

# The Single Plan for Student Achievement

**School:** Inyokern Elementary School  
**CDS Code:** 15-73742-6009609  
**District:** Sierra Sands Unified School District  
**Principal:** Beverly Ewbank  
**Revision Date:** November 4, 2016

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

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

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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	9
CAASPP Results (All Students) .....	9
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
Title III Accountability (School Data) .....	16
Title III Accountability (District Data).....	17
Planned Improvements in Student Performance .....	18
School Goal #1.....	18
School Goal #2.....	23
School Goal #3.....	25
School Goal #4.....	27
School Goal #5.....	30
School Goal #6.....	31
School Goal #7.....	32
Centralized Services for Planned Improvements in Student Performance .....	33
Summary of Expenditures in this Plan.....	34
Total Allocations and Expenditures by Funding Source .....	34
Total Centralized Services Expenditures by Funding Source .....	35
Total Expenditures by Object Type.....	36
Total Expenditures by Object Type and Funding Source.....	37
Total Expenditures by Goal .....	38
School Site Council Membership.....	39
Recommendations and Assurances.....	40

## School Vision and Mission

### Inyokern Elementary School's Vision and Mission Statements

#### VISION

Working collaboratively, we can ensure that every child is academically successful. Our focus is on:

- Student learning and celebration of student success
- On-Going Collaboration concerning Student Learning
- Professional Staff Development
- Student Behavior and Discipline
- Positive School Environment - PBIS
- Community Involvement

#### MISSION

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

- Standards. We believe that every child can learn and be academically successful.
- Assessment. We believe that assessment is an opportunity to ensure that students are learning the essential standards. Staff will meet regularly to review current data. Various measures and models will be utilized and shared with parents throughout the year.
- School Behavior and Discipline. We believe that all students are unique and need to be provided a safe learning environment to succeed. The entire school community will strive to respect others.
- School Environment. We believe that a positive, caring environment will be provided by the students, staff and parents. Qualities that contribute to an improved society, such as tolerance, accountability, and respect will be reinforced.
- Professional Development. We believe that leadership is shared and focused on mutually agreed upon goals and objectives. Staff development will be on going, consistent, and focused on identified personal and school-wide needs.
- Community Involvement. We believe that the Inyokern community will work as a team to provide educational support to foster each child's development. The school will seek to provide a welcoming environment that acknowledges parents as partners to promote excellence in all areas.

## School Profile

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The school was established in 1913, and the first permanent buildings were erected in 1935. At that time, the principal lived in a house on the school grounds.

We have grown to be an award-winning school that truly serves the students in our small desert community. "A Valley Tradition of Excellence" is our school motto. One way that we achieve excellence is by offering a wealth of year-round educational opportunities for students from 3 to 11 years of age. Inyokern State Preschool, located on campus, is the only preschool in our community and provides an excellent preschool education to qualifying students. The preschool is licensed for 20 students and is offered in the morning each weekday. Our elementary school educates students from transitional kindergarten through fifth grade.

Our success with elementary school students has been validated by awards we have received. We are a No Child Left Behind Blue Ribbon School, a California Distinguished School, Gold Ribbon Award, and a Title I Academic Achievement Award School. Through the After School Education and Safety (ASES) Grant from the State of California, we offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to receive homework assistance, tutoring, STEAM activities, and standards-based enrichment activities until 6 p.m. each school day.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

Every year, we have a Title I Survey that is completed by our families. The survey shows that the majority of parents (over 90%) are pleased with the staff, instruction, curriculum, policies, and positive school climate at Inyokern Elementary School. The approval rating for each question was high. Discipline data is available from Aeries and will be used to analyze school safety and climate. Staff reviews surveys with comments to discuss what we are doing well, in addition to any concerns parents may have regarding programs.

