

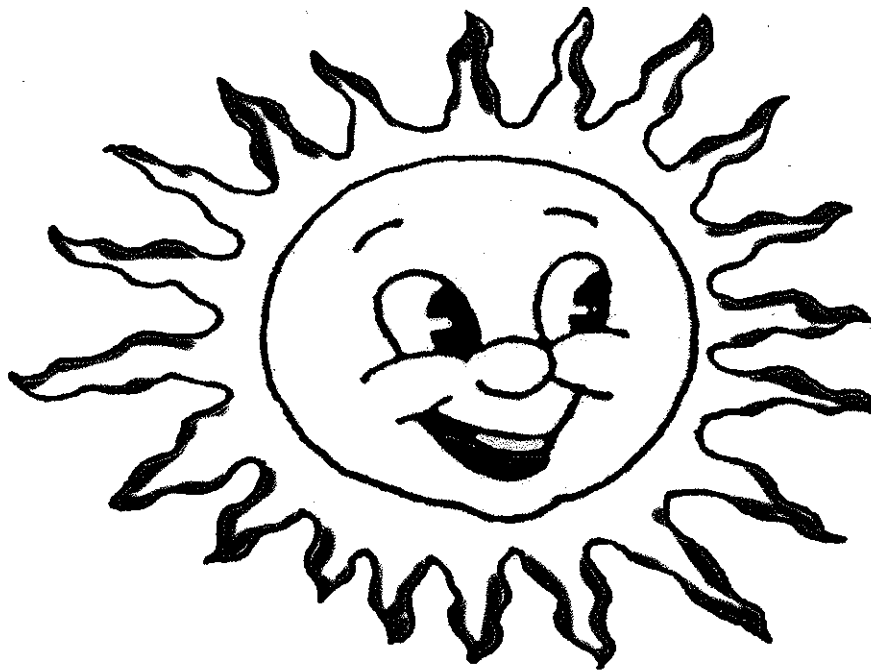
Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FALLER SCHOOL

15-73742-6009633

CDS Code



Date of this Plan: Dec. 2, 2010

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

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The District Governing Board approved this School Plan on January 20, 2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

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

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

MISSION

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

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

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

SCHOOL GOALS

Smart Goal Criteria **S** – Specific and clearly stated, **M** – Measurable and based on formative and/or summative data, **A** – Attainable and realistic, **R** – Related to student achievement and performance, **T** – Time bound

1) English Language Arts:

By May 2011, increase student proficiency in English Language Arts, as measured by the California State Test (CST), to at least 61 % proficient for the school as a whole with particular emphasis on Hispanic and socioeconomic disadvantaged subgroups.

2) Mathematics:

By May 2011, increase student proficiency in Mathematics, as measured by the California State Test (CST), to at least 74 % proficient for the school as a whole with particular emphasis on Hispanic and socioeconomic disadvantaged subgroups.

3) English Language Learners and EL Development:

By September 2011 90% of all English Language Learners will advance one CELDT level.

4) GATE:

By May 2011, all GATE students will achieve advanced or proficient in their identified academic area, as measured by the California State Test (CST).

5) Library

By May 2011, the school library will purchase 250 additional books representing preschool to middle school reading levels.

6) School Climate/ Safety

By June 2011, visible signs stating bus drop off only in the east parking lot will be posted.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Faller School's staff development has been predominantly in the area of English Language Arts, Mathematics and Technology through trainings such as Open Court Training, Houghton- Mifflin and Smartboard/Eno Training. Ultimately the whole staff will be trained in Professional Learning Communities (PLC). Last summer, three teachers were trained and are the leaders of the PLC's at Faller. The PLC meets twice a month in lieu of staff meetings. The teachers have identified essential standards and have built formative assessments around the essential standards.

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

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

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

Our teachers have grade level meetings three times a year during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams when there is a need. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. The Faller staff is grouped in three Professional Learning Communities to provide the collaboration within and across grade levels: Kindergarten/First, Second/Third, Fourth/Fifth.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

Categorical services focused on the underperforming student at this school include paraprofessional support, strategy groups, before and after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through individual, small group and whole group lessons.

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

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

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

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

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

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. At Faller the preschool staff, kindergarten teachers and the principal hold several meetings during the year to discuss plans and shared areas. The preschool supervisor also attends staff meetings. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students

are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

- | | |
|----------|-------------------------------|
| <u>1</u> | Principal |
| <u>3</u> | Classroom teachers |
| <u>2</u> | Other staff |
| <u>6</u> | Parents and community members |

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

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

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

DATA ANALYSIS KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

Faller remains in the 800s scoring an API of 816. Our Hispanic and Socioeconomically Disadvantaged subgroups are shown to need more support.

What does the data by grade level show?

The strongest performance is seen in fifth grade with weakest performance in second grade in English Language Arts. In math third grade made significant gains and grades two and five had strong performances.

What causes this result?

Teaching strategies utilized in the classroom were particularly effective with our higher grades.

What are the needs?

Second grade ELA and fourth grade math are focus areas.

2. AYP

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

Our Hispanic and Socioeconomic Disadvantaged subgroups did not meet their targets. Our Caucasian subgroup remains above 800.

What causes this result?

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

What are the needs?

The need is to focus on learning and applying EL strategies at the classroom level.

3. CELDT- English Language Learners

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

In grade K, there are 11 EL students with 73% of them in the Beginner and Early Intermediate levels. In grade 1, with 12 EL students, 50 % are Early Intermediates. In grade 2, our highest population of English Learners with 17 EL students, 65% of the English Learners are Intermediate level. In grade 3, 27% are Early Intermediate and Early Advanced and 36% are Intermediate. Currently, in grades 4 and 5, there are 11 English Learners with 64% in the Intermediate range.

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

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

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

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

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

Grades	B	EI	I	EA	A
K 11	4	4	1	1	0
1 12	1	6	4	1	0
2 17	0	3	11	2	1
3 11	1	3	4	3	0
4 6	1	0	5	0	0
5 5	1	0	2	2	0
Total 62	8	16	27	9	1

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

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

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

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

Our teachers continue to provide leveled ELD instruction based upon the ELD progress profile, which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction. Also in August we provided a summer academy for our EL students. The students participated in reading and writing activities for two weeks before school began.

4. GATE

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

What causes this result?

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

What are the needs?

We will continue the use of differentiated instruction and opportunities on our campus that go beyond the classroom, including leadership activities, such as morning announcers and student council members.

5. Professional Development

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

6. School Climate/ Safety Surveys and Other Input

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

Overall the survey results were very positive. Of the 256 respondents, all items questioned received a 90% or better positive response. Only three items were in the 80% range: the students discipline is appropriate in this school (88%), parents assist in classroom (89%) and teachers communicate frequently with parents (89%) Those items have been and are being discussed at site council and staff meetings. Staff and site council have discussed these areas in depth giving suggestions for improvement.

If there is additional input, what does it show?

Additional input was received through the comment section of the survey. Forty six respondents added a comment. Of those comments, 82% were of a positive nature such as: "Faller is one of the best elementary schools in the district", "Thank your for everything, your school seems to work like a well oiled machine", "Great teachers!!", "I am very pleased with the progress my child has made this year!."

Two respondents gave suggestions for better communication with the teacher by using email. Eight respondents wrote about an area they felt needed improvement. Three of those comments were in regards to addressing the needs of the high achiever, three were in regards to special needs students and two showed concern over larger class size.

What are the needs?

