base API | 2009 Growth API | 2008-09 Growth | Met 2009 API Criteria | Alternative Method |
|---------------|-----------------|----------------|-----------------------|--------------------|
| 771 | 784 | 13 | Yes | |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| Rate for 2008, Class of 2006-07 | Rate for 2009, Class of 2007-08 | Change | Average 2-Year Change | Met 2009 Graduation Rate Criteria | Alternative Method |
|---------------------------------|---------------------------------|--------|-----------------------|-----------------------------------|--------------------|
| | | | | N/A | |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

TITLE 1 SURVEY RESULTS

| Pierce School – Results 08-09 Annual Title I Parent Survey 187 Responses <i>(Strongly Agree + Agree answers when added together = lower, bold number in italics in 1st column.)</i> | Strongly Agree | Agree | Disagree | Strongly Disagree | I Do Not Know |
|---|-------------------|-------|----------|-------------------|---------------|
| SCHOOL CULTURE | ☺☺ | ☺ | ☹ | ☹☹ | ? |
| Parents are greeted warmly and courteously when they visit the school. | 65% 93% | 28% | 3% | 2% | 2% |
| Parents are encouraged to participate in their child's education. | 48% 98% | 50% | 0% | 1% | 1% |
| My child feels safe at this school. | 49% 95% | 46% | 2% | 2% | 0% |
| Student discipline is appropriate in this school. | 45% 92% | 47% | 0% | 2% | 5% |
| Positive behavior is acknowledged frequently. | 61% 97% | 36% | .5% | .5% | 1% |
| My child has opportunities to develop respect, responsibility, and problem solving skills. | 53% 96% | 43% | 1% | 1% | 1% |
| My child and I find that the school is well maintained and a pleasant place in which to spend time. | 64% 97% | 33% | .5% | .5% | 1% |
| It is evident that there are high standards, positive messages, and high expectations of everyone at this school | 50% 96% | 46% | .5% | .5% | 1% |
| PARENT/COMMUNITY INVOLVEMENT | ☺☺ | ☺ | ☹ | ☹☹ | ? |
| Parents are invited and encouraged to: | | | | | |
| • Visit the school | 53% 96% | 43% | 1% | .5% | .5% |
| • Assist in class as a volunteer or aide. | 53% 96% | 43% | .5% | 1% | 1% |
| • Attend school functions such as parent/teacher conferences, family nights or other school events | 50% 93% | 43% | 0% | 3% | 3% |
| • Serve on school and district committees. | 44% 93% | 49% | 1% | 1% | 4% |
| Activities and meetings for parents are scheduled at times and places that are convenient for parents. | 48% 94% | 46% | 1% | 1% | 3% |
| HOME/SCHOOL COMMUNICATION | ☺☺ | ☺ | ☹ | ☹☹ | ? |
| Parents are able to talk to someone at the school when they have concerns or questions. | 50% 99% | 49% | .5% | .5% | .5% |
| Teachers communicate frequently with parents. | 49% 98% | 49% | 1% | .5% | .5% |
| The monthly school newsletter and calendar provide valuable information to parents. | 50% 96% | 46% | 0% | .5% | 1% |
| Materials are provided to parents in their home language. | 60% 98% | 38% | 0% | .5% | 1% |
| If a parent needs a translator, the school tries to accommodate that need. | 37% 65% | 28% | 0% | .5% | 33% |
| STANDARDS AND ASSESSMENT | ☺☺ | ☺ | ☹ | ☹☹ | ? |

| | | | | | |
|---|-------------------|-----|-----|-----|------|
| This is a school with high academic standards for all students and all ability levels. | 48% 97% | 49% | 0% | .5% | 2.5% |
| I know the standards my child must meet. | 46% 97% | 51% | 0% | .5% | .5% |
| I understand clearly how my child's work will be graded. | 44% 97% | 53% | .5% | .5% | 1% |
| Parents are fully informed about their child's academic progress through progress reports or conferences. | 56% 98% | 42% | 0% | 1% | 1% |
| TEACHING AND LEARNING | ☺☺ | ☺ | ☹ | ☹☹ | ? |
| All students have equal opportunity to learn at this school. | 50% 96% | 46% | 0% | .5% | 1% |
| My child is making good progress in reading. | 49% 97% | 48% | 1% | .5% | 1% |
| My child is making good progress in writing. | 53% 95% | 42% | 1% | .5% | 1% |
| My child is making good progress in math. | 46% 96% | 50% | .5% | .5% | .5% |
| My child has regularly assigned homework. | 56% 98% | 42% | 0% | 1% | .5% |
| My child is getting a good education. | 56% 98% | 42% | .5% | .5% | .5% |

TITLE 1 PARENT COMPACT

Pierce Elementary School Title I Parent Compact (Revised 3/17/2009)

Pierce School Staff Will:

- ❖ Provide a strong, district approved curriculum for all students through basic, auxiliary, and supplemental services.
- ❖ Meet with parents to discuss curriculum and take suggestions.
- ❖ Report student progress to parents through conferences, phone calls, written reports, achievement test results, and performance test results.
- ❖ Provide opportunities for parents to learn how to help students through conferences, family nights, newsletters, articles, and assemblies.
- ❖ **Teacher signature and date** _____

Pierce Parents Will:

- ❖ Read to their children as often as possible.
- ❖ Provide a time, place, and support for homework activities.
- ❖ Ensure regular, punctual attendance.
- ❖ Provide adequate rest and nutrition for their child.
- ❖ Attend school conferences and meetings.
- ❖ **Parent/Guardian signature and date** _____

Pierce Students Will:

- ❖ Come to school each day, ready to learn.
- ❖ Take responsibility for completing assignments, and for their own behavior.
- ❖ Work cooperatively with their classmates and staff members.
- ❖ Support their own learning and the learning of others with good school behavior.
- ❖ **Student Signature and date** _____

TITLE 1 PARENT INVOLVEMENT POLICY
Pierce Elementary School
Title I - Parent Involvement Policy
(Revised 3/17/2009)

The Pierce School Community consists of our parents, and our staff.

The Pierce School Community holds the following beliefs:

- ❖ Parent involvement is necessary for a successful school.
- ❖ Active parenting through a child's school years is important to student success.
- ❖ Parents are unique and may need different levels of support, training, and encouragement in order to foster their child's development.
- ❖ School will be a welcoming environment for all parents.

As an important part of the total school-wide plan; activities, opportunities, and training are provided to enable parents to participate at their current level of involvement with a goal of increased involvement.

In order to ensure student success, parents at Pierce School have agreed to:
(See Pierce Elementary Compact for Student Success.)

- ❖ read to their children.
- ❖ provide a time, place, and support for homework activities.
- ❖ ensure regular, punctual attendance.
- ❖ provide for adequate rest and nutrition.
- ❖ attend school conferences and meetings.

At Pierce School parents are offered many other opportunities for becoming involved with their child's education. Some of these other opportunities are:

- ❖ Staying in close communication with the school by reading communications from school including: the Weekly Homework Folder, Monthly Newsletters, Calendars, the SSUSD Parent Handbook, or any other flyers/letters that come home with your child. Parents can also check district/school websites.
- ❖ Reading and becoming familiar with the English/Language Arts and Mathematics academic standards for your child's grade level.
- ❖ Attending Open Houses, Back To School Nights, and Parent Teacher Conferences.
- ❖ Parents having questions about procedures, report cards, grading, testing, or any school issue, should call the school first.
- ❖ Attending conferences with support staff such as: School Counselor, RSP Teacher, Speech Teacher, Literacy Support Teachers, and Student Assistance Teams.
- ❖ Checking out books and parent support materials from the school library.
- ❖ Being involved with a community parenting class.
- ❖ Being involved with a community education class. (Adult School, English as a Second Language, GED.)
- ❖ Participating in Family Involvement Nights. (Reading Nights, Maturango Museum Night, Math Night, etc.)
- ❖ Attending parent education conferences and workshops.
- ❖ Volunteering for class field trips, in the library, or in the classrooms.
- ❖ Volunteering to become a tutor for a child who needs assistance.
- ❖ Volunteering to assist with PTO activities at school, or serve as a PTO officer.
- ❖ Volunteering to serve on an organized school or district committee. (PTO, English Learner Advisory Committee, School Site Council.)
- ❖ Volunteering to serve with community organizations that provide support and assistance for Pierce Families. (Lions Club, Kiwanis Club, IWW Literacy Council, Rose Vargas Discretionary Fund, or any local community service organization.)

