

The Single Plan for Student Achievement

School: Richmond Elementary School
CDS Code: 15-73742-6009328
District: Sierra Sands Unified School District
Principal: Maureen Glennon
Revision Date: November 17, 2014

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

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The District Governing Board approved this revision of the SPSA on January 15, 2015.

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School Vision and Mission

Richmond Elementary School's Vision and Mission Statements

Vision

Our vision is for Richmond School to be recognized as a safe place where all children can achieve the academic and life skills necessary for a successful future. At Richmond School 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, knowledge and self-motivation to learn
- apply critical thinking and express their creativity

These goals will be accomplished through:

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

School Profile

Richmond Elementary School opened its doors in January of 1953. At that time, it was a neighborhood school for the military, Department of Defense and employees who worked on the China Lake Naval Base. With the addition of the Annex in 1974, Richmond Elementary became the designated school for children of special needs throughout the local area. As the China Lake School District merged with Sierra Sands Unified School District, the housing on the base became limited to families of military personnel. Richmond was then assigned a geographic district in the Ridgecrest area. Over the years, the population of the school has evolved to one of children of military families living on the base (27%), or children of Department of Defense/Civil contractor employees, students with disabilities (26%) from the Sierra Sands Unified School District, English Language Learners (13%) and the balance are children from the zoned area. Richmond's unique population has been recognized over the years with many awards for excellence. Students, teachers, staff and families recognize the importance of a community identity that promotes a respect for education. Parent involvement is a critical element. Parents are urged to volunteer in the classrooms; asked to become members of our Parent Teacher Organization; help at FAME (Fine Arts Mini Experience) twice a month; and asked to serve on various committees dedicated to the organization of the school. Open communication is a key factor in the school- community relationship.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

A Parent Survey was issued in the Spring of the 2013-2014 school year. It was sent home to all parents. The results of questions regarding school culture were positive as to parent involvement, daily greetings, school safety, student discipline, well maintained surroundings and the expectation of high standards. Recognition of students at Accelerated Reader and Superstar Assemblies were warmly reviewed. This reflects a culture of respect and responsibility that is the goal of the school. Parents agreed that they were invited and encouraged to visit the school, assist as a volunteer, attend school functions and serve on important committees. Activities for parents are held at a convenient time and meetings are conducted in a language that the parents understand. Richmond Family Nights were promoted with more appropriate advertising, thus allowing all families to participate. Communication from teachers to parents in a language they can understand was rated highly. The school has a newsletter and a parent handbook that is accessible to all. Parents responded positively that they had been kept informed of their child's progress, understood the standards that were taught, supported the school's high academic goals and were clear as to how their student's work was graded.

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

Classroom Observations

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state, school and district-based assessments in math and language arts (CST, CAPA, CMA, fluency, Accelerated Reader, Accelerated Math, Early Literacy scores and benchmarks) are reviewed in collaborative meetings in late August and early September to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data are warehoused in Illuminate and data are available by school, teacher, student group, and student. This information is used to identify students at risk and to plan instruction, including pre-teaching and/or re-teaching strategies. Teachers also work in grade-level collaboration meetings to analyze student data, develop curriculum, create action plans, and discuss, model, and observe best practices. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments and the results of WINN assessments to monitor and modify instruction and plan interventions. Star Early Literacy, Star Reading, Star Math, Rewards, and phonemic awareness assessments are used at the site to evaluate students and plan intervention groups. Additionally, during the 2014-2015 school year, once each month all special education teachers will meet in a collaborative group to discuss needs unique to their student population.

Bi-monthly collaboration and weekly grade-level meetings allow the staff to work as a professional learning community to analyze assessment data, plan instructional strategies for individual students, and develop targeted assistance groups. At the beginning of the 2012-2013 school year, the WINN program was introduced. WINN stands for "What I Need Now": a 2.5 hour program during the school week in which a learning standard is selected, students are assessed, instruction is done repeated for students who do not pass the assessment, and students who pass the assessment participate in a variety of enrichment activities. This format has proven to be successful and is continuing during the 2014-2015 school year.

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

Also during this school year, our projects teacher is teaching small group ELA instruction in grades 1-5. These small groups

reinforce and support the Language Arts program, and give students the opportunity to learn the ELA standards well. Classroom teachers have resumed the responsibility of additional dedicated English Language Learner instruction, as required by state regulations. Time is allotted for grade level groups to receive additional instruction.