We will continue with the student recognition trimester awards assemblies and our Caught Being Good program. Also, the Faller 3 B's remain as our school rules. Discipline data is being studied by staff and a discipline committee has been organized to explore school wide discipline, safety and climate. Communication through our school and classroom newsletters and our on line web site through Edline are a priority.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals								Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other	Site Cost			Funding Source	District Centralized Services				
							A. Standards, Assessment and Accountability								
		X					1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	personnel cost, materials	\$2000	7090	\$619	principal and EL staff	Nov.		1
X	X	X	X				2. Benchmark testing will provide teachers with data to analyze instructional strategies and pacing guide direction.	personnel,	\$500	Title 1 SLIBG		principal and staff	trimester		1
X	X	X	X				3. Collaborate in grade levels on standards, benchmarks, and CST testing.	personnel	\$2000	Title 1 EIA		principal, staff	monthly		1
X	X	X	X				4. Provide time and/or assistance for teachers to complete benchmark testing.	personnel, materials	\$1000	Title 1 SLIBG		principal, staff	trimester		1
X	X	X	X				5. Purchase test prep materials for grades 2-5.	materials	\$2500	Title1 EIA		principal, clerk	Sept.		2
							B. Staffing and Professional Development								
X	X	X	X				1. Training on Professional Learning Communities will be provided.	personnel	\$1000	Title 1 SLIBG		principal, staff	Sept.		2
X	X	X	X				2. Training on teaching strategies such as CELL/ExLL.	personnel, materials	\$500	Title 1 EIA		staff	all year		2
X	X	X	X		X		3. Training on Edusoft, Edline, Smartboards/Enos and technology.	equipment, personnel	\$1000	Title 1 SLIBG		staff	Oct.		2
X	X	X	X				4. Collaboration time to analyze curriculum, grade-level instruction and articulation between grade levels, differentiating instruction, and grouping of students for intervention.	personnel	\$500	Title 1 EIA SLIBG		principal, staff	monthly		1
							C. Teaching and Learning								
X		X					1. A district EL project teacher will provide support through coaching and professional development.	supplies	\$250	7090	\$8000	staff	all year		2
X	X	X					2. Provide intervention before, during and after school hours.	personnel cost, materials	\$5000	Title 1 ASES		staff	all year		1
X	X	X	X				3. Promote the use of technology in the classroom using the Smartboards, sound systems and electronic student	equipment	\$5000	Title 1, GATE, EIA		staff, computer lab tech.	all year		2

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							response systems.							
x	x	x	x				4. Collaborate with staff on pacing guides and yearly plans in all curricula.	personnel	\$500	Title 1		principal, staff	Sept.	1
x	x		x		x	x	5. Collaborate with the preschool and the after school program on grade level standards and yearly academic plans.	personnel, materials	\$500	Title 1		staff	Sept.	2
x	x	x	x		x		6. Update computers, software, networking, wireless and other technology to support and improve the instructional program, including purchasing projector and sound system in the multipurpose room.	equipment	\$15,000	Title 1 SLIBG, EIA		principal, staff, computer tech	all year	2
x	x	x	x				7. Provide supplemental instructional material.		\$7000	SLIBG, GATE, EIA		staff	Sept.	3
							D. Opportunity and Equal Access							
x		x					1. Specialized interventions will be provided to English Language Learners who are not progressing as measured on the CELDT test and CST.	personnel costs and supplies	\$9000	Title 1 EIA ELAP		Title 1 teachers, staff	all year	1
					x	x	2. Counseling Services will be provided to focus on emotional, social and academic needs of students.	counselor	\$9000	Title 1 EIA		counselor	all year	1
				x			3. Library book purchase	materials	\$5000	Title 1 EIA		library staff	Dec.	2
					x	x	4. Provide auxiliary services for students and parents through Student Assistant Team, volunteers, orientation programs (kindergarten, 5 th grade) and outside agency referrals (College Community Services, Family Resource Center, Kern Regional Center).	Personnel, supplies	\$2000	Title 1		principal, staff, clerk	all year	2
					x	x	5. Provide assemblies, activities and programs that are motivational and educational.	personnel, contracts	\$2000	Title 1 SLIBG		contractor, staff, office	all year	3
x			x		x	x	6. Assist in funding classroom field trips including Camp Keep.	personnel, materials	\$5000	Title 1, GATE		principal, staff	all year	2
					x	x	7. Explore school-wide approaches to reduce negative behaviors including bullying.	supplies	\$400	Title 1		principal, staff, counselor	Feb.- May	3
						x	8. Replace outdated, damaged furniture and/or purchase new desks, chair, bookshelves, tables, file/storage cabinets as necessary for site growth	materials	\$7000	Gen Fund, Title 1,		principal, staff, clerk	May	3

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
												SLIBG				
						x		9. Replace damaged, old purged playground materials such as bins to store toys, trucks, wagons, and sand play equipment.	materials		\$3000	SLIBG		principal, staff	March	3
								E. Parent, Student and Community Involvement								
		x						1. Translation/interpreting services (Spanish) will be provided to assist students and parents.	personnel, interpreter		\$7500	7090	\$7010	interpreter	all year	1
					x	x		2. Family Nights will be provided.	supplies		\$500	Title 1		principal, staff, PTO volunteers	Sept. Jan. March	2
					x	x		3. Purchase signs stating "bus zone only".	personnel, supplies		\$250	SLIBG		principal, staff, office clerk	Sept.-Dec.	1
						x		4. Purchase new emergency/first aid supplies for all classrooms, media room, cafeteria and the front office.	supplies		\$6000	SLIBG		principal, staff, office clerk	May	2
						x		5. Purchase an additional 200 folding chairs for our newly enlarged multipurpose room.			\$5000	SLIBG		principal, staff	May	3
					x			6. Support extra curricula activities with funding assistance: i.e. Jr. Audubon Society, 4/5 Basketball Program, Battle of the Books, Student Council, Chess Team.	materials, supplies		\$1000	Title 1 SLIBG GATE EIA		principal, office clerk	all year	3
					x			7. Purchase risers for our new stage	materials		\$5000	SLIBG PTO		principal, office clerk	May	3
		x	x		x	x		8. Provide opportunity for family and community involvement through the PTO, School Site Council, ELAC committee, and parenting classes.	materials, supplies		\$750	Title 1 SLIBG PTO		principal, staff, office, volunteer	all year	1

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL Elementary

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

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

Sample Elementary Council Compositions

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

Classroom Teachers
1. Betsy Parsons
2. Barbara Arnts
3. Andrea Miller

Principal
1. Melissa Christman

Other School Personnel
1. Lisa John 2. Theresa Blue

Parent or Community Members
1. Maria Aldana 6. Marie Johnson
2. Valerie Fox
3. Sondra Hertz
4. Maria Hess
5. Tina Halterman

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Mrs. Melissa Christman	x			
Mrs. Jennifer Williams				x
Mrs. Saray Ortega				x
Mrs. Johanna Diaz			x	
Mrs. Estela Zarate			x	
Mrs. Karla Nevarez			x	
Number of members of each category	1		2	2

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

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

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

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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


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

Attested:

Melissa Christman
Typed name of school principal

 12-2-10
Signature of school principal Date
(Use blue ink)

Betsy Parsons
Typed name of SSC chairperson

 12-2-10
Signature of SSC chairperson Date
(Use blue ink)

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/08/2010

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

• State Accountability: Academic Performance Index (API)

<u>Number of Students Included in the 2010 Growth API</u>	<u>API</u>				<u>Met Growth Target</u>		
	<u>2010 Growth</u>	<u>2009 Base</u>	<u>2009-10 Growth Target</u>	<u>2009-10 Growth</u>	<u>Schoolwide</u>	<u>All Subgroups</u>	<u>Both Schoolwide and Subgroups</u>
278	816	826	A	-10	Yes	No	No

Similar Schools

Median API
 828 818

Subgroups

Subgroups	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	21	No					
American Indian or Alaska Native	5	No					
Asian	11	No					
Filipino	6	No					
Hispanic or Latino	69	Yes	749	780	5	-31	No
Native Hawaiian or Pacific Islander	5	No					
White	160	Yes	841	849	A	-8	Yes
Two or More Races	1	No					
Socioeconomically Disadvantaged	168	Yes	769	783	5	-14	No
English Learners	34	No					
Students with Disabilities	29	No					

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.