### **Classroom Observations**

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

### **Analysis of Current Instructional Program**

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

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

### **Standards, Assessment, and Accountability**

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

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

In addition, students at Inyokern Elementary School are tested using ESGI, Early Literacy, STAR Reading, and STAR Math at least four times a year. Tests are administered in August, November, March, and May. The data gained by these assessments at the beginning of the school year and prior to each reporting period combined with district benchmark data allows us to monitor and track student progress. The data gathered allows us to make data driven instructional decisions to support students, to determine whether the student needs intervention or acceleration. The Student Assistance Team (SAT) meets at least three times each month. A Professional Learning Community (PLC) is in place at Inyokern and we are meeting formally for professional development as well as for collaborations. At this time, five out of eleven staff members have attended a PLC three day conference. Time for collaboration is being made by limiting "nuts and bolts" staff meetings to twice a month, transforming all of the remaining staff meetings to collaboration sessions. We have also instituted Late Start Wednesdays to give teachers more time to collaborate. Illuminate, our district student test data provider, is used as a key tool to manage data in order to monitor student progress on curricular embedded assessments.

The K-5 ELA adoption was purchased for 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 ELL components were adopted for use K-5 and materials were purchased for all special education programs. The district is in the process of adopting a new ELA curriculum for the 2017-18 school year.

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

Students are assessed in English Language Arts, Math, and Reading Fluency four times each year. Students also take themed district developed benchmark assessments in Math and English Language Arts that are part of the trimester parent conferences. State testing and benchmark results are posted in Illuminate and student progress is monitored through the reports that are available. Students not at grade level are referred to targeted small group instruction with our projects teacher in Smart Time Groups. Students with IEPs are monitored closely by our Resource teacher so goals can be met. All students also receive targeted instruction in math concepts during Math Lab.

Staffing and Professional Development

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

Teacher recruitment, hiring, and evaluation focus on meeting ESEA criteria. As a result, 90% of staff and administration meet the requirements for being highly qualified.

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

Focus for Professional Development for this year includes the Academic Program Survey (APS), intensive instruction on the common core state standards, grade level collaboration for assessment and curriculum development. A number of teachers and the principal have been trained in Professional Learning Communities.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Inyokern School's staff development includes English Language Arts, English Language Development, Math, Professional Learning Communities, Response to Intervention, and Illuminate. Staff development is a combination of out of district professional development seminars, in-district training, site level professional development study groups, and classroom observations of success strategies.

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

The District provides 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, and Title I Projects Teacher. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/analysis, CELL/ExLL, and textbook adoptions in order to assist teachers in planning instruction.

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

Our teachers have collaborative meetings on a regular basis during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Inyokern's collaboration meetings are cross grade level meetings due to the small size of our school. Teachers in selected grade levels have attended training on analyzing data and designing intervention strategies. Three of eight classroom teachers are trained in Professional Learning Communities techniques.

Teaching and Learning

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

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

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

Our school follows the California Framework and Sierra Sands 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 meet legal requirements and meet the individual needs of students. Protected uninterrupted time for ELA is provided as follows: kindergarten is 60 minutes, Grades 1 through 3 is 2.5 hours, and Grades 4 through 5 is 2 hours. In Math, protected uninterrupted time in kindergarten is 30 minutes and Grades 1 through 5 is 60 minutes.

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA to more closely address identified needs and match the Treasures adoption. Report cards have also been adjusted.

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

Staff has worked together and attended the Treasures Instructional Material Based Training (IMBT) during the summer of 2012 to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

All students have sufficient textbooks and instructional materials.

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

Current adopted instructional materials for our site are included in the SARC. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks Section for more detailed information.

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

Inyokern uses many different programs with fidelity to raise student achievement. Technology based programs include: Accelerated Math, Accelerated Reader, Moby Max, Math Seeds, and Reading Eggs. We also use Curriculum Associates, Standards Plus, Smart Time groupings, Math Lab, and counselor time. Intervention is provided during the school day as well as after school. During the After School Education and Safety (ASES) Program, tutoring is offered using classroom teachers who work with High Desert Leapin' Lizards Club Tutors to increase student success.