A new K-5 ELA adoption was purchased for 2011-12. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL (English Language Learner) components were adopted for use K-5 and materials were purchased for all special education programs. Supplemental Triumphs workbooks and assessment books were purchased for the 2014-2015 school year.

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

According to the California Academic Performance Index, Richmond School's growth from the 2011-2012 school year to the 2012-2013 school year was 10 points. The school met the schoolwide growth target and eleven student groups met their individual targets. Subgroup performance indicated that overall growth in Hispanic or Latino subgroups was 6 points, White subgroup growth was 24 points, socioeconomically disadvantaged was 33 points and students with disabilities increased their scores by 53 points. In the 2014-2015 school year, all students in 3rd-5th grades, took the SBAC Field Test if they were deemed CST or CMA level students. CAPA students took the CAPA I, II, III and the new Field Test version of the CAPA, known as the NXA.

According to federal guidelines, 100% of all students are expected to meet a proficient or advanced level by 2014. Overall, the school-wide scores for the 2012-2013 school year were: in English Language Arts were 60.1% proficient or advanced, with subgroups scoring as follows: 68% of white, 50% of African Americans, 41.5% of Hispanic or Latino, 47.7% of socio-economically disadvantaged, 46.5% of English learners and 45.7% of students with disabilities. Math categories show a school-wide percentage proficient of 69.3%, with subgroups ranking as follows: white 76.4%, African American 58.3%, Hispanic or Latino 53.7%, socio-economically disadvantaged 58.0%, English learners 53.5% and students with disabilities 52.2%.

No scores from the Field Tests were made available. Benchmark tests and local scores show a strong upward trend in Early Literacy, STAR Reading, STAR Math and fluency. Solid benchmark scores are evident in English Language Arts Benchmark and Math Benchmark scores among the general education students. Special education students exhibited scores associated with their disabilities when measured by standard testing. CAPA scores show most special education students in the proficient and advanced ranges in CAPA Levels I, II, III, and IV.

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

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

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

In depth analysis of five sub-sections each in English Language Arts and Math show strengths and weaknesses in various areas in the California Standards Test. The California Modified Assessment (CMA) has three subsections for each category. Richmond School scores are a blend of both CST, CMA and CAPA (California Authentic Performance Assessment) that are given to general education and special education students at the school. On the whole, all students performed better in mathematics than they did in English Language Arts including students with disabilities and those who are English Language Learners. In mathematics, test group question results reveal grade level specific concerns as follows, including all CST and CMA combined scores. Since all second grade students take the CST initially, regardless of disability, there are no CMA results for second grade. Second grade's lower scores (77, 75, 73 respectively) were in the areas of multiplication, division and fractions; algebra and functions; and measurement and geometry. Third grade showed solid percentages correct 76, 76, 77, 80 and 78 in all five sub-categories on the math tests. However, the CMA results for number sense was 64, algebra and functions was 65 and measurement and geometry 84. Fourth grade produced excellent results in all five subgroups, achieving 88 in decimals, fractions

and negative numbers; 86 in operations and factoring; 89 in algebra and functions; 88 in measurement and geometry; and 83 in statistics and probability. The CMA sub-category results for fourth grade were 64 in number sense, 56 in algebra and functions; and 67 in measurement and geometry. Fifth grade mathematics results were 66 in estimation, percentages and factoring; 64 in operations, fractions and decimals; 76 in algebra and functions; 61 in measurement and geometry and 83 in statistics and probability. CMA results for the sub-categories were 54 in number sense; 66 in algebra and functions; and 49 in measurement and geometry.

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

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

During the 2013-2014 school year, the California Standards Tests were replaced with SBAC Field Tests. All students with CST or CMA designations were part of the field test. There were no modifications for students who were to have taken California Modified Assessments. No results were released as to the performance of students. The format was to "test the test". All testing was done via computer, either with Chromebooks or in one of several locations at Richmond School. The computer lab and Accelerated Reader labs were utilized. Students were grouped by grade level. Testing consisted of 21 math and 21 English Language Arts questions with a performance task. Students were to use the tools embedded in the test to assist them in answering the questions. The teachers and students had access to the Field Test Practice Tests prior to the testing window. However, the Chromebooks for fourth and third grades arrived shortly before the testing window opened. The SBAC tests were conducted with two adults, at a minimum, in each room to monitor the student's progress on the Teacher's Computer screen and assist with students. All fifth grade students took the paper Science portion of the CSTs, including students who were eligible to take the CMA.

