

The Single Plan for Student Achievement

School: Pierce Elementary School
CDS Code: 15-73742-6009294
District: Sierra Sands Unified School District
Principal: Pam Barnes
Revision Date: November 4, 2013

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

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

Contact Person: Pam Barnes
Position: Principal
Phone Number: (760) 499-1670
Address: 674 North Gold Canyon
Ridgecrest CA, 93555
E-mail Address: pbarnes@ssusd.org

The District Governing Board approved this revision of the SPSA on December 19, 2013.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
Academic Performance Index by Student Group	9
English-Language Arts Adequate Yearly Progress (AYP).....	10
Mathematics Adequate Yearly Progress (AYP).....	11
CELDT (Initial Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data)	14
Title III Accountability (District Data).....	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2	19
School Goal #3	21
School Goal #4	23
Centralized Services for Planned Improvements in Student Performance	25
Summary of Expenditures in this Plan.....	26
Total Allocations and Expenditures by Funding Source	26
School Site Council Membership	27

School Vision and Mission

Pierce Elementary School's Vision and Mission Statements

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.

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 Profile

Pierce Elementary School is a rural school serving 337 students in grades K-5. We are a Title I school with about 74% of our students being designated as socioeconomically disadvantaged. In August 2013, we entered our 2nd year of Program Improvement despite having a very solid Academic Program Index of 856 (above the California target of 800). We offer our families a State Preschool, a Before School Program (7-9 am) and an After School Program (3:15-6:15 pm). Our population is diverse with representation from 8 different ethnic groups. Our two largest groups are Hispanic (38%) and White (50%). 23% of our students are English Learners. The predominate primary language of our English Learners is Spanish, although we currently have students who speak Arabic and Russian. One hundred percent of our teaching staff and paraprofessionals are Highly Qualified. We offer gifted and talented (GATE) students an enrichment class during their school day, taught by our GATE certified project teacher. Our students in grades 1-5 also receive Art Class once a week as part of their instructional day.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

We survey our parents every spring (April or May) with a comprehensive survey. Results of the survey are always shared with parents at our first School Site Council meeting in September. Survey results are also shared with parents at our ELAC (English Learners Advisory Committee) and with our Pierce PTO. Please see the attached survey for the results of our 2012-2013 Parent Survey.

Classroom Observations

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

Analysis of Current Instructional Program

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

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

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and CST blueprints, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student subgroup, 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 weekly formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Pierce teachers also use STAR Early Literacy, STAR Reading and STAR Math assessments to modify instruction to meet the academic needs of individual students.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELD components were adopted for use K-5 and materials were purchased for all special education programs.

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

Pierce teachers use a variety of assessments to monitor student progress and modify instruction. At the beginning of the school year, we use data from last spring's STAR testing to set up ELA and Math intervention groups as soon as possible. Next we use chapter and end of unit tests to modify student progress and modify instruction between benchmark exams. At the end of each trimester, we assess student progress with benchmarks and then modify instruction and/or reconfigure our intervention groups.

Staffing and Professional Development

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

One hundred percent of Pierce teachers and paraprofessionals meet the requirements to be highly qualified staff.

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

The Sierra Sands Unified School District offers all classroom teachers grade level specific ELA and Math professional development three full days each school year. Pierce teachers attend every available training day. Our teachers work collaboratively at these grade level training sessions to improve alignment to common core state standards and learn about research based teaching strategies that will improve student achievement in their classrooms. Whenever our district adopts new instructional materials, the district provides training in order to implement these materials appropriately so as to provide universal access to all our students. Almost 100% of Pierce teachers have attended conferences for Professional Learning Communities.

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

Staff development is based on district initiatives and individual school and teacher needs. Currently staff development at the district and school level is geared to implementation of Common Core State Standards. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development through training such as Comprehensive Early Literacy Learning (CELL) for grades K-2 and Extended Literacy Learning (ExLL) for grades 3-5. Pierce teachers attend grade level ELA and Math training sessions offered at the district level.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, district Math Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, two Literacy Coaches and a Title I Project Teacher. They support site teachers by assisting with reading/language arts instruction, assisting with math 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, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, and benchmark test analysis, in order to assist teachers in planning instruction. Last year all teachers also received three days IMBT (Instructional Materials Based Training) for their Treasures ELA adoption.