## Parental Involvement

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

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

- District Nurse
- Paraprofessional in Kindergarten 60 minutes every day for small groups
- Resource Teacher: Special Education
- Title I Project Teacher
- Peer tutors and cross-age tutors
- Translators
- Special Education Instructional aide
- Parent volunteers
- School Counselor
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program and tutoring through ASES with classroom teachers and High Desert Leapin' Lizards Club Tutors
- Intervention – during and after school
- State Preschool
- Inyokern Parent Teacher Organization
- College Community Services & Family Resource Center
- Inyokern area community service groups including the local churches, Rotary Club of Indian Wells Valley, Elks, and the Inyokern Chamber of Commerce
- Kern County Sheriff is available to assist the school

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights / Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Family Nights
- Principal's Meetings with Parents
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- Marquee
- Monthly School Newsletter/Information through Internet
- Parent Square
- School web pages
- Class Dojo
- Home-School Communicator
- Take Home Tuesdays
- School Calendar Magnets
- Annual Parent Survey

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

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

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

At School Site Council meetings, we participate in the planning and approval of the school plan revision, budget, monitoring, and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC. Other community involvement includes Parent / Teacher Organization (PTO), Family Nights, Rotary Club of Indian Wells Valley, Project Teacher support, Teacher led Interventions, and the use of Paraprofessionals.

### Funding

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

Categorical services focused on the under-performing student at this school include flex reading groups, Targeted Assisted Groups (Smart Time), Title I intervention, Math Lab groups, after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. A part-time Project Teacher is provided for struggling students to re-teach lessons in small groups. An instructional paraprofessional provides small group support in reading, writing, and math. A part-time counselor provides support through small group and individual sessions using programs such as Friendship Circles, conflict resolution, and bully prevention strategies. Steps to Respect (anti-bullying program), and Second Step (an empathy program) are also used in the classroom. In addition, our counselor is an integral part of Inyokern's Student Assistance Team.

18. Fiscal support (EPC)

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

## **Description of Barriers and Related School Goals**

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

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



**School and Student Performance Data**

**CAASPP Results (All Students)**

**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	26	29	26	29	26	96.7	100
Grade 4	19	36	18	35	18	35	94.7	97.2
Grade 5	29	22	28	20	28	20	96.6	90.9
All Grades	78	84	75	81	75	81	96.2	96.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2436.0	2429.9	28	19	28	31	24	27	21	23
Grade 4	2417.7	2474.2	6	14	17	37	22	34	56	14
Grade 5	2466.7	2492.0	4	15	21	35	46	20	29	30
All Grades	N/A	N/A	13	16	23	35	32	28	32	21

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	12	52	77	24	12
Grade 4	11	20	28	57	61	23
Grade 5	4	35	61	30	36	35
All Grades	13	21	49	57	37	22

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	15	45	58	31	27
Grade 4	6	17	61	66	33	17
Grade 5	11	15	46	55	43	30
All Grades	15	16	49	60	36	23

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	27	76	62	7	12
Grade 4	6	20	67	71	28	9
Grade 5	14	15	61	45	25	40
All Grades	13	21	68	62	19	17

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	27	76	62	7	12
Grade 4	6	20	67	71	28	9
Grade 5	14	15	61	45	25	40
All Grades	13	21	68	62	19	17

1. Based on the data, there was an overall increase of 5% in ELA for grades 3rd - 5th for students Exceeding and Met standards, with a decrease of 11% for Not Meeting Standards.
2. The 4th Grade data shows the students decreased the percentage of Below Standard by 42% (from 56 to 14%).
3. Evidence shows students would continue to benefit from targeted intervention in ELA, especially in Reading and Writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	26	29	26	29	26	96.7	100
Grade 4	19	36	18	35	18	35	94.7	97.2
Grade 5	29	22	28	20	28	20	96.6	90.9
All Grades	78	84	75	81	75	81	96.2	96.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2421.5	2390.0	10	0	41	31	24	27	24	42
Grade 4	2440.3	2457.8	0	9	17	17	61	49	22	26
Grade 5	2463.8	2491.5	0	10	14	15	50	45	36	30
All Grades	N/A	N/A	4	6	25	21	43	41	28	32

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	21	15	38	38	41	46	
Grade 4	6	20	44	46	50	34	
Grade 5	0	10	46	55	54	35	
All Grades	9	16	43	46	48	38	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	8	48	38	28	54
Grade 4	11	11	61	57	28	31
Grade 5	4	10	36	55	61	35
All Grades	13	10	47	51	40	40

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	4	48	69	24	27
Grade 4	6	17	39	60	56	23
Grade 5	4	5	46	70	50	25
All Grades	13	10	45	65	41	25