The standard version of the CAPA was administered to all qualifying special education students. CAPA I, II, III and IV were done according to protocols, including the Science CAPA for 5th, 8th and 10th grade students. Results were received for the CST, CMA, and CAPA Science tests along with regular CAPA results for all students. CAPA eligible students also participated in a field test of a computer based CAPA-type test, known as the NCSC. No results were received from the administration of the NCSC.

Statistical documentation from the 2013-2014 school year are the results of the district benchmarks for Math and English Language Arts. Additional site based scores are a result of student performance using school fluency testing, STAR Reading and STAR Math results from Renaissance Place. Primary students take the Early Literacy Test from Renaissance Place on entrance and at the end of each trimester. End of each trimester spread sheets are completed with scores that reflect student performance in Decoding and Comprehension (if listed on the spreadsheet) along with the above mentioned scores. Scores are unique to grade levels. There is a steady increase over the grade levels that shows solid growth over time in Early Literacy, Decoding, STAR Reading, STAR Math and fluency. General education scores reveal an average of 73%-82% in Math and ELA Benchmark scores. Special education scores are a reflection of ability levels based upon handicapping conditions. Reading levels are primarily in the first-second grade range. Math levels are in the second-third grade level range. The special day class students are generally two-three years or more below their grade level. Those grade levels are based upon age, not ability.

Prior scores made available to teachers and the results of initial assessments form the basis for student groupings. At Richmond

School, all student's needs are analyzed at the beginning of the school year and groups are formed in the areas of ELA and math. Initial teacher collaboration is used to group 4th and 5th grade students for "Rewards", a program that emphasized reading multi-syllabic words or Word Masters, which is a challenge group for high-functioning students. Additional groups using the Triumphs versions of Treasures have been implemented for the re-teach of basic skills at the 3rd and 4th grade levels. All students who exhibit a need for intervention are made a part of the Read Naturally Program that emphasizes fluency, Title I groups, and RSP groups that function at every grade level, first through fifth grades. These groupings and their progress are addressed every two weeks during Collaboration. Students flow in and out of groups depending upon their progress and the needs identified by the classroom teachers, the Title I teacher and the Resource teacher. Students in SDC classes attend general education subjects when able and general education students needing additional instruction at a lower level attend SDC classes, as needed. An attachment is included that shows scores for the 2014-2015 school year.

Staffing and Professional Development

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

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

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

All teachers, including special day teachers, will attend grade level specific training in core subject areas offered by the Sierra Sands Unified School District. Those trainings occur three times each year, focusing on key standards, assessment and accountability in 2014-2015. Additionally, any teachers who had not participated in the School district adopted English Language Arts Program, Treasures, were fully trained in the 2013-2014 school year. Nineteen members of the current teaching staff have participated in the required training in the Language Arts adoption, Treasures. A new math adoption, GO Math, was adopted in Spring of 2014. All teachers who were assigned classrooms by August 2014, participated in the training. Twenty-one teachers received training.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs.

The focus of Richmond School's staff development has been predominantly in the area of English Language Arts, English Language Development and academic vocabulary, through training such as CELL/ExLL, Step Up to Writing, Treasures, Houghton Mifflin Math, GO Math, PLC, and Illuminate. Staff development for 2014-15 will focus on improving student achievement overall in English Language Arts and math through peer coaching, professional development in-services, and professional learning community dis-aggregation of formative student performance data on Language Arts and math benchmark exams and CST scores in math and English Language Arts.

We provide on-site training and refresher training for teachers in the areas of Accelerated Reader and Accelerated Math. Teachers, who are new to the school or district also participated in a additional training in the ELA Treasures adoption during the 2013-2014 school year. The focus at the district and grade level will include GO Math and identification of needs as the transition to Common Core Standards occurs. The use of technology will be emphasized throughout all trainings and at all levels.