School Overview

2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/14/2010

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

Direct Funded Charter School: No

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 12 of 17 AYP Criteria

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

Met 2010 AYP Criteria

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

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 12 of 17 AYP Criteria

Participation Rate

<u>GROUPS</u>	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	<u>Enrollment First Day of Testing</u>	<u>Number of Students Tested</u>	<u>Met 2010 AYP Rate</u>	<u>Met AYP Criteria</u>	<u>Alternative Method</u>	<u>Enrollment First Day of Testing</u>	<u>Number of Students Tested</u>	<u>Met 2010 AYP Rate</u>	<u>Met AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	291	290	100	Yes		291	290	100	Yes	
African American or Black	22	22	100	--		22	22	100	--	
American Indian or Alaska Native	5	5	100	--		5	5	100	--	
Asian	11	11	100	--		11	11	100	--	

Filipino	6	6	100	--		6	6	100	--	
Hispanic or Latino	74	73	99	Yes	ER	74	73	99	Yes	ER
Pacific Islander	5	5	100	--		5	5	100	--	
White (not of Hispanic origin)	167	167	100	Yes		167	167	100	Yes	
Two or More Races	1	1	100	--		1	1	100	--	
Socioeconomically Disadvantaged	177	176	99	Yes		177	176	99	Yes	
English Learners	35	34	98	--		35	34	98	--	
Students with Disabilities	29	29	100	--		29	29	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria	
Schoolwide	278	145	52.2	No		304	187	61.5	Yes	
African American or Black	21	12	57.1	--		21	9	42.9	--	
American Indian or Alaska Native	5	--	--	--		5	--	--	--	
Asian	11	9	81.8	--		11	9	81.8	--	
Filipino	6	--	--	--		6	--	--	--	
Hispanic or Latino	69	22	31.9	No		69	36	52.2	No	
Pacific Islander	5	--	--	--		5	--	--	--	
White	160	90	56.2	Yes	Y2	160	116	72.5	Yes	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	168	65	38.7	No		168	91	54.2	No	
English Learners	34	8	23.5	--		34	17	50.0	--	
Students with Disabilities	29	7	24.1	--		29	15	51.7	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
826	816	-10	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

Not applicable.

TITLE 1 SURVEY RESULTS- 2010

Number of surveys returned: 256

Percent of parents who agree or strongly agree

SCHOOL CULTURE	
Parents are greeted warmly and courteously when they visit the school.	92%
Parents are encouraged to participate in their child's education.	95%
My child feels safe at this school.	98%
The student discipline is appropriate in this school.	88%
Positive behavior is acknowledged frequently.	96%
My child has opportunities to develop respect, responsibility, and problem solving skills.	99%
My child and I find that the school is well maintained and a pleasant place in which to spend time.	96%
It is evident that high standards, positive messages, and high expectations of everyone at this school	95%
PARENT/COMMUNITY INVOLVEMENT	
Parents are invited and encouraged to:	
• Visit the school	92%
• Assist in class as a volunteer or aide.	89%
• Attend school functions such as parent/teacher conferences, family nights or other school events	97%
• Serve on school and district committees.	93%
Activities and meetings for parents are scheduled at times and places that are convenient for parents.	93%
HOME/SCHOOL COMMUNICATION	
Parents are able to talk to someone at the school when they have concerns or questions.	91%
Teachers communicate frequently with parents.	89%
The monthly school newsletter provides valuable information to parents.	96%
The school has a handbook that is given to all parents at the beginning of the year or upon request.	96%
Materials are provided to parents in their home language.	98%
If a parent needs a translator, the school tries to accommodate that need.	100%
STANDARDS AND ASSESSMENT	
This is a school with high academic standards for all students and all ability levels.	95%
I know the standards my child must meet.	97%
I understand clearly how my child's work will be graded.	94%
Parents are fully informed about their child's academic progress through progress reports or conferences.	96%
TEACHING AND LEARNING	
All students have equal opportunity to learn at this school.	94%
My child is making good progress in reading.	93%
My child is making good progress in writing.	91%
My child is making good progress in math.	91%
My child has regularly assigned homework.	99%
My child is getting a good education.	96%



TITLE 1 PARENT COMPACT

FALLER ELEMENTARY SCHOOL

1500 Upjohn, Ridgecrest, CA 93555
Phone (760) 499-1690 Fax (760) 499-1695
<http://faller.ssusdschools.org>



SCHOOL-PARENT-STUDENT CONTRACT 2010-2011

Faller Elementary School, as a Title I school, is required to have a School-Parent-Student Contract outlining the responsibilities of each group. This contract was developed by the staff and School Site Council. This contract is in effect during the 2010-2011 school year.

SCHOOL RESPONSIBILITIES:

The staff at Faller Elementary School agrees to:

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

Principal: _____

Teacher: _____

PARENT / GUARDIAN RESPONSIBILITIES:

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

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

Parent/Guardian Signature: _____

STUDENT RESPONSIBILITIES:

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

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

Student: _____

Grade: _____

(Print Name) _____

Date: _____

TITLE 1 PARENT INVOLVEMENT POLICY

Faller Family Involvement Policy

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

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

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

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

2. **Title I Family Meetings:**

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

3. **Family Trainings:**

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

4. **Family Support:**

A) Homework

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

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

B) Citizenship and Student Behavior

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

C) Faller Family Visitations

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

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

D) After School Program

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

E) Family Participation

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

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

Other opportunities for participation include:

Jr. Olympics	FAME	Winter Program	
PTO	Family Night		
School Site Activities	Pride Day	School/Classroom Volunteer	

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2010-2011

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

Faller Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	26,219	0	26,219
ASES 6010	112,500	0	112,500
ELAP 6286- carryover	11,250	0	11,250
EIA-SCE 7090	47,255	17,535	29,720
EIA-LEP 7091	26,849	17,366	9,483

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	252,153	25,445	223,708
Title I: ARRA Program 3011	95,638	14,245	82,393

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

Title 1 ARRA- Projects Teacher \$58,075

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT GATEWAY SCHOOL

15-73742-6110712
CDS Code



Date of this Plan: November 1, 2010

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

Contact Person: Lisa Decker

Position: Principal

Telephone Number: (760) 384-3228

Address: 501 S. Gateway Blvd. Ridgecrest, California 93555

E-mail address: lidecker@ssusd.org

The District Governing Board approved this School Plan on January 20, 2011

Gateway Elementary School 2010-2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

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

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

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

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

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

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

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

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

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

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

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

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

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) English Language Arts:

- a) During the 2010-2011 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 10%, as measured by the Content Standards Test (CST)

2) Mathematics:

- a) During the 2010-2011 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 5%, as measured by the Content Standards Test (CST)

3) English Language Learners and EL Development:

- a) During the 2010-2011 school year all EL students will advance at least one proficiency level as measured by the California English Language Development Test (CELDT)

4) GATE:

- a) During the 2010-2011 school year all GATE students will continue to score advanced in English Language Arts and Math as measured by the Content Standards Test (CST)

5) Library

- a) During the 2010-2011 school year all students will check out and read an average of 50 books as measured by the Destiny database to increase reading comprehension as measured by the Content Standards Test (CST)
- b) During the 2010-2011 school year all students will be taught what reference materials are and how to use them effectively as measured by the Content Standards Test (CST)

6) School Climate/ Safety

- a) During the 2010-2011 school year the number of office referrals for all students will decrease by 10% as measured by the Aeries discipline log and SWIS data

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

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

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

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

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

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

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

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

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

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

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

DATA ANALYSIS

KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

- There was a 46 point increase for our socioeconomically disadvantaged students so they are performing just 17 points lower than the school wide population, which is a 33 point improvement from last year
- Our Hispanic students are performing 36 points lower than the school wide population, which is a 16 point drop from last year
- Our Hispanic population is performing better in math (77% proficient) than language (54% proficient)
- EL students were 55% proficient or advanced in ELA compared to 60.3% school-wide and 67% proficient or advanced in math compared to 77% school-wide
- Our white population showed a 10 point increase and continues to outperform other subgroups but the lower socioeconomically disadvantaged did close the achievement gap by 33 points, but it widened for our Hispanic students by 16 points

What does the data by grade level show?