**Conclusions based on this data:**

1. Based on the data, the Communicating Reasoning section showed the most percentage gains.
2. 41% of all the students are very close to meeting the Standards.
3. Evidence shows students would continue to benefit from targeted intervention in Math, especially in Problem Solving.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		0	***		0	***		0	***		0	***		0	***
1		***	***		0	***		0	***	***	0	***		0	***
2	***	0	***		0	***	***	0	***		0	***		0	***
3		0	***	25	0	***	50	***	***	25	0	***		0	***
4		0	***	***	25	***		50	***		25	***		0	***
5		0	20		***	0	***	0	80		0	0		0	0
<b>Total</b>	11	14	9	22	29	9	44	43	82	22	14				

#### Conclusions based on this data:

1. The majority of students tested in 5th Grade were at the Intermediate level.
2. There were not enough students tested in the other grades to determine any trends.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						25	***					25		***	50
1		***							***	***					
2	***						***		***						
3				25			50	***	***	25					
4				***	25			50	***		25				
5			20		***		***		80						
<b>Total</b>	10	11	7	20	22	7	50	33	64	20	11	7		22	14

#### Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	9	7	11
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	9	7	11
Number Met	--	--	4
Percent Met	--	--	36.4%
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	9	1	4	4	8	5
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	307	352
Percent with Prior Year Data	100.0		100
Number in Cohort	306	307	352
Number Met	178	164	221
Percent Met	58.2	53.4	62.8
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>N/A</b>

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	213	146	225	144	238	158
Number Met	42	69	49	54	69	77
Percent Met	19.7	47.3	21.8	37.5	29	48.7
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>N/A</b>	<b>N/A</b>

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
<b>Met Target for AMAO 3</b>	<b>Yes</b>		<b>N/A</b>

#### Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #1:</b>
We will implement the Common Core State Standards by utilizing the District adopted curriculum of Treasures and Go Math! and by providing our staff with professional development opportunities aimed at helping them to maximize implementation of the CCSS.
<b>Data Used to Form this Goal:</b>
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
<b>Findings from the Analysis of this Data:</b>
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for staff on poverty	September - December	Principal	Purchase 27 copies of "Understanding the Framework of Poverty" book and workbook	4000-4999: Books And Supplies	Title I Part A: Allocation	958
			Purchase "Research-based Strategies: Narrowing/Gap" book, strategy cards, and training video.	4000-4999: Books And Supplies	Title I Part A: Allocation	215
Develop and implement Common Core common assessments	September - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.			
Identify best practices of CCSS	September - May	District Coaches; District Trainers; Principal; Staff	Principal and staff will attend grade level collaboration trainings.			
Identify and roll out resources and technological tools as needed	August - May	Principal; Staff	Purchase Reading Eggs computer subscription to supplement reading instruction in grades TK - 5 and ELD students.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2100
			Purchase Core Clicks Common Core Site license.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	999
			Purchase Math Seeds computer subscription to supplement math instruction in grades TK - 5 and ELD students.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1750
Provide Illuminate training/coaching support	August - May	District Trainers; District Coaches	Provide Illuminate training and coaching in regards to Benchmarks, Report Cards, Assessments, and Grade Books.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide targeted intervention to students identified as risk.	August - May	Staff; Principal	The project teacher will provide intervention for under performing or at risk students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	36540
				3000-3999: Employee Benefits	Title I Part A: Allocation	4483.64
Provide Chromebook and Technology Support and training for Common Core Standards.	August - May	District Coaches; Principal	Google Doc Training during staff meeting with additional support after school.	None Specified	District Funded	
			Moby Max Training during staff meeting with additional support after school.	None Specified	District Funded	
			Technology training every six weeks during staff meeting with additional support after school.	None Specified	District Funded	
			Reading Eggs Training during during teacher work day.			
			Core Clicks Training during during teacher work day.			
Provide hands-on, supplemental learning field trip opportunities for our students due to our high number of Socioeconomically Disadvantaged (SED) students who have decreased opportunities for culturally enriching educational experiences.	ongoing	Principal; Staff	Transportation and Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
Supplies and resources to supplement the Core Curriculum.	ongoing	Principal; Staff	Teacher supplemental supplies and resources	4000-4999: Books And Supplies	Title I Part A: Allocation	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental web based support to access Common Core in Media Center.	August - May	Principal; Media Paraprofessional	Instructional Media Paraprofessional to supplement Core with targeted Intervention support.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6036.15
				3000-3999: Employee Benefits	Title I Part A: Allocation	5112.11
Supplement reading comprehension through Battle of the Books Program.	ongoing	Principal; Staff	Books and Supplies	4000-4999: Books And Supplies	General Unrestricted	500
			Travel to Ridgecrest and Bakersfield	5000-5999: Services And Other Operating Expenditures	General Unrestricted	400
Provide technology equipment to students and staff to support Common Core implementation.	ongoing	Principal	Replace 3 printers	4000-4999: Books And Supplies	General Unrestricted	525
			Replace 3 computers and monitors	4000-4999: Books And Supplies	General Unrestricted	2607
Support of Common Core Standards within the classroom with materials and supplies.	August - May	Principal; Staff	Teacher supplies	4000-4999: Books And Supplies	General Unrestricted	4683
			Multilith	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
Provide standards based assemblies focusing on academic achievement and promoting positive behavior.	November - May	Principal	Kindness Assembly to promote PBIS strategies	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration in PLC teams, including our SAT Team, to review student progress towards Common Core Standards.	August - May	Principal; Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	324
			Teachers meet in collaborative PLC teams weekly to review student growth and interventions. Leadership Team meets once a month to determine direction for our PLC	3000-3999: Employee Benefits	Title I Part A: Allocation	36
Provide professional development opportunities and training related to Common Core and PLC.	August - May	Principal; Staff	Travel and registration for teachers to attend professional development workshops/conferences related to the Common Core	4000-4999: Books And Supplies	Title I Part A: Allocation	7000
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1512
				3000-3999: Employee Benefits	Title I Part A: Allocation	168