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

The District provides BTSA (Beginning Teacher Support and Assistance), or mentoring, coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. We currently have 1 teacher in the BTSA program as well as one part-time BTSA support provider on campus. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, the district Math Coach, Technology Coaches, ELD Teacher Coordinators, Special Education Program Support Teachers, the site Project Teacher, instructional coaches from Kern County Superintendent of

Schools, and site curriculum/ classroom management experts. They support site teachers by offering model lessons, and providing feedback on best practices, providing professional development in research-based instructional strategies, classroom management, and student behavior interventions.

In addition, technology training and staff professional development days are used to train on topics such as Illuminate, Aeries, Acellus, Google Docs, Accelerated Reader and Accelerated Math, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. Peer coaches in math with opportunity for teacher hourly pay are planned for one two and a half hour-long professional development sessions after school during the fall and spring semesters 2014-15. Site training will also take place during Faculty Meetings.

All staff members receive training on newly adopted instructional materials. In addition, at this site all those teachers assigned prior to August 2013, have had an 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472, AB 430 training) for Treasures. Administrators receive intensive training on State Board of Education adopted instructional materials. Teachers receiving intensive training on State Board of Education adopted instructional materials number fifteen. By June, 2014, all teachers and administrators will have attended mandatory training on the Treasures ELA Adoption. All teachers assigned to the site prior to August 2014, received a one day workshop on GO Math, presented by the publisher's representatives.

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

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

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

Teaching and Learning

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

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

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Our school follows the California Framework and Sierra Sands USD guidelines for recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject not only to meet legal requirements, but also to meet the individual needs of students. Protected time for ELA and Math instruction is assured (for ELA 60 minutes for Kindergarten, 2.5 hours for Grades 1-3, and 2 hours for Grades 4-5 daily, and for Math 30 minutes for Kindergarten and 60 minutes for Grades 1-5 daily) by effective scheduling of intervention instruction at each grade level.

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

Teachers pace instruction according to the district pacing guides. Pacing guides are being refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted. Our school gives four assessments

(beginning of the year plus three trimester benchmark assessments) during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student reaches the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA and Math adoptions (i.e. pacing, reporting, bench-marking, writing assessments) are aligned to maximize student success. Outside resources are also utilized. There is a need for a standardization of special education report cards tied to a grade level specific set of special education benchmarks more appropriate for students with disabilities. The current benchmarks reflect a pace not met in special education classrooms. With the advent of change in the transition from California Standards (CST) testing to SBAC (Smarter Balanced Assessment Consortium), the need for accurate grade level local assessments for students with disabilities is imperative. California Modified Assessments will no longer be administered. CAPA will be done as NCSC, but the need for assessment remains. All students will need an identified method of accurately measuring progress. The local objectives may serve for all general education grade level evaluations, but there is a need for a modified set of standards for special education students.

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

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

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

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Our SARC/Curriculum and Instruction/Textbooks has more detailed information. Special education students would benefit from supplemental materials designed for the pace of their unique needs.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. All students are assessed weekly for understanding of focus standards. Students who do not pass the assessment are reinstructed in a small group by their classroom teacher during WINN time. During ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student assessment data and meet at district and site grade-level and PLC meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff (RSP and Projects Teachers, paraprofessionals) in collaboration with the student's family, often using the SAT process (Student Assistance Team).

14. Research-based educational practices to raise student achievement

The State Board of Education adopted materials for English Language Arts (Treasures) and GO Math provide embedded intervention and re-teach materials. The "Triumphs" portion of the Treasures materials addresses student needs in a manner that parallels the regular classroom instruction. This component is expected to be taught to increase student achievement. The math program includes a re-teach portion available to all teachers. Some special education teachers will use additional supplemental Triumphs workbooks. This will allow more in-depth teaching for mastery at the special education student's level. Currently, the parts of the Triumphs program available are small sets of six books for each classroom adoption. There is a larger component to this program that may be of value to the students with disabilities. Workbooks and assessment books were purchased for each grade level, K-5.