- Second and fifth grade showed growth in ELA and second, third, and fifth grade showed growth in math
- Writing is an area of concern school-wide and measurement and geometry is an area of focus for 2nd, 4th, and 5th grade
- Fifth grade students were 86% proficient or advanced in science but 69% proficient or advanced in ELA

What causes this result?

- Fifth grade focused on implementing the new math adoption with fidelity, implemented ELA intervention during the school day with an emphasis on grammar, and writing complete sentences
- Second grade used Buckle Down, Open Court comprehension check points, UNRAAVEL, Step Up to Writing, Daily Oral Language, and thematic teaching with science
- Third grade focused on the new math adoption, using the practice and homework books, Accelerated Math, Mountain Math, highlighting key words in story problems, and an incentive program to learn math facts
- A lack of reading endurance still adversely affects student performance
- A relationship exists between student discipline and poor test performance due to time out of class, possible lack of parental support, and lost instruction time
- Editing skills need to be taught to reflect knowledge in writing

What are the needs?

- Focus intervention on students scoring basic or below and cluster them by areas of weakness
- Focus on teaching all students ELA and math vocabulary
- Students need to build up reading endurance using Accelerated Reader
- Continue Reading Club instead of intervention classes for struggling readers
- Continue Homework Club for students who need a positive environment to complete work
- Utilize floating tutor to provide support for small group intervention in ELA
- Time to teach all curriculum with fidelity
- Implement universal behavior expectations and other Positive Behavior Support (PBS)

2. AYP

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

- All subgroups increased in ELA and the African American and EL subgroups decreased in math

What causes this result?

- African American, Hispanic, and socioeconomically disadvantaged students were targeted for intervention in ELA but not as much in math

What are the needs?

- Continue to target subgroups and focus more on math intervention for EL and African Americans
- Provide specific EL instruction to ELD students
- Homework help before and after school targeted towards socioeconomically disadvantaged students
- Maximize learning time by showing educational videos during out of the classroom- down times including before school at breakfast
- Maximize learning time by grouping students based on areas of weakness and provide additional instruction

3. CELDT- English Language Learners

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

- All of the first grade EL students showed growth, 43% of the 2nd grade, 66% of the 3rd grade, and 80% of the 4th grade showed growth
- 10 out of 17 (59%) EL students in 3rd-5th grade are potential candidates for re-designation

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

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

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

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

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

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

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

- Our data reflects that there is a need to focus on the instructional needs of our Beginners (16%), Early Intermediates (22%), and Intermediates (31%). We use the ELA and ELD standards to drive instruction based on each student's English Proficiency Level.
- Target EL students scoring basic or below to move them to proficient so they can reclassify
- Teachers need CELL and ExLL supplies to implement strategies
- More leveled readers for small group instruction

4. GATE

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

- All GATE students scored advanced in math and 92% scored advanced in ELA and 8% were proficient

What causes this result?

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

What are the needs?

- Continue acceleration and enrichment for GATE students

5. Professional Development

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

- Strength is math
- Needs are in ELA including writing and reading comprehension
- Teachers need follow up ELD training with guided meetings
- Teachers need differentiated instruction training
- Teachers need training in how to teach academic language and to develop formative assessments

6. School Climate/ Safety Surveys and Other Input

- Data gathered from staff, SSC, PTO, and ELAC showed a concern about the increased number of behavior problems and the lack of parental support
- An online parent survey indicated a concern with staggering release times to reduce traffic congestion, inadequate noon duty supervisors, too many fundraisers, and the loss of Camp KEEP
- The California Healthy Kids Survey reported that 74% of our 5th grade students feel safe at school, 69% feel they have caring relationships with adults at school, and 60% say they feel like a part of the school

What are the needs?

- Implement the universal expectations and positive behavior support components

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X	X	X		1. Attend district advisory committees							
		X					2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site			EIA	\$619	staff	yearly	
							B. Staffing and Professional Development							
X		X					1. Send 5 or more teachers to CELL/ExLL training	substitutes		EIA	\$10,000			
X	X	X	X	X	X		2. Grade level collaboration	paper, ink	\$1000	SLIBG		staff	bimonthly	5
X	X	X					3. Support students through floating tutor		\$11,000	Federal		tutor	4 days/wk	1
					X		4. Support students through counseling services focused on improving behavior			7090	\$13,789	counselor	1 day/wk	1
X		X	X				5. Send 5 or more teachers to Step Up to Writing	substitutes	\$5000	SLIBG		staff	yearly	
X	X	X			X		6. Send 5 or more teachers to other sites to observe intervention programs	substitutes	\$5000	SLIBG		staff	yearly	1
							C. Teaching and Learning							
X	X	X		X			1. Library lessons aligned to standards	materials	\$500	SLIBG		librarian	daily	3
X		X					2. Continue Incentive Program for Accelerated Reader	tags, chains	\$2000	SLIBG		principal	monthly	3
X	X	X	X				3. Implement Education City standards-based language and math programs homework module	license	\$2000	Extra-curricular		principal	October	3
X		X					4. Increase the number of leveled reader book sets		\$1000	SLIBG		staff	January	3
			X				5. GATE enrichment/acceleration activities	materials, tickets, bussing	\$1500	SLIBG		staff	yearly	
X	X	X	X		X		6. Maximize learning and increase time on task	Educational videos	\$500	SLIBG		staff	yearly	
		X					7. A district EL project teacher will provide support through coaching and professional development			7090	\$8000	project teacher	yearly	

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							D. Opportunity and Equal Access							
X	X	X	X	X			1. Increase books in the library		\$1500	SLIBG		librarian	yearly	3
X		X					2. Teachers will fill out ELD profiles on EL students					staff	yearly	
X	X	X					3. Intervention before and after school	stipends, materials	\$1500	SB1370		principal	yearly	4
X	X	X	X	X	X		4. Continue Attendance Incentive Program	tags, chains	\$2000	SLIBG		principal	monthly	4
X	X	X					5. Continue Homework Club	stipends, materials	\$2000	SLIBG		staff	yearly	4
X		X					6. Continue Reading Club	stipends, materials	\$2000	SLIBG		staff	yearly	4
X	X						7. Transition 4th & 5th grade students into middle school	planners	\$600	SLIBG		staff	August	3
	X						8. Continue 3rd grade math facts incentive program	medals	\$500	SLIBG		staff	yearly	3
X	X	X					9. Use supplemental programs-Standards Plus, Buckle Down to fill in curricular gaps	books	\$10000	Federal		staff	yearly	3
X	X	X	X				10. Utilize technology in classrooms to enhance delivery of instruction	80 computers	\$15000	Federal		principal	October	2
							E. Parent, Student and Community Involvement							
X	X	X	X		X		1. Conduct Parent Conferences	paper	\$500	SLIBG		staff	trimester	
X							2. Hold ELAC Committee meetings	paper, ink		EIA	\$150	staff	yearly	
X	X	X	X	X	X		3. Conduct SSC meetings	paper, ink	\$500	SLIBG		staff	monthly	
X		X		X			4. Translation/interpreting services (Spanish) will be provided to assist students and parents			7090	\$7010	translator	yearly	
				X	X		5. Use newsletter to inform parents and gather information from parents	paper, ink	\$500	SLIBG		staff	monthly	
					X		6. Conduct school climate/safety surveys	Paper, ink	\$500	SLIBG		principal	yearly	
					X		7. Parent training for Positive Behavior Support	materials	\$1000	SLIBG		counselor	6 times a year	1