## 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:

<b>SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core</b>
<b>LEA GOAL:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>SCHOOL GOAL #2:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>Data Used to Form this Goal:</b>
2016 SBAC data
<b>Findings from the Analysis of this Data:</b>
In ELA, district wide, 42% of 3rd grade students, 51% of 4th grade students, and 55% of 5th grade students met or exceeded standards. In math, district wide, 42% of 3rd grade students, 40% of 4th grade students, and 34% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after school intervention classes.	October - April	Principal	Intervention Teachers	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3360
				3000-3999: Employee Benefits	Intervention (BS/AS)	384
			Bus transportation fees	5000-5999: Services And Other Operating Expenditures	Intervention (BS/AS)	1256
			Intervention Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1145.43
				3000-3999: Employee Benefits	Title I Part A: Allocation	129



## 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:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>
<b>LEA GOAL:</b>
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
<b>SCHOOL GOAL #3:</b>
We will provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
<b>Data Used to Form this Goal:</b>
Spring 2016 District Student Survey results
<b>Findings from the Analysis of this Data:</b>
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Notification of staffing needs as the need arises			
Attend District Safety Committee meetings for 2015 - 2016 school year.	August - May	Principal	Principal will attend all monthly meetings			
Office supplies to promote a positive, effective learning environment.	ongoing	Principal; Staff	Office supplies	4000-4999: Books And Supplies	General Unrestricted	1000
			Replace Printer	4000-4999: Books And Supplies	General Unrestricted	505
Provide Custodial Supplies	August - May	Principal; Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide adequate supervision of students	August - May	Principal	Crosswalk and playground supervisor.	2000-2999: Classified Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	