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

Teachers at each grade level have a scheduled weekly planning time during the school day. In these meetings they do their lesson planning, review benchmark and classroom assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate across grade levels at monthly staff meetings. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core State standards, 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/ CMA assessments, and formative assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and 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. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and Math to more closely address identified needs and match our current adoptions. Report cards have also been adjusted. Our school gives 3 math and 4 ELA benchmarks during the school year in order to 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 progresses at an appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) and current Math adoption are aligned to maximize student success. Outside resources are also utilized as necessary or appropriate.

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

We currently have standards based instructional materials for all subjects aligned with the 1997 California Content Standards. Our district is in the process of evaluating materials for alignment to Common Core State Standards (CCSS). During local curriculum training days our teachers are given websites to use a resources for teaching CCSS, and materials that will help them bridge the gap between the two sets of academic standards.

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

A variety of research-based educational practices are used to raise student achievement at Pierce. We extend the school day through our Before School and After School Programs. We offer targeted intervention before the school day begins. We offer interventions during the school day for students needing strategic intervention in ELA and/or Math. Our teachers are trained to use Comprehensive Early Learning and/or Extended Literacy Learning research-based teaching strategies. All staff use UNRAAVEL strategies for ELA and Math, follow the District Instructional Norms, and use the Explicit Direct Instruction strategies they have been taught during their local professional development. We also work collaboratively in a Professional Learning Community.

Parental Involvement

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

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

- District Nurse
- Resource Teachers: Special Education (RSP, Speech, Adaptive P.E., Kern County Itinerant Vision Specialist), Literacy Coaches, Project Teacher, part time ELD coordinator.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: classroom paraprofessional, before and after school program instructors and tutors, and special education paraprofessional.
- School Counselor (3 days a week)
- Translators
- School Resource Officer
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program (both before and after school)
- State Preschool
- Kern County Children's Dental Health Network
- Parent and Community Volunteers
- Indian Wells Family Resource Center
- Kern Regional Center
- College Community Services

Our school communicates with parents through:

- School Compacts for Student Success
- Parent informational meetings and visitations
- Back To School Barbecue, 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
- Home School Connection newsletter sent home each month
- Monthly School Activity Calendar sent home each month
- EdLine and school web pages
- Automated phone system
- Annual Parent Surveys (Title I and ELAC)

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

- __1__ Principal
- __3__ Classroom teachers
- __1__ Other staff
- __ 5__ Parents and community members

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

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

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

Funding

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

Categorical services focused on the 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.

18. Fiscal support (EPC)

District provides fiscal support through decentralized (general fund) allocation, GATE funds and School and Library Improvement Block Grant (SLIBG) budgets which are in flux due to the changes with LCFF. We also receive funding through the Title I Program (categorical).

Description of Barriers and Related School Goals

At Pierce we are constantly working to eliminate barriers to student learning even though many of these barriers are beyond our abilities to solve. We constantly work to minimize the effects these barriers have on our students. With 74% of our students being designated as socioeconomically disadvantaged, poverty is one of our biggest hurdles to overcome. Many of our families are in distress due to recent economic downturns both nationally and locally. Some of our parents are working 2-3 jobs just to feed and clothe their families. We have students who are living in shelters, or sharing accommodations with other families. 23% of our students are English Learners. Some of their parents may be illegal in our country. This makes them reluctant to come to school or be more than minimally involved in their child's education. Many of our families have no health or dental insurance and students have to go weeks without glasses, or medical/dental appointments. Making the switch from county provided to district provided mental health services also affects our families dealing with mental health issues. Another barrier that is affecting our students is the reduced funding for schools.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	207	202	210	84	94	93	16	10	10	4	4	4
Growth API	813	857	856	824	860	864	802					
Base API	824	817	858	854	827	863		803				
Target	A	A	A	A	A	A						
Growth	-11	40	-2	-30	33	1						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	93	78	88	63	52	54	161	142	148	23	28	25
Growth API	795	832	834	773	823	818	793	833	819	718	693	738
Base API	782	801	831	787	780	822	796	798	834	695	718	693
Target	5	A	A	5	5	A	4	2	A			
Growth	13	31	3	-14	43	-4	-3	35	-15			
Met Target	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes			