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL Elementary

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

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Bill Griset
2. Virginia Weisz
3. Kathy Rook

Principal
1. Lisa Decker

Other School Personnel
1. Maryann Lupton

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

(b)

Parent or Community Members
1. Jennifer Curtis
2. Tom Pham
3. James Bell
4. Caroline Coca
5. Heather Metziner
6. Brianne Hardwick-alternate

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Gupreet and Sukhmani Badrain			X	
Aimeng Dai and Min Yang			X	
Chris and Kayo Robinson			X	
Raul and Karina Guzman			X	
Armando and Maryadel Holguin			X	
Angel and Heike Irizarry			X	
Eduardo and Elsa Lara			X	
Marisela Mejia			X	
Sixto and Adriana Castro			X	
Runda Mohamed Osman			X	
Jose and Carmen Perez			X	
Christopher Sliwa and Leticia Zuniga			X	
Phuong Ta and Tuan Ngo			X	
BJ Winslow		X		
Lisa Decker	X			
Number of members of each category	1	1	24	

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

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

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

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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

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

 X English Learner Advisory Committee

 Advisory Committee for Special Education Programs

 Gifted and Talented Education Program Advisory Committee

 Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This plan was adopted by the School Site Council at a public meeting on: November 1, 2010

Attested:

Lisa Decker
Typed name of school principal

 11-1-10
Signature of school principal Date

Tom Pham
Typed name of SSC chairperson

 11/1/10
Signature of SSC chairperson Date

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/08/2010

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

• State Accountability: Academic Performance Index (API)

<u>Number of Students Included in the 2010 Growth API</u>	<u>API</u>				<u>Met Growth Target</u>		
	<u>2010 Growth</u>	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
287	862	847	A	15	Yes	Yes	Yes

Similar Schools

Median API
841 833

Subgroups

Subgroups	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	18	No					
American Indian or Alaska Native	4	No					
Asian	5	No					
Filipino	5	No					
Hispanic or Latino	45	No		826			
Native Hawaiian or Pacific Islander	2	No					
White	207	Yes	866	856	A	10	Yes
Two or More Races	1	No					
Socioeconomically Disadvantaged	115	Yes	845	799	1	46	Yes
English Learners	19	No					
Students with Disabilities	23	No					

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.

School Overview

2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/14/2010

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

Direct Funded Charter School: No

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 13 of 13 AYP Criteria

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

Met 2010 AYP Criteria

GROUPS

Schoolwide

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

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 13 of 13 AYP Criteria

Participation Rate

GROUPS	English-Language Arts					Mathematics				
	Enrollment	Number	Met	Alternative		Enrollment	Number	Met	Alternative	
	First	of	2010	Method		First	of	2010	Method	
	Day of	Students	AYP			Day of	Students	AYP		
	Testing	Tested	Rate	Criteria		Testing	Tested	Rate	Criteria	
Schoolwide	300	300	100	Yes		300	300	100	Yes	
African American or Black	19	19	100	--		19	19	100	--	
American Indian or Alaska Native	5	5	100	--		5	5	100	--	
Asian	6	6	100	--		6	6	100	--	

Gateway Elementary School 2010-2011

Filipino	6	6	100	--	6	6	100	--
Hispanic or Latino	48	48	100	Yes	48	48	100	Yes
Pacific Islander	2	2	100	--	2	2	100	--
White (not of Hispanic origin)	213	213	100	Yes	213	213	100	Yes
Two or More Races	1	1	100	--	1	1	100	--
Socioeconomically Disadvantaged	125	125	100	Yes	125	125	100	Yes
English Learners	19	19	100	--	19	19	100	--
Students with Disabilities	24	24	100	--	24	24	100	--

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria	
Schoolwide	287	173	60.3	Yes		287	221	77.0	Yes	
African American or Black	18	11	61.1	--		18	11	61.1	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	45	25	55.6	--		45	35	77.8	--	
Pacific Islander	2	--	--	--		2	--	--	--	
White	207	129	62.3	Yes		207	162	78.3	Yes	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	115	60	52.2	Yes	SH	115	86	74.8	Yes	
English Learners	19	12	63.2	--		19	14	73.7	--	
Students with Disabilities	23	8	34.8	--		23	12	52.2	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
847	862	15	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

2010 Graduation Rate Criteria: not applicable

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2010-2011

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

Gateway Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500 7395	27,861	0	27,861
ELAP 6286- carryover only	167	0	167
EIA-SCE 7090	24,734	11,102	13,632
EIA-LEP 7091	15,143	10,995	4,418

Federal Programs

	Total Allocation	Centralized Services	Site Budget

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

Title 1 ARRA- Projects Teacher \$58,075

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT INYOKERN ELEMENTARY SCHOOL

15-73742-6009609

CDS Code



Date of this Plan: November 29, 2010

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

Contact Person: Virginia Cornell

Position: Principal

Telephone Number: 760 499-1683

Address: 6601 Locust Street, Inyokern, CA 93527

E-mail address: vcornell@ssusd.org

The District Governing Board approved this School Plan on January 20, 2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

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
- 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 schoolwide needs.
- **Community Involvement.** We believe that the Inyokern community will work as a team to provide educational support to foster each child's development. The school will seek to provide a welcoming environment that acknowledges parents as parents to promote excellence in all areas.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

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

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) English Language Arts:

- a) The goal for kindergarten and first grade is to have a minimum of 85% of K-1 students performing at grade level as measured by Sierra Sands Unified School District's May 2011 ELA benchmark exams.
- b) The goal for second through fifth grade students is to have 67.6% of our students reach the proficient level or higher as measured by the spring 2011 California Standards Test.

2) Mathematics:

- a) The goal for kindergarten and first grade students is to have a minimum of 85% of K-1 students perform at grade level as measured by Sierra Sands Unified School District's May 2011 Math benchmark exam.
- b) The goal of the second through fifth grade students is to have 68.5% of our students reach the proficient level or higher as measured by the spring 2011 California Standards Test.

3) English Language Learners and EL Development:

- a) The ELL goal is to assist each ELL in annually increasing one CELDT level as measured by their CELDT test.
- b) The EL Development goal is to hold English Language Advisory Council (ELAC) meetings throughout the year, provide an on campus translator twice a month, and to add titles to the K-5 book nook which was created to support Comprehensive English Literacy Learning (CELL) and Extended Literacy Learning (ExLL) instruction. This goal will be measured by ELAC meeting agenda and minutes, employee timesheets, and a list of all leveled books available in the Book Nook to be reviewed in May of 2011.

4) GATE:

- a) The goal is to provide challenging GATE lessons and activities for our current and future GATE students in order to continue their academic growth and continued performance at the advanced level as measured on the spring 2011 California Standards Test.

5) Library

- a) The library goal is to increase the number of books in the library, particularly in high interest/low vocabulary books and challenging award winning books.

6) School Climate/ Safety

- a) The school climate and safety goal is to provide the services of a weekly counselor who offers instruction in Boys' Town Skills, Second Step, and Steps to Respect as well as fully implementing a schoolwide PeaceBuilder program to all students. Assertive Discipline Logs and suspension records from the 2010-11 school year will be used to identify the success of this goal. Training to support these goals will be offered through a schoolwide PeaceBuilder Essentials Training in August of 2010 and Time to Teach Training to be offered throughout the year.
- b) The goal is to update our parent involvement plan "Keys to Success" and to continue building community partnerships with our local churches and community organizations which will be measured by Inyokern School Site Council agendas and minutes.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Inyokern School's staff development is predominantly in the area of English Language Arts and English Language Development through trainings such as Comprehensive Early Literacy Learning (CELL) and ExLL (Extended Literacy Learning). In addition, training in the area of positive discipline and increased student time on task is offered through PeaceBuilding Essentials and Time to Teach training.