Parental Involvement

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

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

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

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring, and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals, and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC. In addition, second through fifth grade students complete an annual survey.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the under-performing students at this school include flexible reading groups, Targeted Assistance Groups, Title I intervention, paraprofessional support, and before school intervention. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are also used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact Aid funding (EIA). This centralized service is presented to each SSC (School Site Council) on a yearly basis for discussion and approval. A project teacher is provided through Title I funding and will teach students in the 2014-15 school year. Instructional paraprofessionals provide small group support in reading, writing, and/or math. Counselors provide support through social groups and PBIS- Positive Behavior Intervention and Support. We achieve 40% participation rate in the Title I Annual Parent Survey.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Richmond Elementary School was established in 1953 as a local school for the surrounding housing at the China Lake Naval facility. In 1974, a special education Annex was added to the property. From that time to the present, students with severe disabilities are sent to Richmond from the surrounding area, due to the availability of unique facilities tailored to their needs. A military neighborhood still exists. The school has been part of the larger Sierra Sands Unified School District since 1980. As the numbers of military housing declined, the school was assigned a geographic zone in the neighboring town of Ridgecrest. That zone has become increasingly the home of English Language Learner students. Our population now consists of 25% students with disabilities, 13% English Language Learners and 27% military families, who transfer to a new assignment at least every three years. Many local Department of Defense employees's children attend the school. The military has made it known that the school has facilities available for children with special needs. This is a factor when military families have a choice of a future duty station. Richmond has established a culture as a school in which all children are welcome. Tolerance, empathy and acceptance are expected of all. The unusual makeup of the student population is a challenge when compared with an average neighborhood school.

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

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

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	317	305		193	179		13	12		14	14	
Growth API	814	825		831	857		795	783		852	929	
Base API	827	814		840	832		697	796		917	852	
Target	A	A		A	A							
Growth	-13	11		-9	25							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	79	83		41	44		144	160		89	93	
Growth API	754	759		739	756		739	758		649	702	
Base API	796	753		731	736		766	737		669	650	
Target	4	5					5	5		7	8	
Growth	-42	6					-27	21		-20	52	
Met Target	No	Yes					No	Yes		No	Yes	

Conclusions based on this data:

1. All sub-groups on this page met their API growth targets, therefore our base program will continue.
2. In depth analysis shows that teachers must continue to analyze data and base their instruction on student needs.
3. Actions provided in 2012-2103, resulted in significant growth for our English Learners and Students with Disabilities in 2013/CST administration.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	191	182		127	121		6	6		9	13	
Percent At or Above Proficient	60.4	60.1		65.8	68.0		46.2	50.0		64.3	92.9	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		99	100	
Number At or Above Proficient	36	34		17	20		68	73		37	41	
Percent At or Above Proficient	45.6	41.5		41.5	46.5		47.2	45.9		42.0	45.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		No	No		No	Yes	

Conclusions based on this data:

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

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	210	210		135	136		9	7		11	13	
Percent At or Above Proficient	66.5	69.3		69.9	76.4		69.2	58.3		78.6	92.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		99	100	
Number At or Above Proficient	40	44		18	23		71	87		34	47	
Percent At or Above Proficient	50.6	53.7		43.9	53.5		49.3	54.7		38.6	51.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		--	--		No	Yes		No	Yes	

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	13	2	25	4	50	1	13			8
2			3	38	3	38	2	25			8
3			3	38	4	50	1	13			8
4			2	33	4	67					6
5	1	20	3	60	1	20					5
Total	2	6	13	37	16	46	4	11			35

Conclusions based on this data:

1. Based on 2013-14 data, seven English Learner students enrolled and performed at the Intermediate level and below. Based on this data, staff will provide targeted English Language Learner instruction in core materials.
2. One 5th grade student tested at the Advanced level and staff will determine if this student meets redesignation requirements.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	17	1	17	4	67	6
1	1	11	2	22	4	44	1	11	1	11	9
2			3	38	3	38	2	25			8
3			4	40	4	40	1	10	1	10	10
4			2	25	4	50			2	25	8
5	1	20	3	60	1	20					5
Total	2	4	14	30	17	37	5	11	8	17	46

Conclusions based on this data:

- Based on 2013-14 data, Richmond tested 14 English Learner students all of whom tested at the Early Advanced level. Staff will provide targeted services to these students to advance them to the Advanced CELDT level this school year.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	45	40	36
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	45	40	36
Number Met	25	21	27
Percent Met	55.6%	52.5%	75.0%
NCLB Target	56.0	57.5	59.0
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	50	8	38	9	35	11
Number Met	8	--	8	--	10	--
Percent Met	16.0%	--	21.1%	--	28.6%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	*	No	*	Yes	--

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

Conclusions based on this data:

- 2013-14 CELDT data indicates that our English Learners met both AMAO 1 and AMAO 2 targets.
- The percent of English Learners attaining English proficiency is increasing each year. Richmond will continue to offer ELD support to ensure EL students are progressing in attaining the English language.