## 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:

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement PBIS	August - May	Principal; PBIS Team; Staff; Counselor	Purchase of supplies and materials for student recognition throughout the year. (PeaceBuilder of the Month t-shirts, Student of the Month t-shirts, attendance awards, bucket fillers awards, and other student recognition awards)  Monthly meetings of the PBIS Team to improve positive behavior, intervention, and support at Inyokern.	4000-4999: Books And Supplies	General Unrestricted	3000
Counselor provides social skill lessons, conflict resolution, and bully prevention strategies.	August - May	Counselor	Counselor provides social skill lessons, conflict resolution, and bully prevention strategies.	None Specified	District Funded	
Promote school attendance, academic achievement, and positive behavior through rewards, programs, and assemblies for students.	August - May	Principal; Staff; Clerk	Clerk support for Title 1.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Part A: Allocation Title I Part A: Allocation	4571.07 939.60
Improve school to home communication with school wide homework folders.	ongoing	Principal	Niki's Homework Folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250
Provide each family with annual magnetic calendars to promote school to home communication.	August	Principal	Magnet Street Magnets	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	267
Promote school and parent communication.	August - May	Principal	Paper and toner for Newsletters and other correspondence with parents  Postage	4000-4999: Books And Supplies  4000-4999: Books And Supplies	Title I Part A: Allocation  General Unrestricted	200  100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.	ongoing	Principal; Staff	Supplies	4000-4999: Books And Supplies	General Unrestricted	500
			Bus for Middle School Visit	5000-5999: Services And Other Operating Expenditures	General Unrestricted	100
			Bus for 6th grade orientation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	100
			5th grade Student planners	4000-4999: Books And Supplies	Title I Part A: Allocation	100
Support family involvement with the school through programs such as Back to School, Open House, Holiday Programs, SSC, Conferences, and Family Nights.	ongoing	Principal; Staff	Light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150
			Child Care for meetings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	150
			Family Night supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	100
			Parent information, workshops, and research nights	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	346

## 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:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>
<b>LEA GOAL:</b>
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT).
<b>SCHOOL GOAL #5:</b>
Annually increase percent of English Language Learners making progress in learning English.
<b>Data Used to Form this Goal:</b>
2015-16 Annual AMAO 1 (CELDT) Results
<b>Findings from the Analysis of this Data:</b>
2015-16 AMAO 1-CELDT: 53.4%
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2016 - 2017: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	August - May	District Trainers	Staff and principal will receive professional development training on ELA/ELD instructional models.	None Specified	District Funded	
Create and implement a school wide ELD plan.	August - November	Principal; Staff	Principal and staff will develop a school wide ELD instructional plan.			

## Planned Improvements in Student Performance

### School Goal #6

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

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

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

## Planned Improvements in Student Performance

### School Goal #7

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

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

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



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Services for Planned Improvements in Student Performance

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.</b>
<b>SCHOOL GOAL #1:</b>
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2016-2017	T. Switzer J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4532.16
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	1568.61

## 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	17,019.00	0.00
Title I Part A: Allocation	76,220.00	0.00
Title I Part A: Parent Involvement	1,163.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	17,019.00
Intervention (BS/AS)	5,000.00
None Specified	0.00
Title I Part A: Allocation	76,220.00
Title I Part A: Parent Involvement	1,163.00

## Summary of Expenditures in this Plan

### Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	6,100.77

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	42,881.43
2000-2999: Classified Personnel Salaries	10,607.22
3000-3999: Employee Benefits	11,252.35
4000-4999: Books And Supplies	24,960.00
5000-5999: Services And Other Operating Expenditures	9,701.00
None Specified	0.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Unrestricted	14,920.00
5000-5999: Services And Other Operating	General Unrestricted	2,099.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3,360.00
3000-3999: Employee Benefits	Intervention (BS/AS)	384.00
5000-5999: Services And Other Operating	Intervention (BS/AS)	1,256.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	39,521.43
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,607.22
3000-3999: Employee Benefits	Title I Part A: Allocation	10,868.35
4000-4999: Books And Supplies	Title I Part A: Allocation	9,373.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	5,850.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	667.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	496.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	79,248.90
<b>Goal 2</b>	6,274.43
<b>Goal 3</b>	3,005.00
<b>Goal 4</b>	10,873.67

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Beverly Ewbank	X				
Nicole Duncan		X			
Sergio Ramirez		X			
Joan Worley		X			
Susan Tingstrom			X		
Michelle Bombard				X	
Nicole Hale				X	
Jason Schulz				X	
Rebecca Vance				X	
Jason Zehendner				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list): Inyokern Staff and interested IPTO members	Signature

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

Attested:

Beverly Ewbank	<i>Beverly Anne Ewbank</i>	11-4-16
Typed Name of School Principal	Signature of School Principal	Date
Susan Tingstrom	<i>Susan Tingstrom</i>	11-4-16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date