Conclusions based on this data:

1. Based on data analysis, all subgroups are currently above 800 except for our Students with Disabilities subgroup. It appears as though our current efforts are working to close any achievement gaps. Since this is the case, we are going to continue offering the same activities as we did last year.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	100	126	132	37	63	63	10	--	--	--	--	--
Percent At or Above Proficient	48.3	62.4	62.9	44.0	67.0	67.7	62.5	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	100	99	99	100	100	100
Number At or Above Proficient	43	41	47	21	24	27	70	79	82	8	6	13
Percent At or Above Proficient	46.2	52.6	53.4	33.3	46.2	50.0	43.5	55.6	55.4	34.8	21.4	52.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	--	--	--

Conclusions based on this data:

1. Based on data analysis, we have a 17 point or less gap between our subgroups and our white population. Even though the gap is closing, it is still a gap, so we will continue to focus on ELA subgroup data. We need to provide more intensive intervention during the school day for targeted students who are two or more years behind their peers.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	143	149	160	62	69	73	11	--		--	--	
Percent At or Above Proficient	69.1	74.1	76.2	73.8	74.2	78.5	68.8	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	100	99	99	100	100	100
Number At or Above Proficient	59	55	65	41	33	37	104	97	102	13	10	14
Percent At or Above Proficient	63.4	70.5	73.9	65.1	63.5	68.5	64.6	68.8	68.9	56.5	35.7	56.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	Yes	No	No	Yes	No	Yes	Yes	--	--	--

Conclusions based on this data:

1. Based on data analysis, Math performance is stronger than ELA. There is only a 10 point gap between our white students and our English learners. The gap is closing slowly, but it looks like the interventions we currently have in place are working. We will continue our current efforts.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	4	33	4	33	3	25	1	8		12
2	2	12	4	24	6	35	4	24	1	6		17
3	0	0	3	33	6	67	0	0	0	0		9
4	0	0	4	31	7	54	2	15	0	0		13
5	1	14	5	71	1	14	0	0	0	0		7
Total	3	5	20	34	24	41	9	16	2	3		58

Conclusions based on this data:

1. Nine out of ten new English Learners are in first grade. The one new student who is in third grade scored at the Intermediate level. First grade teachers do a lot of language development with their regular curriculum. Adding in the ELD component with Treasures should enable these first graders to move up one level this school year.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	1	11	2	22	6	67	9
1	0	0	4	31	5	38	3	23	1	8	13
2	2	12	4	24	6	35	4	24	1	6	17
3	0	0	3	33	6	67	3	27	0	0	9
4	0	0	4	31	7	54	2	15	0	0	13
5	1	14	5	71	1	14	2	22	0	0	7
Total	3	4	20	29	26	38	11	16	8	12	68

Conclusions based on this data:

- 53% of our English Learners are at the Intermediate level spread over grades 2-5. Normally we would target the ELLs in grades 3-5 and hire an ELD teacher to give them 45 minutes of ELD instruction each day so as to insure they move up a level this year. Unfortunately budget cuts will make this impossible. Instead we will target the students in grades 3-5 and require the classroom teacher to provide enough ELD instruction to enable these students to move up at least one level this year.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	63	64	58
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	63	64	58
Number Met	24	36	28
Percent Met	38.1%	56.3%	48.3%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	63	16	62	11	58	10
Number Met	6	--	16	--	12	--
Percent Met	9.5%	--	25.8%	--	20.7%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	Yes	*	No	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
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	No	Yes

Conclusions based on this data:

- Data analysis shows that our ELL students have made significant progress in AMAO I and II and III. We would normally continue our current practice of hiring an extra teacher to provide 45 minutes of ELD instruction for students in grades 2-5 to help students move up one performance band each year. Unfortunately budget cuts have made it impossible to continue this practice. Instead we will target the students, and ask the classroom teacher to add more ELD instruction into the English Language Arts period.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Conclusions based on this data:

1. For 2012-2013 data indicates that the district did not meet its AMAO I target for annual growth, but did meet AMAO II and III for attaining English proficiency and adequate yearly progress. Based on this data, the district will continue to provide targeted services to our English Learners to increase 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: ELA
LEA GOAL:
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.
SCHOOL GOAL #1:
70% of all Pierce 3rd - 5th grade students will score proficient or advanced on their 3rd trimester ELA benchmark.
Data Used to Form this Goal:
Pierce staff analyzed both 2013 CST data and benchmark scores from 2012-2013.
Findings from the Analysis of this Data:
Pierce students are making good progress in ELA . Our subgroups met all CST-ELA goals through Safe Harbor. The only target we did not meet by Safe Harbor was our Schoolwide ELA. (When scores were readjusted after school began our Socioeconomically Disadvantaged score was lowered from 56.3 to 55.4 which took us out of Safe Harbor for that one subgroup.)
How the School will Evaluate the Progress of this Goal:
Teachers and Principal will meet to analyze data at each trimester after students take their benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaggregate behcnmark data during collaboration time and use results to modify classroom instruction and plan interventions	Sept. Nov. March May	principal and teachers	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	250
Provide budgeting and data analysis assistance to the principal and school staff. (25% of clerk position)	Ongoing whole school year.	Clerk R. Wendt	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,372
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2,687

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide literacy support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide academic intervention.	Ongoing whole school year.	Project Teacher B. Johnson	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	21,147
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	10,441
Classroom paraprofessional will provide classroom assistance for struggling students, provide instruction for Before School Program, and provide collaboration time for teachers.	Ongoing whole school year	Classroom Paraprofessional C. Bockhahn	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,825
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	6,305
Adequately staff and supply the Before School Program and the ASES After School Program.	Ongoing school year.	BSP and ASES personnel and one classroom teacher providing homework intervention	Personnel Salary	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	17,124
			Personnel Benefits	3000-3999: Employee Benefits	After School and Education Safety (ASES)	16,192
			Supplies	4000-4999: Books And Supplies	After School and Education Safety (ASES)	4,184
			Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,590
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	279
Intervention teachers will provide additional phonics/reading instruction for first and second grade students who are struggling and at risk of retention. (During school hours.)	November through March	Intervention teachers (2)	Personnel Salary	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	2,600
			Personnel Benefits	2000-2999: Classified Personnel Salaries	EIA-SCE Carryover	281
			Personnel Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	2600
			Personnel Benefits	3000-3999: Employee Benefits	LCFF-EL	281

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention teachers will provide additional reading/language arts instruction for struggling students. (Before school hours.)	December through April	Intervention teacher (1)	Personnel Salary	1000-1999: Certificated Personnel Salaries	District Funded	2,240
			Personnel Benefits	3000-3999: Employee Benefits	District Funded	242
Provide paper, ink/toner, to support ELA instruction.	Ongoing throughout the school year.	Clerk will order as needed with oversight by the principal.	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	500
Hire teacher to provide collaboration time for kindergarten teachers. K teachers will be monitoring student progress and modifying instruction according to student needs.	Ongoing throughout the school year.	Same substitute teacher every day.	Personnel salary	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	7,400
			Personnel benefits	3000-3999: Employee Benefits	School and Library Improvement Program Block	800
Keep library open during the summer so students can continue to check out books to read and take AR tests.	2 hours a day, 2 days a week during July 2013	L. Bartels Pierce librarian	Personnel salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	122
			Personnel benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	35
Hire substitute teachers so that Pierce classroom teachers can attend district training about common core state standards for ELA and Math. .	3 days each for 12 classroom teachers	Pierce classroom teachers.	Stipend for attending training	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4,500

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: Math
LEA GOAL:
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.
SCHOOL GOAL #2:
70% of all Pierce 3rd - 5th grade students will score proficient or advanced on their 3rd trimester Math benchmark.
Data Used to Form this Goal:
Pierce staff analyzed both 2013 CST data and benchmark scores from 2012-2013.
Findings from the Analysis of this Data:
Pierce students are making good progress in Math. Our subgroups met all CST-Math goals through Safe Harbor.
How the School will Evaluate the Progress of this Goal:
Teachers and Principal will meet to analyze data at each trimester after students take their benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide budgeting and data analysis assistance to the principal and school staff. (25% of clerk position)	Ongoing whole school year.	Clerk R. Wendt	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,372
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2,687
Project Teacher will provide math/technology support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide math intervention.	Ongoing whole school year.	Project Teacher B. Johnson	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	21,147
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	10,441