Pierce Parents Can Be Involved:

- ❖ as the first educators of their children.
- ❖ as partners with the teacher and the school.
- ❖ as advocates for all children and youth.

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

**SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Pierce Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500-7395 | 43,105 | 3,312 | 39,793 |
| GATE 0500-7140 | 2,535 | 272 | 2,263 |
| BEFORE SCH PROG 6010-66 | | | |
| ASES 6010 | | | |
| ELAP 6286 | 3502 | 0 | 3502 |
| EIA-SCE 7090 | 34,226 | 14,243 | 19,983 |
| Art/Music Block Grant 0500-6760 | 1,581 | 0 | 1,581 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| Title I: Schoolwide Program 3010 | 271,876 | 24,397 | 247,479 |
| Title I: ARRA Program 3011 | 61,248 | 21,319 | 39,929 |
| | | | |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

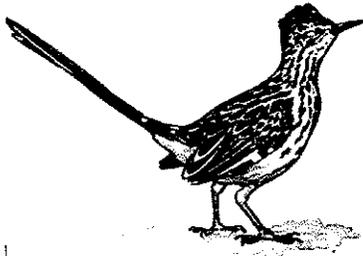
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE- Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT RAND ELEMENTARY SCHOOL

15-73742-6009971
CDS Code



The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

Date of this Plan: November 15, 2009

Contact Person: Virginia Cornell
Position: Principal
Telephone Number: 760 374-2326
Address: P.O. Box 157
37400 St. Elmo Street
Johannesburg, CA 93528
E-mail address: vcornell@ssusd.org

The District Governing Board approved this School Plan on January 21, 2010

TABLE OF CONTENTS

| | |
|--|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM | 3 |
| DATA ANALYSIS | 6 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 7 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS | 9 |
| SCHOOL SITE COUNCIL | 10 |
| Site Level ELAC MEMBERSHIP | 11 |
| RECOMMENDATIONS AND ASSURANCES | 12 |
| SCHOOL DATA | 13 |
| TITLE 1 SURVEY RESULTS | 15 |
| TITLE 1 PARENT COMPACT | 15 |
| TITLE 1 PARENT INVOLVEMENT POLICY | 16 |
| INSTRUCTIONAL MATERIALS | 17 |
| SITE BUDGET ALLOCATIONS | 18 |

The School Accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Rand School strongly believes that each student is an important individual and that students are capable of achieving and growing. Our focus is to work together to provide an environment at home and at school that develops the students' highest potential academically, socially, and emotionally. The unique one-room school environment allows for a feeling of family. Everyone in the community works to help each other grow. The goal is to encourage life-long learning for students and to help them see the value of education in their lives.

MISSION

Our primary mission is to provide the best educational experience possible to each student enrolled in school and to also include younger siblings in as many enrichment activities as possible. Through enrichment activities we strive to improve, expand and enrich the instructional program and academic achievement of every student.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) English Language Arts:

- a) The kindergarten and first grade goal is to have a minimum 56.8% of students meet their grade level standards as described on Sierra Sands Unified School District's grade level benchmark exams.
- b) The second and third grade ELA goal is to have 56.8% of our students reach the proficient level or higher on the CST administered in April 2010.

2) Mathematics:

- a) The kindergarten and first grade Math goal is to have a minimum 58% of students meet their grade level standards as described on Sierra Sands School District's grade level benchmark exams.
- b) The second and third grade Math goal is to have 58% of our students to reach the proficient level or higher on the CST administered in April 2010.

3) English Language Learners and EL Development:

- a) The goal is to provide the necessary academic instruction and support for each individual ELL student so that he/she progresses by one CELDT level as measured by the annual CELDT test.

4) GATE:

- a) GATE students are not identified until fourth grade or later.

5) Library:

- a) The library goal is to increase the number of 0.5 to 2.5 level reading books by the end of the 2009-10 school year, as measured by the Follett inventory of library books.

6) School Climate/ Safety:

- a) The goal is to create a physically and emotionally safe school climate by reporting needed school repairs through School Dude and by using the PeaceBuilder program for each child. The success of these actions will be measured by the Assertive Discipline Log and school accident reports.

7) Field Trips:

- a) The goal is to broaden each student's first hand learning experience by taking at least three out of town field trips per year.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft 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. The teacher also works with other grade level teachers to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

In addition, students at Rand Elementary School are tested using Early Literacy, STAR Reading, and STAR Math four times a year. Tests are administered in August, November, March, and May. The data gained by these assessments at the beginning of the school year, and prior to each reporting period, combined with district benchmark data allows the teacher to monitor and track student progress. The data gathered allows the teacher to make data driven instructional decisions to support student needs in the areas of intervention and/or acceleration.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives, individual school, and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Rand School's staff development has been predominantly in the area of English Language Arts through trainings such as Comprehensive Early Literacy Learning.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, observing, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Edusoft, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

The teacher collaborates with Inyokern teachers at grade level meetings during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams three times a year. The teacher has attended training to learn to analyze data and design intervention strategies.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, our teacher is 100% NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, the teacher provides additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed, and regrouped appropriately. The teacher is encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. She also determines student needs, adjusts instruction and plans re-instruction accordingly. Intervention action plans are developed when appropriate. Interventions are implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include flex reading groups, Title 1 intervention, paraprofessional support and individualized one on one instruction. The teacher works with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials to support instruction. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA).

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

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

- District Nurse
- Resource Teachers: Special Education
- Translator
- Peer tutors
- Instructional aide (full school day instructional aide to assist with multi-grade level instruction)
- Parent and community volunteers
- School Attendance Review Board (SARB)
- Family Resource Center
- Kern County Department of Dental Health

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Parent Teacher Conferences
- School Site Council
- Title 1 Parent Meetings
- Weekly use of Teacher/Parent Communicator
- EdLine and school web pages

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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

- 1 Principal
- 1 Classroom teachers
- 1 Other staff
- 2 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.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0
All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

1. API ~ There is no API for Rand due to small number of students tested.

What does the data by subgroup and proficiency level show?

What does the data by grade level show?

What causes this result?

What are the needs?

2. AYP ~ AYP results for Rand cannot be analyzed due to the small number of students tested.

What does the data by subgroup show in English Language Arts and Mathematics?

What causes this result?

What are the needs?

3. CELDT- English Language Learners ~ There are currently no English Language Learners at Rand.

What does the overall CELDT data, by grade level, show?

What does the CELDT data by skill area/grade level show?

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

What are the needs by proficiency level, grade level and skill area?

4. GATE ~ There are no GATE students at Rand.

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

What causes this result?

What are the needs?

5. Professional Development-

What are the strengths and needs of the site professional development?

The teacher at Rand has a strong background in presenting well developed standards based lessons which result in a high percentage of students reaching proficient or advanced level on state testing. The area of need is in early literacy which is being addressed in the teacher attending Comprehensive Early Literacy Learning Training and in collaboration with other district primary teachers.