School and Student Performance Data

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

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

Conclusions based on this data:

- 2013-14 data indicates that the district did not meet its AMAO 1 and AMAO 2 targets but did meet AMAO 3 for Adequate Yearly Progress. Based on this data, the district will continue to provide targeted services to English Learners to support increased success.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Collaborate with district personnel to communicate staffing needs.	ongoing	principal	custodial supplies	4000-4999: Books And Supplies	General Unrestricted
Replace and/or update office equipment	ongoing	principal	shredder	4000-4999: Books And Supplies	General Unrestricted
			fax machine	4000-4999: Books And Supplies	General Unrestricted
					7500.00
					350.00
					200.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards	
LEA GOAL:	
Provide an academic program fully aligned to the Common Core State Standards	
SCHOOL GOAL #2:	
Provide an academic program fully aligned to the Common Core State Standards.	
Data Used to Form this Goal:	
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	
Findings from the Analysis of this Data:	
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math	
How the School will Evaluate the Progress of this Goal:	
Annual target for 2015 APS Rubric 2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Develop Common Core instructional materials					
Adopt/Purchase Common Core instructional materials				None Specified	District Funded
Develop and implement Common Core common assessments					
Identify best practices of CCSS					
Identify and roll out resources and technological tools as needed					
Provide Illuminate training/coaching support					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			Amount
			Description	Type	Funding Source	
Provide professional development for Common Core best practices	ongoing/each trimester	principal/district	all teachers attend grade level professional development on best instructional practices	1000-1999: Certified Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4800
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	500
			provide TBD professional development on Common Core or best instructional practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2000
				4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	500
			provide training TBD	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2321.19
To observe best instructional practices on site	ongoing	principal	Provide substitutes for certificated personnel to observe other teachers on site	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	General Unrestricted	1000.00 100.00
Differentiated Instruction Conference	July 2014	principal	Professional development for differentiated instruction	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	4,611.81
Provide supplemental access to Common Core	ongoing	principal	Standards Plus	4000-4999: Books And Supplies	General Unrestricted	5800.00
			Printshop costs	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide collaboration time within the school day to develop best instructional practices and intervention groups	ongoing	principals, teachers	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted
				3000-3999: Employee Benefits	General Unrestricted
			Supplies	4000-4999: Books And Supplies	General Unrestricted
					Amount
					1500
					150
					1000

School Goal #3

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

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

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access	
LEA GOAL:	
Improve school connectedness and school climate for students	
SCHOOL GOAL #4:	
Improve school connectedness and school climate through parent involvement.	
Data Used to Form this Goal:	
2014 District Student Survey	
2012-13 Data:	
Suspension Rate	
Expulsion Rate	
Attendance Rate	
Dropout Rate	
Graduation Rate	
Findings from the Analysis of this Data:	
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey	
2012-13 Data:	
Suspension Rate: 8.8%	
Expulsion Rate: 0.5%	
Attendance Rate: 95%	
Dropout Rate: 1.0%	
Graduation Rate: 92.7%	