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom paraprofessional will provide classroom assistance for struggling students and will provide instruction for Before School Program and provide collaboration time for teachers. .	Ongoing whole school year	Classroom Paraprofessional C. Bockhahn	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,825
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	6,305
Intervention teacher will provide additional math instruction for struggling students. (Before school hours.)	December through April	Intervention Teacher (1)	Personnel Salary	1000-1999: Certificated Personnel Salaries	District Funded	2,240
			Personnel Benefits	3000-3999: Employee Benefits	District Funded	242
Provide paper, ink, scan cards to support math instruction and Accelerated Math.	Ongoing throughout school year.	Clerk will order as needed with oversight by principal.	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ELD
LEA GOAL:
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.
SCHOOL GOAL #3:
All English learners will advance one performance band on the CELDT test each year until they are redesignated as fluent.
Data Used to Form this Goal:
Staff analyzed CELDT testing and Title III reports about student progress on AMAOs I, II, and III.
Findings from the Analysis of this Data:
Our students are making significant progress with their CELDT testing - progressing quickly through the Beginner and Early Intermediate levels. Most of our Beginners are in first grade which is good since first grade spends quite a lot of time working on English Language development daily just as part of their regular curriculum. Normally we would hire an extra teacher to teach an extra 45 mins. of ELD instruction during the school day for our students in grades 2-5 who are at the Intermediate level, trying to help them progress to Early Advanced or Advanced, but budget cuts will not allow us to do this anymore.
How the School will Evaluate the Progress of this Goal:
Student CELDT test scores and school progress on AMAOs I, II, and III will be analyzed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal will insure that teachers are appropriately utilizing ancillary ELD materials with their ELA Treasures adoption.	Ongoing through the school year.	Principal	There is no cost associated with this action item.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support English Learners and their families by providing information and support through English Learner Advisory Committees.	Twice a year.	Principal	There is no site cost associated with this action item the district provides funding for this. .			0
A district EL project teacher will provide support through coaching and professional development	Ongoing whole school year.	EL Coordinator J. Williams	There is no site cost associated with this action item. The district provides funding for this.			0

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: SCHOOL CLIMATE
LEA GOAL:
Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #4:
Provide a variety of positive incentives and/or programs to motivate student achievement academically, behaviorally, and with their attendance. Continue to provide teachers, classrooms, and school wide programs with the materials and/or quipment they need to create positive learning environments at Pierce.
Data Used to Form this Goal:
Student test scores, attendance records, discipline referrals, parent and student surveys.
Findings from the Analysis of this Data:
Our students are making good academic progress, their attendance is almost always over 95%, discipline referrals dropped in 2012-13, and both parents and students turned in very postive surveys at the end of the 2012-13 school year.
How the School will Evaluate the Progress of this Goal:
Student test scores, attendance records, discipline referrals, parent and student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent communication and involvement will be encouraged through the use of Homework Folders, Monthly school activity calendars, flyers sent home about school events, and Family Night programs.	On going throughout the year.	Clerk Principal Project Teacher	Supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
			Homework Folders for home - school communication	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	490
			Home-School Connection Newsletter in Spanish/English	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	328

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies. Counselor will assist principal in making Pierce School a "Bucket Filling School" during the 2013-14 school year. (Positive Behavior Instruction and Support - PBIS) Counselor also provides Parenting Classes once a year for 7 weeks.	Ongoing throughout the school year	Counselor	Personnel Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	0
			Personnel Benefits	3000-3999: Employee Benefits	LCFF-ED	0
			Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	100
Purchase books and supplies for staff development to make Pierce a "Bucket Filling School" .	December and January	Principal	Supplies	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	500
Purchase art supplies to continue our art program for students in grades 1-5. This program provides enrichment for students who may not otherwise have a chance to excel at school and helps us identify those students who are gifted at fine arts.	As necessary for projects and lessons.	Art Instructor C. Bockhahn Principal	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	200
Support staff use of Eno boards, projectors, etc. with replacement of tech items as necessary due to wear and tear in the classroom.	As decided by staff and school site council as funding permits.	Principal Tech. Dept.	Technology Equipment	4000-4999: Books And Supplies	School and Library Improvement Program Block	2,019
Purchase P.E. equipment and supplies to support the teaching of SPARK P. E. curriculum in grades K-5. Replace worn out or broken equipment.	Ongoing as needed during the school year.	Principal	Playground and/or P.E. equipment.	4000-4999: Books And Supplies	School and Library Improvement Program Block	500
Purchase student incentives to reward growth in academics, attendance, and behavior.	Ongoing as needed during the school year.	Principal	Brag tags, neck chains, trophies, medals, seasonal tags, perfect attendance tags, etc.	4000-4999: Books And Supplies	School and Library Improvement Program Block	500