6. School Climate/ Safety Surveys and Other Input ~ There was no school climate survey for the 2008-09 school year as Rand did not qualify for Title I funding in 2008-09.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|---|--|-----------------|----------------|-------------------------------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | Site Cost | Funding Source | District Centralized Services | | | |
| | | | | | | | A. Standards, Assessment and Accountability | | | | | | | |
| X | X | X | X | | | | 1. Attend district advisory committee meetings. | | | | | Staff | Yearly | 2 |
| X | X | X | X | | | | 2. Purchase a scanner to scan benchmark exams. | Scanner | \$400 | 3010 | | Staff | January | 1 |
| | | X | | | | | 3. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level. | | | EIA 7090 | \$619 | Principal EL Staff | ongoing | 5 |
| | | | | | | | B. Staffing and Professional Development | | | | | | | |
| X | | X | | | | | 1. Faculty to be trained in CELL | | | | | Staff | Yearly | 2 |
| X | X | X | | | | | 2. Provide option for teacher to attend autism training. | | | | | Staff | Yearly | 2 |
| X | X | X | | | | | 3. A district EL project teacher will provide support through coaching and professional development. | | | EIA 7090 | \$8000 | EL staff | ongoing | 5 |
| | | | | | | | C. Teaching and Learning | | | | | | | |
| X | X | X | | | | | 1. Support standards based learning with supplemental curriculum, supplies, and equipment. | Supplies | \$750 | 3010 | | Staff | Yearly | 2 |
| X | X | X | X | | | | 2. Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading. | Paper & toner | \$500 | 3010 | | Staff | Yearly | 2 |
| | | | | | | | D. Opportunity and Equal Access | | | | | | | |
| X | X | X | X | | | | 1. Replace aging computers with new computers. | Computers | \$2,000 | 3010 | | Staff | January | 1 |
| X | | X | | | | | 2. Increase the number of .5 to 2.0 level Accelerated Reader (AR) library books and purchase the corresponding AR supplies. | Books & AR supplies | \$2,000 | 3010 | | Staff | January | 1 |
| | | | | | | | E. Parent, Student and Community Involvement | | | | | | | |
| X | X | X | | | | | 1. Offer informative family nights. | Supplies & refreshments | \$100 | 3010 | | Staff | Yearly | 2 |
| X | | X | | | X | | 2. Translation/ interpreting services (Spanish) will be | Salaries/ benefits | | EIA 7090 | \$7010 | EL Staff | ongoing | 4 |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|--|------------------------|--|-----------------|-------------------------------|-----------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | provided to assist students and parents as needed. | | | | | | | | |
| X | X | X | X | | | | 3. Conduct annual school climate/safety survey | Paper & toner | \$50 | 7395 | | Principal | Spring | 2 | |
| | | | | | | | | | | | | | | | |

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|---|---|--|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results | <p>Mrs. Cornell Mrs. McGuire</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: February, May and September</p> |

SCHOOL SITE COUNCIL Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

(a)

| Classroom Teachers |
|--------------------|
| 1. Terry McGuire |
| 2. |
| 3. |
| |

| Principal |
|---------------------|
| 1. Virginia Cornell |

| Other School Personnel |
|------------------------|
| 1. Ruth Phillips |

Resource teacher, other certificated staff, classified, other administrative staff

(b)

| Parent or Community Members |
|-----------------------------|
| 1. Charlene Dodson |
| 2. Judy Dietrichson |
| 3. To be selected |
| 4. |
| 5. |
| |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|--|-----------|----------------------|---|---------------------------|
| There are no English Language | | | | |
| Learners enrolled at Rand School. | | | | |
| | | | | |
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| | | | | |
| Number of members of each category | 1 | 1 | 2 | 1 |

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

The site level ELAC has voted to give governance to the SSC on this date: Not applicable

The name of the parent Site level ELAC representative to SSC is: Not applicable
(type name)

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Rand Elementary School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

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

- English Learner Advisory Committee
- Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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.
5. This plan was adopted by the School Site Council at a public meeting on: November 15, 2009.

Attested:

Virginia L. Cornell

Virginia L. Cornell 12-15-09
Signature of school principal Date

Charlene Dodson

Charlene Dodson 12-15-09
Signature of SSC chairperson Date

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report - Growth API
 2009 Growth - Academic Performance Index (API) Report
 School: Rand Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009971
 School Type: Elementary

In 2009, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

School Overview

2009 Adequate Yearly Progress (AYP) Report

California Department of Education
 Academic Accountability and Awards Division
 9/15/2009

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 5 of 5 AYP Criteria
Met AYP Criteria:

| | English-Language Arts | Mathematics |
|---|-----------------------|-------------|
| <u>Participation Rate</u> | Yes | Yes |
| <u>Percent Proficient</u> | Yes | Yes |
| <u>Academic Performance Index (API)</u> | | Yes |
| <u>- Additional Indicator for AYP</u> | | |
| <u>Graduation Rate</u> | | N/A |

Met 2009 AYP Criteria

| GROUPS | Participation Rate | | Percent Proficient | |
|--|-----------------------|-------------|--------------------|-------------|
| | English-Language Arts | Mathematics | English-Language | |
| | | | Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 5 of 5 AYP Criteria
Participation Rate

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------------|------------|---------------|-----------|-------------|----------------|-----------------|------------|--|-------------|--------------------|--|--|---------------|---|-------------------|---------------|------------|---------------|-----------|-------------|----------------|-----------------|------------|--|-------------|--------------------|--|--|---------------|
| English-Language Arts Target 95% Met all participation rate criteria? Yes | Mathematics Target 95% Met all participation rate criteria? Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>Enrollment</u></td> <td style="text-align: center;"><u>Number</u></td> <td style="text-align: center;"><u>Met</u></td> </tr> <tr> <td style="text-align: center;"><u>Day of</u></td> <td style="text-align: center;"><u>of</u></td> <td style="text-align: center;"><u>2009</u></td> </tr> <tr> <td style="text-align: center;"><u>Testing</u></td> <td style="text-align: center;"><u>Students</u></td> <td style="text-align: center;"><u>AYP</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>Rate</u></td> <td style="text-align: center;"><u>Alternative</u></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><u>Method</u></td> </tr> </table> | <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | <u>Day of</u> | <u>of</u> | <u>2009</u> | <u>Testing</u> | <u>Students</u> | <u>AYP</u> | | <u>Rate</u> | <u>Alternative</u> | | | <u>Method</u> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>Enrollment</u></td> <td style="text-align: center;"><u>Number</u></td> <td style="text-align: center;"><u>Met</u></td> </tr> <tr> <td style="text-align: center;"><u>Day of</u></td> <td style="text-align: center;"><u>of</u></td> <td style="text-align: center;"><u>2009</u></td> </tr> <tr> <td style="text-align: center;"><u>Testing</u></td> <td style="text-align: center;"><u>Students</u></td> <td style="text-align: center;"><u>AYP</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>Rate</u></td> <td style="text-align: center;"><u>Alternative</u></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><u>Method</u></td> </tr> </table> | <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | <u>Day of</u> | <u>of</u> | <u>2009</u> | <u>Testing</u> | <u>Students</u> | <u>AYP</u> | | <u>Rate</u> | <u>Alternative</u> | | | <u>Method</u> |
| <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Day of</u> | <u>of</u> | <u>2009</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Testing</u> | <u>Students</u> | <u>AYP</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Rate</u> | <u>Alternative</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <u>Method</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Enrollment</u> | <u>Number</u> | <u>Met</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Day of</u> | <u>of</u> | <u>2009</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Testing</u> | <u>Students</u> | <u>AYP</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Rate</u> | <u>Alternative</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <u>Method</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