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

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

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

Our teachers have grade level meetings monthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Inyokern's collaboration meetings are cross grade level meetings due to the small size of our school. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. By the end of the year four out of seven classroom teachers will be trained in Professional Learning Communities techniques.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

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

Teaching and Learning

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

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

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements and meet the individual needs of students. In addition our staff is involved in a self study this year using the California Department of Education's Academic Program Survey as a tool.

10. Explain your lesson-pacing schedule.

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

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

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

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

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

high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

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

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

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

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

DATA ANALYSIS KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

- Inyokern's API decreased by 18 points from 785 to 767.
- White students grew slightly from an API of 806 to 808.
- Socioeconomically disadvantaged students lost 25 points from a base API of 749 to an API of 721.

What does the data by grade level show?

- ELA proficient/advanced CST results by grade level are as follows: second grade 33%, third grade 57%, fourth grade 61%, and fifth grade 48%
- We experienced a significant drop in second grade proficiency levels from 51% to 33%. The other grades held steady to the 2009 scores.
- Math proficient/advanced CST results by grade level are as follows: second grade 41%, third grade 78%, fourth grade 72%, and fifth grade 52%
- We experienced both gains and losses in math. Second grade dropped by 20 points, third grade grew by 10 points, fourth grade grew by 16 points, and fifth grade dropped by 15 points.

What causes this result?

- A dramatic reduction in the number of classroom teachers tutoring after school, though clubs and ASES after school program (7 to 3)
- This was a rebuilding year. Four out of nine CELL and ExLL and Larry Bell (Closing the Achievement Gap) trained teachers were replaced by teachers who entered the training process.
- New math curriculum, more closely aligned with state standards, was used
- School day interventions for at-risk students by classroom teachers and Title I Projects Teacher
- Staff collaboration meetings focused on student achievement but only on a before school basis.

What are the needs?

- Teacher training in Professional Learning Communities, CELL, ExLL, Larry Bell techniques, PeaceBuilder, and Time To Teach.
- Active Beginning Teacher Support and Assessment (BTSA) for new teachers.
- More frequent collaboration sessions with a focus on student learning.
- Upgraded technology in each classroom to a "Smart Classroom" to go along with the site modernization project which is in its second year of construction.
- Take action to correct deficiencies as they are identified through our Academic Program Survey.
- Research, purchase, and implement research based supplemental ELA materials such as Language Plus to supplement our 2002 Open Court adoption.
- Increase our AR library selection as we look forward to having our full library ready for student use in March of 2011.

2. AYP

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

- In 2010 nine out of thirteen criteria for were met.
- In English Language Arts on the 2010 CST, we did not meet our AYP target of 56.8% in the Schoolwide (46.2), White (53.7%), or Socioeconomically Disadvantaged (35.1%) groups.
- In Math on the 2010 CST, we met two out of three of our AYP targets of 58% in Schoolwide (57.6%), White (63.2%), and Socioeconomically Disadvantaged (48.9%)

What causes this result?

We did not meet the percent proficient rate in 3 out of 3 subgroups in English Language Arts. We did meet the percent proficient in 2 out of three subgroups in Math. There were many changes at Inyokern which may have contributed to the shortfall in English Language Arts. Contributing factors include working from an 2002 Open Court adoption, a 50% percent turnover in staff, and limited staff collaboration sessions.

What are the needs?

We need to focus on English Language Arts by providing support materials tied into the standards to support student learning until the new textbooks aligned to the Common Core standards can be adopted. In addition to support materials we need to focus on teacher training in effective teaching strategies, technology and increased time on task. Continued focus on best practices in math instruction and supplemental materials is also imperative.

3. CELDT- English Language Learners

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

Inyokern had a 45% increase in the number of ELL students in 2009-10 school year. The number of ELL students rose from 18 to 33. Twenty-three of those students were in second through fifth grade and took the CST. Of those 23 students, 12 were at the performing at Beginning and Early Intermediate levels.

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

The CELDT data shows ELL students performing at 32% Beginner, 29% Intermediate, 21% Intermediate, 14% Early Advanced, and 4% Advanced. Third, fourth, and fifth grade students all showed growth from the previous year.

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

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

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

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

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

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

4. GATE- Gifted and Talented

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

There were only two GATE students tested in 2010. Both students were fifth graders and they both tested in the advanced level in both ELA and Math.

What causes this result?

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

What are the needs? No needs were noted.

5. Professional Development-

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

It is goal to have 100% of Inyokern's instructional staff trained in CELL and ExLL Teachers are currently enrolled in the training or are trained and are taking the STELLAR follow up training. The majority of teachers are also trained in Step Up to Writing, but some teachers have changed grade levels. Teachers need training in Eno Smartboards, Step Up to Writing, PeaceBuilders, 12 Powerful Words, and U.N.R.A.A.V.E.L.

6. School Climate/ Safety Surveys and Other Input

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

The survey shows that the majority of parents are pleased with the staff, instruction, curriculum, policies, and positive school climate at Inyokern Elementary School. The approval rating for each question

ranged from 92% to 100 %. Discipline data is available from Aeries and will be used to analyze school safety and climate.

If there is additional input, what does it show?

Parents like having the state preschool and after school club on campus. The survey also shows that the amount of homework given meets district standards and that most students can complete their homework independently or with minimal help.

What are the needs?

Some parents feel that our district's bus service could be improved by adding another bus and shortening the daily bus ride to and from school.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
		X					1. EI data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	Personnel		7090	\$619	Staff	yearly	1
X	X	X	X	X	X		2. Attend district advisory committee meetings	No expense				Staff	yearly	1
X	X	X	X				3. Collaboration meetings to review student progress towards state standards and grade level benchmark exams.	Paper, toner, substitutes	\$3,000	3010 3011		Staff	January	5
X	X	X					4. Provide an additional Edusoft scanner to enhance staff review of student test data	Edusoft scanner set	\$1000	3010 3011		Staff	January	2
							B. Staffing and Professional Development							
X		X					1. To train all teachers in CELL & ExLL strategies.	Personnel				District EL staff	Fall	1
X	X	X	X		X		2. Support students through counseling services focused on BOYS' TOWN SOCIAL SKILLS, STEPS TO RESPECT and SECOND STEP curriculum.	Personnel		7090/ 3010	\$18,417	Counselor	yearly	1
X	X	X	X		X		3. To train all teachers in Step Up to Writing Training	Personnel				District office staff	Spring	1
X	X	X			X		4. To send a minimum of two teachers to the district autism training.	Substitutes	\$200			SELPA Principal	Spring	2
X	X	X					5. To send teachers as requested to workshops or conferences particularly in the area of ELA.	Travel & Substitutes	\$5,000	3010 3011		Staff	yearly	3
X	X	X					6. Support staff development with training time, stipends, and substitutes.	Substitutes	\$1,000	3010 3011		Staff	yearly	2
X	X	X	X				7. Staff after school ASES program with credentialed personnel to deliver intervention services	Personnel	\$15,000	3010 3011		Staff	yearly	1
							C. Teaching and Learning							
		X					1. A district EL project teacher will provide support through coaching and professional development.	Personnel		7090	\$8000	EL District staff	yearly	2
X	X	X	X				2. Replace one fourth of the computer lab computers in	Computers	\$15,000	3010		Staff	January	1