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	3,249.04
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	917.58
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	3,636.73
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	3,311.79
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	135.40
Elementary Counselor	August-May	Elementary Counselor and Principal	Elementary Counselor Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	9,845.66
			Elementary Counselor Benefits	3000-3999: Employee Benefits	LCFF-ED	3,618.45

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	19,621	6,852.00
Title I Part A: Allocation	96,621	-5,959.00
Title I Part A: Parent Involvement	1,881	563.00
Title I Part A: Professional Development	8,769	3,769.00
EIA-SCE Carryover	3,097	216.00
LCFF-ED	3,135	3,135.00
LCFF-EL	2,190	-691.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	37,500.00
District Funded	4,964.00
EIA-SCE Carryover	2,881.00
LCFF-ED	0.00
LCFF-EL	2,881.00
School and Library Improvement Program Block	12,769.00
Title I Part A: Allocation	102,580.00
Title I Part A: Parent Involvement	1,318.00
Title I Part A: Professional Development (PI Schools)	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Pam Barnes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Barbara Jubrey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Ronda Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Kiahna Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Breanna Allingham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Rebecca Grani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Emily McArtor - alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Sergio Ramirez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Fernando Vargas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Kim St. George	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Elaine LoPresti	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PIERCE ELEMENTARY SCHOOL PARENT SURVEY 2012/2013**

Total of 229 surveys returned – 200 English and 29 Spanish – This is a return rate of 69%. Percentages in **RED** are the sum of answers in the Strongly Agree/Agree columns. All comments are added at the end of our survey.

Please rank each statement using the following rating scale:

1
Strongly Agree
☺☺
2
Agree
☺
3
Disagree
☹
4
Strongly Disagree
☹☹

	Strongly Agree ☺☺	Agree ☺	Disagree ☹	Strongly Disagree ☹☹	I Do Not Know ?
SCHOOL CULTURE	☺☺	☺	☹	☹☹	?
Parents are greeted warmly and courteously when they visit the school.	74 % 97 %	23 %	2 %	.5 %	.5 %
Parents are encouraged to participate in their child's education.	70 % 99 %	29 %	1 %	0 %	0 %
My child feels safe at this school.	64 % 95 %	31 %	3 %	2 %	0 %
Student discipline is appropriate in this school.	56 % 95 %	39 %	4 %	0 %	1 %
Positive behavior is acknowledged frequently.	62 % 94 %	31 %	5 %	0 %	2 %
My child has opportunities to develop respect, responsibility, and problem solving skills.	60 % 98 %	38 %	1.5 %	0 %	.5 %
My child and I find that the school is well maintained.	65 % 97 %	32 %	2.5 %	.5 %	0 %
It is evident that there are high standards, positive messages, and high expectations of everyone at this school.	64 % 95 %	31 %	2.5 %	0 %	2.5 %
PARENT/COMMUNITY INVOLVEMENT	☺☺	☺	☹	☹☹	?
Parents are invited and encouraged to:					
• Visit the school.	62 % 96 %	34 %	3 %	0 %	1 %
• Assist in class as a volunteer or aide.	57 % 91 %	34 %	7 %	2 %	0 %
• Attend school functions such as parent/teacher conferences, family nights or other school events.	69 % 100 %	31 %	0 %	0 %	0 %
• Serve on school and district committees.	52 % 88 %	36 %	4 %	4 %	4 %
Activities and meetings for parents are scheduled at times and places that are convenient for parents.	62 % 96 %	34 %	3 %	1 %	0 %