GROUPS

| | | | | | | | | | | |
|--|---|---|-----|-----|-----------|---|---|-----|-----|-----------|
| Schoolwide | 4 | 4 | 100 | Yes | <u>EN</u> | 4 | 4 | 100 | Yes | <u>EN</u> |
| African American or Black (not of Hispanic origin) | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| American Indian or Alaska Native | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| Asian | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| Filipino | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| Hispanic or Latino | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| Pacific Islander | 1 | 1 | 100 | -- | | 1 | 1 | 100 | -- | |
| White (not of Hispanic origin) | 3 | 3 | 100 | -- | | 3 | 3 | 100 | -- | |
| Socioeconomically Disadvantaged | 4 | 4 | 100 | -- | | 4 | 4 | 100 | -- | |
| English Learners | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |
| Students with Disabilities | 0 | 0 | -- | -- | | 0 | 0 | -- | -- | |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--|---|-------------------------------|--------------------------------|-----------------------|--------------------|---|-------------------------------|--------------------------------|-----------------------|--------------------|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method |
| | Schoolwide | 4 | -- | -- | Yes | <u>CI</u> | 4 | -- | -- | Yes |
| African American or Black (not of Hispanic origin) | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| American Indian or Alaska Native | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Asian | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Filipino | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Hispanic or Latino | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Pacific Islander | 1 | -- | -- | -- | | 1 | -- | -- | -- | |
| White (not of Hispanic origin) | 3 | -- | -- | -- | | 3 | -- | -- | -- | |
| Socioeconomically Disadvantaged | 4 | -- | -- | -- | | 4 | -- | -- | -- | |
| English Learners | 0 | -- | -- | -- | | 0 | -- | -- | -- | |
| Students with Disabilities | 0 | -- | -- | -- | | 0 | -- | -- | -- | |

Academic Performance Index (API) - Additional Indicator for AYP

| | | | | |
|----------------------|------------------------|-----------------------|------------------------------|---------------------------|
| <u>2008 Base API</u> | <u>2009 Growth API</u> | <u>2008-09 Growth</u> | <u>Met 2009 API Criteria</u> | <u>Alternative Method</u> |
| | | | Yes | <u>CI</u> |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| | | | | | |
|--|--|---------------|------------------------------|--|---------------------------|
| <u>Rate for 2008, Class of 2006-07</u> | <u>Rate for 2009, Class of 2007-08</u> | <u>Change</u> | <u>Average 2-Year Change</u> | <u>Met 2009 Graduation Rate Criteria</u> | <u>Alternative Method</u> |
| | | | | N/A | |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

TITLE 1 SURVEY RESULTS

Rand was not a Title 1 site in 08-09 and did not conduct a Title 1 survey.

TITLE 1 PARENT COMPACT RAND SCHOOL HOME-SCHOOL COMPACT

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Keys to Success

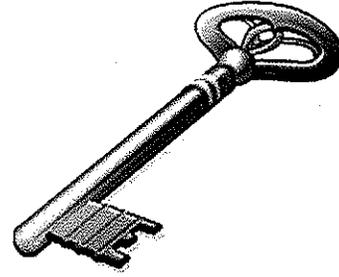
Rand's School, Family, & Community Involvement Plan

Key 1 Parenting

- Parenting Classes

Key 2 Communication

- Parent-Teacher-Student Compact
- Teacher/Parent Communicator Folders
- School Website www.ssusd.org
- Principal Open Door Policy
- Annual School Survey (Spring)
- Back-to-School Night & Open House
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels



Key 3 Volunteering

- Parent Volunteer Welcomed
- Community Volunteers Welcomed

Key 4 Learning at Home

- World Book on-line
- Textbook On-line or CD connections for parents
- Book Fairs
- Referrals to community agencies as needed

Key 5 Decision Making

- Rand School Site Council (SSC)
- Community Forum with SSUSD School Board Members

Key 6 Collaborating with the Community

- Community wide events
- PeaceBuilding as a community
- Partners with community organizations

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Rand Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500-7395 | 873 | 73 | 799 |
| EIA-SCE 7090 | 266 | 0 | 266 |
| GATE 0500-7140 | 41 | 5 | 36 |
| Art/Music Block Grant 0500- 6760 | 29 | 0 | 29 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| Title I: Schoolwide Program Program 3010 | 5,717 | 0 | 5,717 |
| Title I: ARRA Program 3011 | 1,732 | 603 | 1,129 |
| | | | |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE- Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

RICHMOND SCHOOL

15-73742-6009328
CDS Code



Date of this Plan: 12-14-09

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB)- Adequate Yearly Progress (AYP) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB into the *Single Plan for Student Achievement*.

| | |
|-------------------|--------------------------------------|
| Contact Person: | Bev Estis |
| Position: | Principal |
| Telephone Number: | 760-446-2531 |
| Address: | 1206 Kearsarge, Ridgecrest, CA 93555 |
| E-mail address: | bestis@ssusd.org |

The District Governing Board approved this School Plan on January 21, 2010

TABLE OF CONTENTS

| | |
|--|----|
| DISTRICT MISSION AND GOALS | 1 |
| SCHOOL VISION, MISSION, GOALS | 2 |
| ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM | 3 |
| DATA ANALYSIS | 7 |
| PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE | 11 |
| MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS | 15 |
| SCHOOL SITE COUNCIL | 16 |
| Site Level ELAC MEMBERSHIP | 17 |
| RECOMMENDATIONS AND ASSURANCES | 18 |
| SCHOOL DATA..... | 19 |
| TITLE 1 SURVEY RESULTS | 22 |
| TITLE 1 PARENT COMPACT | 24 |
| TITLE 1 PARENT INVOLVEMENT POLICY | 25 |
| INSTRUCTIONAL MATERIALS | 27 |
| SITE BUDGET ALLOCATIONS | 28 |

The School accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education to all K-12 students within a safe environment. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Our vision is for Richmond School to be recognized as a safe place where all children can learn and where learning is celebrated daily through attendance, attitude, and achievement.

MISSION

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

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

These goals will be accomplished through:

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

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

M – Measurable and based on formative and/or summative data

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) **English Language Arts:**

Increase proficiency of all K-5 students in language arts

Meet AYP and API growth target

Increase number of students in proficient and advanced levels

Star Early Literacy Test scaled score – Kindergarten-650, 1st grade-800

2) **Mathematics:**

Increase proficiency of all K-5 students in mathematics

Meet AYP and API growth target

Increase number of students in proficient and advanced levels

3) **English Language Learners and EL Development:**

Increase proficiency in CELDT one level per year

4) **GATE:**

a) Provide increased academic rigor

b) Maintain advanced performance on STAR

5) **Library**

a) Provide a library program which supports/enhances acquisition of grade-level standards for all students

6) **School Climate/ Safety**

a) Provide a safe, orderly, positive learning environment

b) Improve attendance, attitude, achievement

7) **Parent Involvement**

a) Enrich student education by supporting family, school, and community partnerships.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- **To monitor student progress on curricular embedded assessments?**
- **To modify instruction?**

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft and data is available by school, teacher, student group, and student. This information is used to identify students at risk and to plan instruction, including preteaching and/or re-teaching strategies. Teachers also work in grade-level collaboration meetings to analyze student data, develop curriculum, create action plans, and discuss, model, and observe best practices.

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Star Early Literacy, Star Reading, Star Math, Corrective Reading, Rewards, phonemic awareness assessments are used at our site to evaluate students and plan intervention groups.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Richmond School's staff development has been predominantly in the area of English Language Arts, Mathematics, English Language Development, academic vocabulary, and classroom management through trainings such as CELL/ExLL, Step Up to Writing, Open Court, Houghton-Mifflin, and Boys Town.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, the site Project Teacher, and site curriculum and classroom management experts. They support site teachers by offering model lessons, and providing feedback on best practices, providing professional development in research-based instructional strategies, classroom and classroom management, and student behavior interventions. In addition, weekly technology trainings and staff professional development days are used to train on topics such as Edusoft, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade-level meetings twice a month during which time they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. They also meet to collaborate in cross-grade-level teams. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. Collaboration meetings allow counselor, speech teacher, support instructional staff, special education teachers, and regular education teachers to share information in all areas: assessment, curriculum, instruction, standards, special needs.

5. How do you ensure that all teachers are NCLB compliant?

Teacher recruitment, hiring, and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding and assisted

with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include flex reading groups, Targeted Assistance Groups, Title 1 intervention, paraprofessional support, before school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. The project teacher is provided for struggling students to pre-teach and/or re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading, writing, and/or math. Counselors provide support through social groups and Boys Town, Second Step, and Steps to Respect programs.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

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 and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Explain your lesson-pacing schedule.

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

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

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.