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							order to keep lab up to date.			3011				
X	X	X	X				3. To make classrooms more efficient with technology.	Elmo projectors	\$800	3010 3011		Staff	yearly	5
X	X	X	X				4. Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading.	Paper and Toner	\$3,000	3010 3011		Staff	yearly	1
X	X	X	X	X			5. Enhance standards based learning with web based learning programs.	World Book Online	\$1000	3010 3011		Staff	yearly	1
X	X	X	X		X		6. Make each classroom a "Smart" classroom by providing the needed technology to enhance instruction.	Eno Smartboards & projectors	\$15,000	3010 3011		Staff	Fall	1
X		X					7. Enhance a leveled book library to support CELL & ExLL instructional strategies.	Books, Book cases, supplies	\$2,000	3010 3011		Staff	yearly	1
X	X	X					8. Support standards based learning with supplemental curriculum such as Standards Plus, Daily Academic, Curriculum Associates, Vocabulary Read Naturally and Step Up to Writing.	Supplemental curriculum	\$4,000	3010 3011		Staff	yearly	1
X	X	X					9. Support intervention classes with supplemental materials and supplies such as Rewards.	Intervention supplies	\$2,000	3010 3011		Staff	yearly	2
							D. Opportunity and Equal Access							
X		X					1. Increase AR books in the library particularly with high interest/low vocabulary books, award winning books, and corresponding AR labeling supplies.	Books and AR supplies	\$10,000	3010 /7395		Librarian	yearly	1
X		X	X				2. Support the GATE reading program Battle of the Books (BOB) by providing multiple copies of BOB books.	BOB Books	\$1,000	3010 GATE		Staff	January	1
X	X	X	X	X			3. Promote the Accelerated Reading and Math with art/laminating supplies to celebrate student achievement.	Supplies	\$2,000	3010 3011		Staff	yearly	3
X	X	X	X	X	X		4. Promote communication to parents through newsletters and monthly calendars	Paper, toner & Personnel	\$5,000	3010 3011		Clerk	yearly	1
X	X	X					5. Provide intervention to students within the school day.	Personnel	\$32,824	3010		Principal ASES Intervention Teachers		1
X	X	X	X				6. Provide a computer lab for students.	Personnel	\$10,100	3010 3011		Computer Aide	yearly	1

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
X	X	X	X				7. Promote student attendance and promote positive behavior	Personnel Supplies	\$4,500	7395		Clerk	yearly	1
X		X	X				8. Support schoolwide Reading is Fundamental Program with additional books and activity supplies	Books & supplies	\$1000	3011		Staff	yearly	1
X	X	X	X		X		9. Increase efficiencies of support services for students, staff, and parents with purchase three rebuilt computers	Supplies	\$850	7395		Office staff	Fall	1
X	X	X	X				10. Install Voice Lift Systems in eight classrooms to allow all students, but especially those with limited hearing to hear instruction clearly.	Equipment & installation	\$7,000	7090		Staff	Fall	1
X	X	X	X				11. Support hands-on learning on standards based educational field trips	Travel and related fees	\$5,000	7395		Staff	yearly	
							E. Parent, Student and Community Involvement							
X		X			X		1. Translation/interpreting services (Spanish) will be provided to assist students and parents.	Personnel		7090	\$7010	Translator	yearly	1
X	X	X	X	X	X		2. Provide educational and entertaining family nights in order to foster each family's involvement in school.	Supplies, child care & refreshments	\$1,400	3010 3011		Staff	yearly	
X	X	X	X	X	X		3. Conduct SSC Meetings	Paper/toner	\$100	3010		Principal	monthly	
					X		4. Conduct annual Title I school climate/safety survey	Paper/toner	\$150	3010		Principal	annually	

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL Elementary

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

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Amy Auld
2. Patty Jacobson
3. Joan Worley

Principal
1. Virginia Cornell

Other School Personnel
1. Tacie Bull

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

(b)

Parent or Community Members
1. Danielle Mouw
2. Julie Ann Pennix
3. Suzanne Clark
4. Dawn Farrell
5. Robert Mize

Parent or guardian cannot be employed at the site

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

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

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

☒ English Learner Advisory Committee

☐ Advisory Committee for Special Education Programs

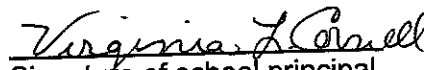
☐ Gifted and Talented Education Program Advisory Committee

☐ Other (list)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This plan was adopted by the School Site Council at a public meeting on: November 14, 20 10

Attested:

Virginia L. Cornell


Signature of school principal

11-29-10
Date

Suzanne Clark


Signature of SSC chairperson

11-29-10
Date

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/08/2010

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

• State Accountability: Academic Performance Index (API)

<u>Number of Students Included in the 2010 Growth API</u>	<u>API</u>				<u>Met Growth Target</u>		
	<u>2010 Growth</u>	2009 Base	2009-10 Growth Target	2009-10 Growth	<u>Schoolwide</u>	<u>All Subgroups</u>	<u>Both Schoolwide and Subgroups</u>
132	767	785	5	-18	No	No	No

Similar Schools

Median API
 777 772

Subgroups

Subgroups	Subgroup API						
	<u>Number of Students Included in 2010 API</u>	<u>Numerically Significant in Both Years</u>					<u>Met Subgroup Growth Target</u>
			<u>2010 Growth</u>	<u>2009 Base</u>	<u>2009-10 Growth Target</u>	<u>2009-10 Growth</u>	
Black or African American	5	No					
American Indian or Alaska Native	4	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	28	No					
Native Hawaiian or Pacific Islander	0	No					
White	95	Yes	808	806	A	2	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	94	Yes	721	746	5	-25	No
English Learners	20	No					
Students with Disabilities	29	No					

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.

School Overview
2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/14/2010

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

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 9 of 13 AYP Criteria

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

Met 2010 AYP Criteria

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

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 9 of 13 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Rate</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Rate</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	145	145	100	Yes		144	144	100	Yes	
African American or Black	5	5	100	--		5	5	100	--	
American Indian or Alaska Native	5	5	100	--		4	4	100	--	
Asian	0	0	--	--		0	0	--	--	

Filipino	0	0	--	--	0	0	--	--
Hispanic or Latino	31	31	100	--	31	31	100	--
Pacific Islander	0	0	--	--	0	0	--	--
White (not of Hispanic origin)	104	104	100	Yes	104	104	100	Yes
Two or More Races	0	0	--	--	0	0	--	--
Socioeconomically Disadvantaged	107	107	100	Yes	106	106	100	Yes
English Learners	23	23	100	--	23	23	100	--
Students with Disabilities	29	29	100	--	29	29	100	--

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria	
Schoolwide	132	61	46.2	No		132	76	57.6	Yes	Y2
African American or Black	5	--	--	--		5	--	--	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	28	8	28.6	--		28	12	42.9	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White	95	51	53.7	No		95	60	63.2	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	94	33	35.1	No		94	46	48.9	No	
English Learners	20	2	10.0	--		20	7	35.0	--	
Students with Disabilities	29	11	37.9	--		29	9	31.0	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
785	767	-18	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

2010 Graduation Rate Criteria: Not applicable

TITLE 1 SURVEY RESULTS
2009-10 Annual Inyokern Title I Parent Survey

Questions	Yes	No	Not Always
1. I am greeted warmly and courteously when I visit school.	69	0	0
2. My child feels safe at school.	69	0	0
3. My child and I find Inyokern School to be a clean, well-maintained, and pleasant place to learn.	68	2	0
4. High academic standards are taught to students in a positive atmosphere.	68	2	0
5. Inyokern School's discipline program provides a safe environment for my child.	66	3	0
6. I am aware of the State Standards my child must meet.	64	5	0
7. I understand clearly how my child's work will be evaluated	65	1	0
8. I am fully informed about my child's progress through regular progress reports and parent teacher conferences.	69	0	0
9. Activities for parents are scheduled at times and places that are convenient for parents.	64	5	0
10. Meetings are conducted in a language parents understand.	69	0	0
11. I feel welcome at Inyokern School and free to discuss issues with the principal.	68	1	0
12. My child's teacher communicates with me and responds to my individual needs.	68	1	0
13. Inyokern School maintains good school/parent communications (flyers, website, marquees, & phone)	68	1	0
14. Sierra Sands Unified School District's transportation department provides safe and reliable bus service.	47	4	0
15. Does your family use the services provided by the Inyokern State Preschool?	9	57	0
16. Does our After School Safety and Education Program offered by Boys and Girls' Club meet your family and child's needs?	38	5	0