HOME/SCHOOL COMMUNICATION	😊😊	😊	😞	😞😞	?
Parents are able to talk to someone at the school when they have concerns or questions.	70 % 98.5 %	28.5 %	1 %	.5 %	0 %
Teachers communicate frequently with parents.	55 % 93 %	38 %	6 %	.5 %	.5 %
The monthly school newsletter and calendar provide valuable information to parents.	64 % 96 %	32 %	2.5 %	.5 %	.5 %
Materials are provided to parents in their home language.	73 % 97 %	24 %	.5 %	.5 %	2 %
If a parent needs a translator, the school tries to accommodate that need.	50 % 68 %	18 %	0 %	.5 %	31.5 %
STANDARDS AND ASSESSMENT	😊😊	😊	😞	😞😞	?
This is a school with high academic standards for all students and all ability levels.	61 % 94 %	33 %	3.5%	.5 %	2 %
I know the standards my child must meet.	66 % 96 %	30 %	2.5 %	1.5 %	0 %
I understand clearly how my child's work will be graded.	60 % 95.5%	35.5 %	2.5 %	.5 %	1.5 %
Parents are fully informed about their child's academic progress through progress reports or conferences.	68 % 97 %	29 %	2.5 %	.5 %	0 %
TEACHING AND LEARNING	😊😊	😊	😞	😞😞	?
All students have equal opportunity to learn at this school.	69 % 97 %	28 %	2 %	.5 %	.5 %
My child is making good progress in reading.	62 % 92 %	30 %	7 %	.5 %	.5 %
My child is making good progress in writing.	65 % 95 %	30 %	4 %	.5 %	.5 %
My child is making good progress in math.	65 % 95.5 %	30.5 %	3.5 %	.5 %	.5 %
My child has regularly assigned homework.	78 % 99.5 %	21.5 %	0 %	.5 %	0 %
My child is getting a good education.	72 % 98.5 %	26.5 %	.5 %	.5 %	.5 %

My favorite thing about Pierce School is: _____

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

Suggestions for Family Nights or for Principal/Parent Discussion groups next year: _____

Additional Comments: _____

Parent responses to these 4 prompts was 7 pages long. Please see Mrs. Barnes (Pierce Principal) if you would like a copy of all parent responses.

Pierce Elementary School Parent Involvement Policy

(Revised 4/17/2012)

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, IWV 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.**

Escuela Primaria Pierce
Política de la Participación de los Padres
(Revisado 4/17/12)

La Comunidad de la Escuela Pierce está formada por nuestros padres y por nuestro personal.

La Comunidad de la Escuela Pierce mantiene las siguientes creencias:

- ❖ La participación de los padres es necesaria para tener una escuela exitosa.
- ❖ La participación activa de los padres durante la educación escolar de un niño es importante para el éxito del estudiante.
- ❖ Los padres son únicos y puede que necesiten diferentes niveles de apoyo, entrenamiento y ánimo para fomentar el desarrollo de su niño.
- ❖ La escuela será un lugar con una atmósfera grata para todos los padres.

Como una parte importante del plan total a nivel escolar; las actividades, las oportunidades y los entrenamientos son proporcionados para permitirles a los padres que tomen parte a su nivel actual de participación, con una meta de un aumento en la participación.

Para asegurar el éxito del estudiante, los padres de la Escuela Pierce han acordado:

(Vea el Convenio para el éxito del estudiante de la Escuela Primaria Pierce)

- ❖ leerle a su niño.
- ❖ proporcionar un tiempo, lugar y apoyo para las actividades de la tarea.
- ❖ asegurar la asistencia regular y puntual.
- ❖ proporcionar el descanso y nutrición adecuada.
- ❖ asistir a las conferencias y juntas escolares.

En la Escuela Pierce, a los padres se les ofrecen muchas otras oportunidades para que participen en la educación de su niño. Algunas de esas otras oportunidades son:

- ❖ Mantener una comunicación estrecha con la escuela al leer la información escolar, incluyendo: la Carpeta Semanal de la Tarea, Boletines Informativos Mensuales, Calendarios, el Manual para los Padres de SSUSD, o cualquier otro volante/carta que se envíe a la casa con su niño. Los padres también pueden revisar las páginas de Internet del distrito/escuela.
- ❖ Leer y familiarizarse con los estándares académicos del nivel del grado de su niño en Inglés/Artes del Lenguaje y Matemáticas.
- ❖ Asistir a las Visitas Anuales a los Salones de Clases, a las Noches de Regreso a Clases y a las Conferencias entre Padres y Maestros.
- ❖ Los padres que tengan preguntas sobre un procedimiento, boletas de calificaciones, calificaciones, evaluaciones o sobre cualquier otro asunto escolar, deben llamar a la escuela primero.
- ❖ Asistir a conferencias con personal de apoyo tales como: Consejero Escolar, Maestro de RSP, Maestro del Habla, Maestros de Apoyo en Alfabetismo y Equipos de Asistencia Estudiantil.
- ❖ Sacar libros y material de apoyo para los padres de la biblioteca escolar.
- ❖ Participar en una clase comunitaria para los padres.
- ❖ Participar en una clase educativa comunitaria. (Escuela de Adultos, Inglés como Segundo Idioma, GED.)
- ❖ Participar en las Noches de Participación Familiar. (Noches de Lectura, Noche del Museo Maturango, Noche de Matemáticas, etc.)
- ❖ Asistir a conferencias educativas y talleres de trabajo para los padres.
- ❖ Ofrecerse como voluntario en las excursiones de la clase, en la biblioteca, o en los salones de clases.
- ❖ Ofrecerse como voluntario para ser un tutor para un niño que necesite ayuda.
- ❖ Ofrecerse como voluntario para ayudar en las actividades del PTO en la escuela, o para servir como oficial del PTO.
- ❖ Ofrecerse como voluntario para servir en un comité escolar organizado o del distrito. (PTO, comité Consultivo de los Padres de los Estudiantes de Inglés, comité del Sitio Escolar.)
- ❖ Ofrecerse como voluntario para servir en organizaciones comunitarias que proporcionen apoyo y ayuda a las familias de Pierce. (*Lions Club, Kiwanis Club, IWV Literacy Council, Rose Vargas Discretionary Fund* o cualquier organización local de servicio comunitario.)

Los Padres de Pierce Pueden Participar:

- ❖ **como los primeros educadores de sus niños.**
- ❖ **como socios con el maestro y con la escuela.**
- ❖ **como defensores de todos los niños y de la juventud.**

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):
PTO Board



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 4, 2013.

Attested:

Pam Barnes

Typed Name of School Principal



Signature of School Principal



Date

Ronda Porter

Typed Name of SSC Chairperson



Signature of SSC Chairperson



Date

Pierce Elementary Compact for Student Success

(Revised 4/17/2012)

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** _____

Escuela Primaria Pierce

Convenio para el Éxito del Estudiante

(Revisado 4/17/2012)

El Personal de la Escuela Pierce:

- ❖ Proporcionará un plan de estudios firme, aprobado por el distrito para todos los estudiantes por medio de servicios básicos, auxiliares y suplementarios.
- ❖ Se reunirá con los padres para hablar sobre el plan de estudios y tomar sugerencias.
- ❖ Reportará el progreso a los padres por medio de conferencias, llamadas telefónicas, reportes escritos, resultados de pruebas de aprovechamiento y resultados de pruebas de desempeño.
- ❖ Proporcionará oportunidades para que los padres aprendan cómo ayudar a los estudiantes por medio de conferencias, noches familiares, boletines informativos, artículos y asambleas.
- ❖ **Firma del maestro y fecha** _____

Los Padres de Pierce:

- ❖ Leerán con sus niños siempre que les sea posible.
- ❖ Proporcionarán un tiempo, un lugar y el apoyo para las actividades de la tarea.
- ❖ Asegurarán una asistencia regular y puntual.
- ❖ Proporcionarán el descanso y la alimentación adecuada para su niño.
- ❖ Asistirán a las conferencias y juntas escolares.
- ❖ **Firma del padre/tutor y fecha** _____

Los Estudiantes de Pierce:

- ❖ Vendrán a la escuela todos los días, listos para aprender.
- ❖ Serán responsables por terminar sus trabajos y por su propio comportamiento.
- ❖ Trabajarán en armonía con sus compañeros de clase y con los miembros del personal.
- ❖ Apoyarán su propio aprendizaje y el aprendizaje de los demás con un buen comportamiento escolar.
- ❖ **Firma del estudiante y fecha** _____