12. How are students assisted in transitions from preschool, from elementary, and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth-grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer opportunities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

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

- District Nurse
- Resource Teachers, Special Education Teachers, Title I/Projects Teacher
- Peer tutors, cross-age tutors
- Instructional aides: Accelerated Reader, computer, classroom
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Others: Family Resource Center, Optimists, PTA, PTO, community and parent volunteers for Lunch Clubs, Career Lunch Program, and Activity Days

Our school communicates with parents through:

- School Compact
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- School Site Council/ELAC Meetings
- Title 1 Parent Meetings
- PTA
- School Newsletter
- Teacher Newsletters
- EdLine and school web pages
- Automated phone system

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

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

- 1 Principal
- 3 Classroom teachers
- 1 Other staff

5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring, and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals, and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC. Kindergarten through fifth grade students participate in the Principal's Focus Group throughout the year. In addition, second through fifth grade students complete an annual survey.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had a 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0

Teachers receiving intensive training on State Board of Education adopted instructional materials= 8

All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS KEY FINDINGS

Data is analyzed by staff and parent leadership groups on many different levels. Federal and state measurements of Adequate Yearly Progress (AYP) and Academic Performance Index (API) provide information schoolwide, by student subgroups, and by grade-levels. State, district, and school level assessments are used to provide grade-level and individual student information. Ongoing assessments provide decision-making information concerning curriculum and instructional practices for individual students.

1. API

What do the data by subgroup and proficiency level show?

- Richmond API increased 51 points to 824.
- Broken into numerically significant subgroups the white subgroup has increased 44 points from 802 to 846; socioeconomically disadvantaged group increased 52 points from 719 to 771; students with disabilities increased 55 points from 658 to 713. Of note is the fact that both the socioeconomically disadvantaged and students with disabilities groups increased **more** than the white group.

What do the data by grade level show?

- English Language Arts Proficiency Level – Each grade level increased the percent of students at or above proficient: 2nd - 65% (up 3%); 3rd - 65% (up 21%); 4th - 90% (up 4%); 5th - 59% (up 19%.)
- Mathematics Proficiency Level – Each grade level increased the percent of students at or above proficient: second - 78% (up 1%), third - 79% (up 15%), fourth - 93% (up 23%), fifth – 63% (up 31%.)

What caused this result?

- Beginning of the year and trimester benchmarks are used to guide instruction throughout the year.
- Grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration are all contributing factors for student success.
- Targeted Assistance Groups (TAG) and intervention programs using AR, AM, REWARDS, REWARDS PLUS, REWARDS WRITING, Standards Plus, Math Facts in a Flash, FASST Math, Study Island.
- Active participation by students; support of parents.

What are the needs?

California Standards Test - Identified areas of weaknesses by grade level

Language Arts

- 2nd reading comprehension, writing strategies, written conventions
- 3rd reading comprehension, literary response, written conventions
- 4th writing strategies, written conventions
- 5th reading comprehension, writing strategies, written conventions

Math

- 2nd measurement and geometry
- 3rd math facts, measurement and geometry, algebra and functions
- 4th statistics and probability
- 5th measurement and geometry

2. AYP

What do the data by subgroup show in English Language Arts and Mathematics?

- Each year, Richmond has met the target for Adequate Yearly Progress which is set and measured at the federal level.
- English Language Arts - Student subgroups which met the Annual Measurable Objectives (AMOs) target of 46% were: Schoolwide (62.7%), white (65%), socioeconomic disadvantaged (51.8%), African American (73.3%), Hispanic (52.8%), and students with disabilities (42.9%). Students with disabilities received 'safe harbor.' The only subgroup not making the target in ELA is English Learners (38.5%). With only 13 scores, this is not a statistically significant subgroup.
- Mathematics – With the target of 47.5% proficient or above for mathematics, subgroups proficient or above were: Schoolwide (71.3%), white (74.6%), socioeconomic disadvantaged (65.4%), students with disabilities (51.9%), African Americans (73.3%), Hispanic (58.5%) and English Learners (61.5%)
- Performance by Student Group: All scores increased for both English Language Arts and Math from 2008 to 2009.

What caused this result?

- Beginning of the year and trimester benchmarks are used to guide instruction throughout the year.
- Grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration are all contributing factors for student success.
- Targeted Assistance Groups (TAG), intervention programs – REWARDS, REWARDS PLUS, REWARDS WRITING, Standards Plus, AM, AR, Math Facts in a Flash, FASST Math, Study Island.
- Active participation by students; support of parents.
- Kindergarten and first grade are not included in the STAR testing results. Kindergarten scored above the goal of 650 for the last three years on the Star Early Literacy test. First-grade scores for the past three years 2007 – 2009 are 761, 782, 753.

What are the needs?

- Continued focus on grade-level standards, researched-based instructional strategies and programs, support of technology in the curriculum.
- Collaboration time with emphasis on individual student needs, grade-level standards, curriculum and instruction, and assessment results.

The AYP and API system tracks the school and student subgroups from one point in the year. Richmond staff has developed a process to assess and track the progress of individual students and classes throughout the school year. Teachers have identified what scores indicate meeting or exceeding grade level as well as what constitutes 'at risk' for ELA, specifically in phonemic awareness, decoding, fluency, and comprehension, and in math. Teachers are able to identify *individual students* who are at risk of not meeting grade-level expectations and *areas* of the curriculum which may be weak throughout the class or grade level. Collaboration time is provided for staff to review assessments and plan curriculum and instruction accordingly.

3. CELDT- English Language Learners

What do the overall CELDT data, by grade level, show?

- In grades K-1, 85% of English Learners are Beginners or Early Intermediate. In grade 2, 60% of English Learners are Intermediate. In grade 3, 40% are Beginners. In grade 4, 65% are Beginners. The one fifth-grade EL student is Intermediate level.

What do the CELDT data, by skill area/grade level, show?

- In grades K-5, our CELDT data indicate a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate levels.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

- Our teachers are providing leveled ELD instruction by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group instruction within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

- Students who potentially could be reclassified have been identified; teachers are making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria. Staff is reviewing EL criteria for special education students.

What are the needs by proficiency level, grade level and skill area?

| Grades | B | EI | I | EA | A |
|--------|----|----|----|----|---|
| K | 3 | 2 | 1 | 0 | 0 |
| 1 | 1 | 3 | 3 | 0 | 1 |
| 2 | 2 | 0 | 3 | 0 | 0 |
| 3 | 2 | 1 | 1 | 1 | 0 |
| 4 | 5 | 1 | 1 | 1 | 0 |
| 5 | 0 | 0 | 1 | 0 | 0 |
| Total | 13 | 7 | 10 | 2 | 1 |

- Our data reflect that there is a need to focus on instructional needs of our Beginners, Early Intermediates, and Intermediates in grades K-5. In grades 3-5, additional focus will be on students who are potentials for reclassification. We use the ELA and ELD standards to drive instruction based upon the students' English Proficiency Level.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

- Students who are identified as GATE have continued to score advanced/advanced on the STAR assessment.

What causes this result?

- These results demonstrate that student selection for the GATE program is valid. The academic program provided for GATE students is rigorous and challenges students to succeed.

What are the needs?

- Continued opportunities and challenges for students.

5. HIGH SCHOOL – N/A

6. Professional Development

What are the strengths and needs of the site professional development?

- Richmond staff members serve on the District Professional Development Committee to give input on the needs of the staff. The district provides a continuum of professional development activities to meet the needs of the staff. Inservice is provided as new textbook adoptions are put into place. Support for new teachers is provided through the BTSA mentoring program. Richmond teachers are participating in Boys Town, CELL/ExLL, Open Court, SmartBoard, Step Up to Writing, Houghton-Mifflin math, differentiated instruction, Autism, CPI, ADEPT, and technology.
- Staff has indicated continued interest in the following staff development: technology, Step Up to Writing refresher, ADD/ADHD, behavior/classroom management.

7. School Climate/ Safety Surveys and Other Input

What does the climate survey by teacher, parent, and student show?