How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Review student/staff/parent survey responses and discuss concerns					
Develop and implement strategies to improve school connectedness					
Implement PBIS	ongoing	principal	Wristbands, supplies	None Specified	ESSC Counseling Grant
Improve school to home communications	ongoing	principal	Home/School Connection, Calendars, newsletters, paper and toner	4000-4999: Books And Supplies	General Unrestricted 225.00
			Copier leases 2@100.00 per month	4000-4999: Books And Supplies	General Unrestricted 1500.00
					General Unrestricted 2400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Provide Family Nights to improve school connectedness	ongoing	principal	Provide light refreshments for parents, supplemental activities to access the Common Core, activities to promote school connectedness with staff outside school hours	4000-4999: Books And Supplies	Title I Part A: Parent Involvement 2,045.00
Playground equipment	ongoing	principal	Improve school climate for students	4000-4999: Books And Supplies	General Unrestricted 3000
Teacher Supplies	ongoing	principal	Improve school climate for students	4000-4999: Books And Supplies	General Unrestricted 6000.00
Principal supplies for encouraging student achievement and improved attendance, Accelerated Reader and Accelerated Math, student behavior	ongoing	principal	improve school culture	4000-4999: Books And Supplies	General Unrestricted 1000.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
SCHOOL GOAL #5:
Data Used to Form this Goal:
2012-13 Annual AMAO 2 (CELDT) Results
Findings from the Analysis of this Data:
2012-13 AMAO 2-CELDT: 22.1%
How the School will Evaluate the Progress of this Goal:
Annual target for 2015: AMAO 2-CELDT: 23.1%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)				None Specified	District Funded
Increase English Language Learner proficiency through implementation of Site ELD plan	ongoing	principal and staff			

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
SCHOOL GOAL #6:
Provide academic intervention for under-performing students.
Data Used to Form this Goal:
Results of common formative assessments, benchmarks, state achievement data as available and local school-wide assessments.
Findings from the Analysis of this Data:
Need for staff to collaborate and form intervention groups as well as provide intervention for under-performing students.
How the School will Evaluate the Progress of this Goal:
Analysis of common formative assessments, benchmarks, state achievement data as available and local school-wide assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer Lab para-professional provides web-based intervention via researched based computer programs.	ongoing	principal	Provide personnel for supplemental web-based intervention (ELA and Math)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,428.83
				3000-3999: Employee Benefits	Title I Part A: Allocation	2339.31
Accelerated Reader para-professional assists with student access to supplemental reading support.	ongoing	principal	Provide personnel for implementation of supplemental reading support.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13,027.72
				3000-3999: Employee Benefits	Title I Part A: Allocation	2666.57

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide academic intervention to under-achieving students, analyze data to form intervention groups and collaborate with staff to form intervention groups.	ongoing	principal	Provide academic intervention for under-achieving students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation
				3000-3999: Employee Benefits	Title I Part A: Allocation
Provide before school intervention in the fall and the spring to students deemed at risk in math and/or ELA.	ongoing	principal	Fall and Spring	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)
				3000-3999: Employee Benefits	Intervention (BS/AS)
Supplemental instructional common core materials	ongoing	principal	Rewards	4000-4999: Books And Supplies	General Unrestricted
			Word Masters	4000-4999: Books And Supplies	General Unrestricted
			Supplies for student activities	4000-4999: Books And Supplies	General Unrestricted
Technology plan to support academic achievement, replace and update equipment as needed	ongoing	principal	Web-based ELA and Math site license for Starfall.com	4000-4999: Books And Supplies	General Unrestricted
			Web-based ELA and Math Education city site license	4000-4999: Books And Supplies	General Unrestricted
			Flat Screen TV to be used as a projection screen	4000-4999: Books And Supplies	General Unrestricted
			Classroom Printers (\$200.00 each) x5	4000-4999: Books And Supplies	General Unrestricted
			Classroom lap-tops (\$620.00) x3	4000-4999: Books And Supplies	General Unrestricted

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	49,560	0.00
Title I Part A: Allocation	117,310	-13,456.44
Title I Part A: Parent Involvement	2,045	0.00
Title I Part A: Professional Development	14,733	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	49,560.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	130,766.44
Title I Part A: Parent Involvement	2,045.00
Title I Part A: Professional Development (PI Schools)	14,733.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	87,712.00
2000-2999: Classified Personnel Salaries	24,456.55
3000-3999: Employee Benefits	31,647.89
4000-4999: Books And Supplies	45,355.00
5000-5999: Services And Other Operating Expenditures	12,933.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,500.00
3000-3999: Employee Benefits	General Unrestricted	250.00
4000-4999: Books And Supplies	General Unrestricted	42,810.00
5000-5999: Services And Other Operating	General Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	75,912.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	24,456.55
3000-3999: Employee Benefits	Title I Part A: Allocation	30,397.89
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,045.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	4,800.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	500.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	500.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	8,933.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,050.00
Goal 2	28,283.00
Goal 4	16,170.00
Goal 6	149,601.44