Parents responding to the 2009 survey indicated:

- their child feels safe at school (97%)
- the school has high academic standards for all students (98%)
- the recognition programs (Super Stars, AR, AM awards, etc.) are motivating to students (95%)
- they feel fully informed about their child's academic progress (97%)
- the school offers parents opportunities for participation (98%)
- their child is getting a good education (98%)

Teacher response to the 2009 survey indicated

- academic and intervention programs provided tools necessary to help students meet grade-level standards
- the variety of programs offered at Richmond provided students opportunities for success
- collaboration is vital in providing support for teachers and students
- they valued the support provided by the extra programs at Richmond

Students reported in the 2009 survey that

- positive recognition programs such as Super Stars, AR, and AM served as positive incentive
- connection to the school and staff was an important facet of student achievement

What are the needs?

- Parents, staff, and School Site Council have discussed additional opportunities for parents to volunteer at school. Discipline data is available from Aeries and will be used to analyze school safety and climate.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

| Goals | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|--|--|-----------------|----------------|-------------------------------|-----------------------|-------------------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | Site Cost | Funding Source | District Centralized Services | | | |
| | | | | | | | A. Standards, Assessment and Accountability | | | | | | | |
| X | X | X | X | | | | 1. Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified | Personnel Supplies Equipment | \$500 | 3010 | | Staff | Fall | x |
| X | X | X | X | | | | 2. Trimester benchmarks (phonemic awareness, decoding, fluency, comprehension, math skills) will be reviewed and analyzed | Personnel Supplies Equipment | \$200 | 3010 | | Staff | Fall Each tri. | x |
| X | X | X | X | X | | | 3. Curriculum, instruction, and assessment will be aligned into a coherent system that will provide ongoing bi-monthly data on student progress, focusing on high quality instruction, and ensuring early intervention for students experiencing learning roadblocks | Personnel Supplies Equipment | \$2,000 | 3010 7395 | | Staff | Bi monthly | |
| | | X | | | | | 4. ELD data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level | Personnel | | 7090 | \$619 | District personnel | Fall | x |
| X | X | X | X | | X | | 5. Collaboration time will focus on analyzing data, aligning standards, curriculum, grade-level instruction, and articulation between grade levels | Personnel FAME Supplies | \$5,000 | 3010 7395 | | Principal | Bi monthly | x |
| | | | | | | | B. Staffing and Professional Development | | | | | | | |
| X | X | X | X | | X | | 1. Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL/ExLL, Boys Town, CPI | Personnel Travel | \$10,000 | 3010 7395 | | Staff | Ongoing | x |
| | | X | | | | | 2. A district EL project teacher will provide support through coaching and professional development. | Personnel | | 7097 | \$8000 | District personnel | Ongoing | |
| X | X | X | X | X | X | | 3. Staff will be provided to support organizational and instructional components of the SPSA. | Project teacher, clerk, parapro, counselor | \$137,661 | 3010 7395 | | SSC | | |

| Goals | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|---|--|-----------------------------|----------------------|-------------------------------|--------------------------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | | | Site Cost | Funding Source | District Centralized Services | | | |
| | | | | | | | C. Teaching and Learning | | | | | | | |
| X | X | X | X | X | | | 1. High-quality direct instruction, research based programs will be offered for all students | Personnel Supplies | Previously noted \$2,000 | 3010 7395 | | Teachers | Ongoing | x |
| X | X | X | X | X | | | 2. Interventions/differentiated instructional strategies and supports that help students learn grade-level standards will be matched to student needs | Personnel Equipment Supplies Technology | *PN \$20,000 | 3010 3011 7090 | | Staff | | x |
| X | X | X | X | X | | | 3. Before-school interventions will be offered for students who are at risk, based on assessment data | Personnel Supplies | \$2,000 | 3010 7090 | | Teachers | | |
| | | | X | | | | 4. Gifted students will be provide with increased academic rigor through differentiated instruction and programs such as AR, AM, WordMasters, REWARDS+ Standards Plus | Supplies Equipment | \$5,000 | 3010 7140 | | Teachers | | |
| | | X | | | | | 5. Direct English language development (ELD) instruction will be provided, regardless of ELD status | Supplies Equipment | \$600 | 6286 | | Teachers | | x |
| X | X | X | X | X | x | | 6. A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students | Personnel Supplies Equipment | \$15,000 | 3010 3011 7395 | | Media specialist, project teacher | | x |
| X | X | X | X | | X | X | 7. Programs/assemblies, and field trips to supplement standards, will be scheduled, as funds allow | Supplies Travel | \$3,000 | 6760 7395 | | Principal Teachers | | |
| | | | | | | | D. Opportunity and Equal Access | | | | | | | |
| X | X | X | X | | | | 1. Differentiated instruction will be provided for all learners to make learning meaningful - but especially to help English learners, gifted and talented students, special education students, and those who have behavioral and social problems. | Personnel Supplies Equipment | *PN \$10,000 | 3010 3011 | | Teachers | | x |
| X | X | X | X | | | | 2. Early intervention and effective student support strategies will be offered | Personnel | *PN | 3010 | | Staff | | x |
| X | X | X | | | | | 3. Individualized educational programs will be aligned with state standards | Supplies Equipment | \$500 | 3010 | | Teachers | | x |
| X | X | X | X | | X | | 4. Students will be supported through counseling | Personnel | | 7090 | \$31,111 | Counselor | | x |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|--|------------------------------------|--|----------------------|-------------------------------|--------------------------------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | services focused on helping student behavior enhance access to the educational process. | | | 3010 | | | | | |
| | | | | | | | E. School Climate/Safety | | | | | | | | |
| | | | | | X | | 1. A schoolwide discipline plan will be implemented: Richmond Pledge, Fight Free Program, Boys Town Social Skills/Classroom Management | Supplies Equipment | \$5,000 | 3010 3011 7393 | | Staff | | x | |
| | | | | | X | | 2. Assemblies, activities, programs to motivate/educate, recognition program-Super Stars will be scheduled | Supplies Equipment | \$5,000 | 3010 7393 | | Principal | | x | |
| | | | | | X | | 3. Counseling services/programs will be offered, including Steps to Respect, Second Step, and Friendship Circle | Personnel Supplies | *PN | | | Counselor | | x | |
| | | | | | X | | 4. Student affiliation, engagement, and responsibility will be encouraged through activities such as an attendance program, goal setting activities, jobs, lunch clubs, student newspaper, Winner's Circle, garden club, Birthday Book Club, Career Luncheon Program and field trip, Student Council, Cub Club, and cross-age/peer tutoring | Supplies Equipment | \$5,000 | 3010 7393 | | Staff | | | |
| | | | | | X | | 5. Site Safety Plan - Clean/safe facilities will be enhanced through projects such as benches, Reading Garden, fencing project (N. Annex) | Supplies Equipment | \$200 | 7395 | | Principal | | x | |
| | | | | | | | F. Parent, Student and Community Involvement | | | | | | | | |
| | | | | | | X | 1. Student education will be enriched by supporting family, school, community partnerships through the following opportunities: Parenting Parenting classes Communicating Parent teacher conferences (including student led conferences), IEPs Translation/interpreting services Orientations to facilitate transitions (pre to Kdg, | Personnel Supplies Equipment | *PN \$8,000 | 3010 3011 7393 | | Staff SSC PTA Parents | | x | |

| Goals | | | | | | | | Actions to Reach Goals | Proposed Expenditures Type (Personnel, Supplies, equip., travel.) | Estimated Costs | | | Person(s) Responsible | Timeline | *Priority |
|-------|------|-----|------|---------|---------|-------|--|------------------------|--|-----------------|-------------------------------|--------------------|-----------------------|----------|-----------|
| ELA | Math | ELD | GATE | Library | Climate | Other | Site Cost | | | Funding Source | District Centralized Services | | | | |
| | | | | | | | grade to grade level, 5 th to middle school) Newsletter, Edline Parent activities Family Nights, Ice Cream Social Back-to-School Night, Christmas Program Open House/Art Show/Science Fair Volunteering Classroom and schoolwide Lunch Clubs, Career Lunches Learning at Home Homework assistance, Study Island Decision Making District Instructional Advisory Committees PTA, School Site Council Superintendent's Council Collaborating with Community Lunch Club, Garden Club Career Luncheon Program and Field Trip Optimists RIF Kiwanis Walk-a-Thon FAME | | | | | | | | |
| | | X | | | | X | 2. Translation/interpreting services. (Spanish) will be provided to assist students and parents | Personnel | | 7090 | \$7010 | District personnel | | x | |

Priority X is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils, and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis.

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

| Description of School Monitoring Process | Members of Monitoring Team Reporting to SSC | Process for Reporting Results | Timeline (Frequency) |
|--|---|---|---|
| <p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • “Single Plan for Student Achievement” action items and other evidence showing planned and actual results | <p>Principal Project Teacher</p> | <ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. | <p>Data and activity analysis: September, November, February, and May</p> |

SCHOOL SITE COUNCIL Richmond Elementary School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Elementary Council Compositions

| Council Size | Classroom Teachers | Principal | Other School Personnel | Parent and/or Community Members |
|--------------|--------------------|-----------|------------------------|---------------------------------|
| 10 | 3 | 1 | 1 | 5 |
| 12 | 4 | 1 | 1 | 6 |
| 14 | 5 | 1 | 1 | 7 |
| 14 | 4 | 1 | 2 | 7 |
| 16 | 5 | 1 | 2 | 8 |
| 16 | 6 | 1 | 1 | 8 |

(a)

| Classroom Teachers |
|--------------------|
| 1. Jeri Peterson |
| 2. Sarah Eyre |
| 3. Mary Howard |

| Principal |
|--------------|
| 1. Bev Estis |

| Other School Personnel |
|--------------------------|
| 1. Denise Moliterno Ford |

Resource teacher, other certificated staff, classified, other administrative staff

(b)

| Parent or Community Members |
|-----------------------------|
| 1. Ken Amster |
| 2. Betty Mintz Jones |
| 3. Jose Vasquez |
| 4. Tiffany Eby |
| 5. Mark McKinney |

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Names of Members | Principal | Classroom Teacher | Parent or Community Member of EL Student | Other School Personnel |
|------------------------------------|-----------|-------------------|--|------------------------|
| Maria Bombela | | | x | |
| Antonio Aguirre | | | x | |
| Edward Polack | | | x | |
| Raymond VanZant | | | x | |
| Zaida Armstrong | | | x | |
| Siang Duong | | | x | |
| Jose Vasquez | | | x | |
| Susan Wood | | x | x | |
| Ajab Dhar | | | x | |
| Tamami Pecore | | | x | |
| Bev Estis | x | | | |
| Denise Moliterno Ford | | | | x |
| Jeri Peterson | | x | | |
| Sarah Eyre | | x | | |
| Mary Howard | | x | | |
| Number of members of each category | 1 | 4 | 10 | 1 |

(If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

Parents of EL students voted on the issue of providing one council, the School Site Council, as the overseeing school advisory body at Richmond School. This council would be the advisory group for the English Learner program.

The site level ELAC has voted to give governance to the SSC on this date: September 30, 2009.

This decision will be revisited in September, 2011.

The name of the parent Site level ELAC representative to SSC is: Jose Vasquez

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Richmond School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

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

English Learner Advisory Committee – Parents of English Learner students voted to have the SSC oversee the Single Plan for Student Achievement

Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (list) Richmond Staff

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan 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 plan was adopted by the School Site Council at a public meeting on: 12-14-09

Attested:

Bev Estis
Typed name of school principal


Signature of school principal
(Use blue ink)

12-14-09
Date

Mark McKinney
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

12-14-09
Date

SCHOOL DATA

• 2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2009 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 9/14/2009

School: Richmond Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009328
 School Type: Elementary
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

| <u>Number of Students included in the 2009 Growth API</u> | <u>API</u> | | | | <u>Met Growth Target</u> | | | |
|---|--|--|------------------------------|-----------------------|------------------------------|-----------------------|--------------------------------------|--|
| | <u>2009 Growth</u> | <u>2008 Base</u> | <u>2008-09 Growth Target</u> | <u>2008-09 Growth</u> | <u>Schoolwide</u> | <u>All Subgroups</u> | <u>Both Schoolwide and Subgroups</u> | |
| 272 | 824 | 773 | 5 | 51 | Yes | Yes | Yes | |
| Similar Schools | Median API | | | | | | | |
| | <u>2009 Growth</u> | <u>2008 Base</u> | | | | | | |
| | 786 | 770 | | | | | | |
| Subgroups | | | | | <u>Subgroup API</u> | | | |
| | <u>Number of Students Included in 2009 API</u> | <u>Numerically Significant in Both Years</u> | <u>2009 Growth</u> | <u>2008 Base</u> | <u>2008-09 Growth Target</u> | <u>2008-09 Growth</u> | <u>Met Subgroup Growth Target</u> | |
| African American (not of Hispanic origin) | 15 | No | | | | | | |
| American Indian or Alaska Native | 3 | No | | | | | | |
| Asian | 6 | No | | | | | | |
| Filipino | 4 | No | | | | | | |
| Hispanic or Latino | 54 | No | 769 | | | | | |
| Pacific Islander | 8 | No | | | | | | |
| White (not of Hispanic origin) | 180 | Yes | 846 | 802 | A | 44 | Yes | |
| Socioeconomically Disadvantaged | 140 | Yes | 771 | 719 | 5 | 52 | Yes | |
| English Learners | 13 | No | | | | | | |
| Students with Disabilities | 78 | Yes | 713 | 658 | 7 | 55 | Yes | |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 22 of 22 AYP Criteria

Met AYP Criteria: English-Language Arts Mathematics
 Participation Rate Yes Yes

| | | |
|----------------------------------|-----|-----|
| Percent Proficient | Yes | Yes |
| Academic Performance Index (API) | | Yes |
| - Additional Indicator for AYP | | Yes |
| Graduation Rate | | Yes |

Met 2009 AYP Criteria

| GROUPS | Participation Rate | | Percent Proficient | |
|--|-----------------------|-------------|-----------------------|-------------|
| | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Schoolwide | Yes | Yes | Yes | Yes |
| African American or Black (not of Hispanic origin) | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | Yes | Yes | Yes | Yes |
| Pacific Islander | -- | -- | -- | -- |
| White (not of Hispanic origin) | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | Yes | Yes | Yes | Yes |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | Yes | Yes | Yes | Yes |

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 22 of 22 AYP Criteria

Participation Rate

| GROUPS | English-Language Arts Target 95% Met all participation rate criteria? Yes | | | | Mathematics Target 95% Met all participation rate criteria? Yes | | | |
|--|---|------------------------------------|----------------------------|-----------------------|---|------------------------------------|----------------------------|-----------------------|
| | Enrollment First Day of Testing | Number of Students Tested | Met 2009 AYP Rate | Alternative Method | Enrollment First Day of Testing | Number of Students Tested | Met 2009 AYP Rate | Alternative Method |
| Schoolwide | 292 | 292 | 100 | Yes | 292 | 289 | 99 | Yes |
| African American or Black (not of Hispanic origin) | 16 | 16 | 100 | -- | 16 | 16 | 100 | -- |
| American Indian or Alaska Native | 3 | 3 | 100 | -- | 3 | 3 | 100 | -- |
| Asian | 8 | 8 | 100 | -- | 8 | 8 | 100 | -- |
| Filipino | 6 | 6 | 100 | -- | 6 | 6 | 100 | -- |
| Hispanic or Latino | 56 | 56 | 100 | Yes <u>ER</u> | 56 | 56 | 100 | Yes <u>ER</u> |
| Pacific Islander | 10 | 10 | 100 | -- | 10 | 10 | 100 | -- |
| White (not of Hispanic origin) | 191 | 191 | 100 | Yes | 191 | 188 | 98 | Yes |
| Socioeconomically Disadvantaged | 148 | 148 | 100 | Yes | 148 | 145 | 98 | Yes |
| English Learners | 15 | 15 | 100 | -- | 15 | 15 | 100 | -- |
| Students with Disabilities | 81 | 81 | 100 | Yes <u>ER</u> | 81 | 81 | 100 | Yes <u>ER</u> |

Percent Proficient - Annual Measurable Objectives (AMOs)

| GROUPS | English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes | | | | | Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes | | | | |
|--|---|------------------------|------------------------|-------------------|--------------------|---|------------------------|------------------------|-------------------|--------------------|
| | Valid Scores | Number | Percent | Met | Alternative Method | Valid Scores | Number | Percent | Met | Alternative Method |
| | | At or Above Proficient | At or Above Proficient | 2009 AYP Criteria | | | At or Above Proficient | At or Above Proficient | 2009 AYP Criteria | |
| Schoolwide | 271 | 170 | 62.7 | Yes | | 268 | 191 | 71.3 | Yes | |
| African American or Black (not of Hispanic origin) | 15 | 11 | 73.3 | -- | | 15 | 11 | 73.3 | -- | |
| American Indian or Alaska Native | 3 | -- | -- | -- | | 3 | -- | -- | -- | |
| Asian | 6 | -- | -- | -- | | 6 | -- | -- | -- | |
| Filipino | 4 | -- | -- | -- | | 4 | -- | -- | -- | |
| Hispanic or Latino | 53 | 28 | 52.8 | Yes | | 53 | 31 | 58.5 | Yes | |
| Pacific Islander | 8 | -- | -- | -- | | 8 | -- | -- | -- | |
| White (not of Hispanic origin) | 180 | 117 | 65.0 | Yes | | 177 | 132 | 74.6 | Yes | |
| Socioeconomically Disadvantaged | 139 | 72 | 51.8 | Yes | | 136 | 89 | 65.4 | Yes | |
| English Learners | 13 | 5 | 38.5 | -- | | 13 | 8 | 61.5 | -- | |
| Students with Disabilities | 77 | 33 | 42.9 | Yes | SH | 77 | 40 | 51.9 | Yes | |

Academic Performance Index (API) - Additional Indicator for AYP

| 2008 Base API | 2009 Growth API | 2008-09 Growth | Met 2009 API Criteria | Alternative Method |
|---------------|-----------------|----------------|-----------------------|--------------------|
| 773 | 824 | 51 | Yes | |

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

| Rate for 2008, Class of 2006-07 | Rate for 2009, Class of 2007-08 | Change | Average 2-Year Change | Met 2009 Graduation Rate Criteria | Alternative Method |
|---------------------------------|---------------------------------|--------|-----------------------|-----------------------------------|--------------------|
| N/A | U11 | N/A | N/A | Yes | PX |

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

RICHMOND SCHOOL
PARENT SURVEY (continued)

| | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 09-10 |
|--|---------|---------|-------|-------|-------|-------|
| STANDARDS AND ASSESSMENT | | | | | | |
| This is a school with high academic standards for all students. | 94% | 89% | 92% | 91% | 92% | 98% |
| I know the standards my child must meet. | 94% | 95% | 97% | 96% | 95% | 95% |
| I understand clearly how my child's work will be graded. | 80% | 89% | 89% | 89% | 92% | 95% |
| Parents are fully informed about their child's academic progress through progress reports or conferences. | 93% | 92% | 97% | 95% | 94% | 97% |
| TEACHING AND LEARNING | | | | | | |
| All students have equal opportunity to learn at this school. | 87% | 88% | 90% | 90% | 92% | 92% |
| My child is making good progress in reading. | 87% | 93% | 94% | 96% | 92% | 97% |
| My child is making good progress in writing. | 86% | 89% | 92% | 96% | 94% | 94% |
| My child is making good progress in math. | 89% | 93% | 93% | 96% | 92% | 92% |
| My child has regularly assigned homework. | 95% | 95% | 94% | 97% | 96% | 96% |
| My child is getting a good education. | 88% | 94% | 96% | 97% | 95% | 98% |
| PARENT/COMMUNITY INVOLVEMENT | | | | | | |
| Parents are invited and encouraged to: | | | | | | |
| • Visit the school | 91% | 90% | 88% | 95% | 90% | 93% |
| • Welcome in the classrooms | 86% | 87% | 79% | 88% | 83% | 80% |
| • Assist in class as a volunteer or aide. | 85% | 86% | 76% | 85% | 79% | 87% |
| • Attend school functions such as parent/teacher conferences, family nights or other special school events | 92% | 97% | 97% | 97% | 93% | 98% |
| • Serve on important committees. | 83% | 87% | 85% | 85% | 88% | 93% |
| Activities for parents are scheduled at times and places that are convenient for parents. | 80% | 84% | 90% | 93% | 87% | 85% |
| Meetings are conducted in a language that the parents understand. | 90% | 91% | 85% | 89% | 90% | 83% |
| Richmond Family Nights: Ice Cream Social, Back-to-School, Family Craft-Movie-Museum-Library Nights, Famous Americans, Christmas Program, Open House/Science Fair/Art Show offered parents opportunities for participation. | Not A ? | Not A ? | 90% | 97% | 97% | 98% |

What other Family Nights or Parent Information Nights would you like Richmond staff to offer?

What do you like about this school?

What specific activities, events, and/or programs do you and your child believe have been most beneficial this year?

What would you like to see at the school?

Please feel free to further comment on any item listed above or not asked.

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

Name: _____ Phone _____

TITLE 1 PARENT COMPACT

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

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

STUDENT RESPONSIBILITIES

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

PARENT RESPONSIBILITIES

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

SCHOOL RESPONSIBILITIES

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

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

Please discuss this compact with your child, sign, and return to school.

Student signature

date

Parent signature

School signature

TITLE 1 PARENT INVOLVEMENT POLICY

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

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Richmond School does the following:

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

BUILDING CAPACITY FOR INVOLVEMENT

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

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

ACCESSIBILITY

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

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

PARENT INFORMATION AND RESOURCE CENTERS (PIRCS)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCS: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.htm>

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

| | | | | |
|----------------------------|-----|---|---------------------------|------|
| English | K-5 | <u>SRA/Open Court Reading</u> (series) | SRA/McGraw Hill | 2002 |
| ELL | K-5 | <u>Avenues</u> | Hampton Brown | 2004 |
| Mathematics | K-5 | <u>Houghton Mifflin California Math</u> (series) | Houghton Mifflin | 2009 |
| History/ Social Studies | K-5 | <u>History-Social Science for California</u> | Scott Foresman | 2006 |
| Science | K-5 | <u>California Science</u> (series) | Pearson/Scott Foresman | 2008 |
| Music | K-5 | <u>California Spotlight on Music</u> (series) | Macmillan/McGraw- Hill | 2008 |
| Art | K-5 | <u>SRA Art Connections</u> (series) | SRA/McGraw- Hill | 2005 |

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Richmond Elementary School

State Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| School and Library Improvement Block grant SLIBG 0500-7395 | 35,111 | 5,082 | 30,029 |
| GATE 0500-7140 | 1,207 | 413 | 794 |
| ELAP 6286 | 538 | 0 | 538 |
| EIA-SCE 7090 | 41,199 | 16,553 | 24,646 |
| Art/Music Block Grant 0500-6760 | 2,406 | 0 | 2,406 |

Federal Programs

| | Total Allocation | Centralized Services | Site Budget |
|---|-------------------------|-----------------------------|--------------------|
| Title I: Schoolwide Program 3010 | 186,403 | 19,483 | 166,920 |
| Title I: ARRA Program 3011 | 48,912 | 17,025 | 31,887 |
| | | | |

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. Additional resources allocated by the state of California in 2006-2007 are included in this document in on-going and additional goals. Centralized services are generally not removed from site allocations for one-time resources.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increasing student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE-Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.