TITLE 1 PARENT COMPACT

INYOKERN SCHOOL HOME-SCHOOL COMPACT

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Key 1 Parenting

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

Key 2 Communication

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

Key 3 Volunteering

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

Key 4 Learning at Home

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

Key 5 Decision Making

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

Key 6 Collaborating with the Community

- Community wide events such as our Fall Festival
- PeaceBuilding as a community
- Community members becoming IPTO members
- Support for students and families through free backpack program, Child Spree, City of Ridgecrest sports certificates, and holiday baskets
- Career Day featuring community members
- Member of Inyokern Chamber of Commerce
- Partners with community organizations such as Inyokern Rotary Club, Inyokern Chamber of Commerce, Inyokern Baptist Church, and Inyokern Methodist Church

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2010-2011

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

Inyokern Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	12,042	0	12,042
ASES 6010	81,000	0	81,000
ELAP 6286- carryover only	135	0	135
EIA-SCE 7090	23,132	8,712	14,420
EIA-LEP 7091	12,806	8,628	4,178

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	150,193	13,701	136,492
Title I: ARRA Program 3011	43,734	7,670	36,064

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

Title 1 ARRA- Projects Teacher \$58,075

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LAS FLORES SCHOOL

15-73742-6009625

CDS Code



Date of this Plan: December 8, 2010

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

Contact Person: Michelle Acosta

Position: Principal

Telephone Number: 760-375-8431

Address: 348 Rowe Street, Ridgecrest, CA 93555

E-mail address: macosta@ssusd.org

The District Governing Board approved this School Plan on January 20, 2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

SCHOOL GOALS

Smart Goal Criteria

- S** – Specific and clearly stated
- M** – Measurable and based on formative and/or summative data
- A** – Attainable and realistic
- R** – Related to student achievement and performance
- T** – Time bound

1) **English Language Arts:**

- a) Significant subgroups Hispanics and Socioeconomically Disadvantaged will increase to 67.6% proficient on CST's administered in April 2011

2) **Mathematics:**

- a) Significant subgroups Hispanics and Socioeconomically Disadvantaged will increase to 68.5% proficient on CST's administered in April 2011

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

- a) ELL's will increase to 67.6% proficient in Language Arts and to 68.5% proficient in Math on CST's administered in April 2011.

4) **GATE:**

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

5) **Library**

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

6) **School Climate/ Safety**

- a) Update School Safety Plan by February, 2011.

7) **Other goals (optional)**

- a) Become a school-wide Title I school in 2011-12.
- b) Implement grade level-sponsored Family Fun Nights on a bi-monthly basis (minimum six).

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Las Flores School's staff development has been predominantly in the area of raising test scores and teaching strategies for ELL and other students through trainings such as "Closing the Achievement Gap" and CELL/ExLL".

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

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

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

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

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

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title 2A funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

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

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

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

Categorical services focused on the underperforming student at this school include Title 1 interventions. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library and computer lab. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and group counseling services.

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

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

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

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

<u>1</u> Principal	<u>1</u> Other staff
<u>3</u> Classroom teachers	<u>5</u> Parents and community members

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

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

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

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

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

DATA ANALYSIS KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

We have three subgroups that are numerically significant, white, Hispanic/Latino and social economically disadvantaged. Our white subgroup continued to score above the statewide performance target of 800 with a score of 823. The Hispanic/Latino subgroup declined by 5 points with a score of 792. Our socio economically disadvantaged subgroup score showed a 3 point decline over last year with a score of 780.

What does the data by grade level show?

In 2nd grade 53% of students are proficient or advanced in Language Arts and 69% in Mathematics. In 3rd grade 37% of students are proficient or advanced in Language Arts and 71% in Mathematics. In 4th grade 67% of students are proficient or advanced in Language Arts and 65% in Mathematics. In 5th grade 52% of students are proficient or advanced in Language Arts and 33% in Mathematics.

What causes this result?

Across the district there is a drop in 3rd grade Language Arts scores. We attribute that to the fact that at 3rd grade they are reading the test on their own, whereas 2nd grade has parts of the test read aloud to them. Mathematics scores in 5th grade indicate a need for alignment to the standards in instruction.

What are the needs?

Targeted intervention is needed to address academic deficiencies, especially in ELA over all grade levels, and particularly 3rd grade, as well as 5th grade mathematics with individualized monitoring of student progress.

2. AYP

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

Hispanic, White, and Socioeconomically Disadvantaged sub groups did not meet their 2010 AYP criteria in ELA. However, all groups with the exception of Socioeconomically Disadvantaged met their AYP criteria in Mathematics. While we have shown growth from the spring of 2008 to the spring of 2010 overall, we did experience declines in 2010. From 2009 to 2010, the White subgroup decreased 4.8% in ELA and 6.8% in Mathematics. The Hispanic subgroup decreased 10.2% in ELA and 2.2% in Mathematics. Our Socioeconomically Disadvantaged subgroup decreased 9.6% in ELA and 5.8% in Mathematics.

What causes this result?

The state does not consider changes in the 1-5% range statistically significant. Adjusting to an alternative school site and significant changes in our teaching staff assignments and administration may have contributed to a fluctuation in scores. In addition, classroom size in K-3 increased from 20 to 27.

What are the needs?

Continued professional development is needed in CELL/ExLL. Continued implementation of targeted intervention groups and a Projects Teacher is ongoing. A focus on the intermediate grade level training in the UNRAAVEL techniques is scheduled for December 2010. Collaboration time is needed to identify students who are two or more years below grade level in ELA and to implement targeted intervention. Collaboration time is also needed to identify students on the cusp of proficiency especially in ELA and to implement targeted intervention.

3. CELDT- English Language Learners

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

In grades K-1, 80% or 12/15 of English Learners are Beginners. In grade 2, 20% or 1/5 of English Learners are Early Advanced or Advanced. In grades 3 and 4, 25% or 2/8 of the students have met the reclassification criteria. Currently, in grades 3 and 4, there are 8 English Learners. 63% or 5/8 of English Learners in grades 3-4 are Intermediate or higher. There are 6 English Learners in grade 5 this year. 17% or 1/6 is Early Intermediate. 67% or 4/6 are Intermediate. 17% or 1/6 is Early Advanced.

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

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

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

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

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

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

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

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

Grades	B	EI	I	EA	A
K	5	1	1	0	0
1	7	0	1	0	0
2	0	1	3	1	0
3	0	2	1	1	1
4	0	0	2	0	0
5	0	1	4	1	0
Total	12	5	12	3	1

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

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

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

What causes this result?

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

What are the needs?

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

6. Professional Development.**What are the strengths and needs of the site professional development?**

Strengths—Staff who were trained in “Closing the Achievement Gap” shared and implemented the best practices, school-wide. Staff who have been Cell/ExLL trained are now modeling strategies for the school and district.

Needs—Ongoing training in Cell/ExLL, UNRAAVEL testing techniques, “Closing the Achievement Gap” training, and Standards Plus training. All staff members would benefit from additional training in EL strategies.

7. School Climate/ Safety Surveys and Other Input

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

Teacher—Teachers feel that Las Flores is a safe school.

Parent—Parents feel welcome and well-informed.

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

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X					1. Examine disaggregated data from CST, benchmarks, and report cards. Identify performance gaps.	Copying Release time Edusoft fees	\$2,000	SLIBG/ Title 1		Principal/ Staff	August/ ongoing	2
X	X	X					2. Increase test scores for our significant sub groups through focused analysis of individual student performance	Staff training and release time	\$5,000	SLIBG/ Title 1		Principal/ Staff	ongoing	1
		X					3. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.			EIA 7090	\$619	Principal/ EL Staff	ongoing	3
							B. Staffing and Professional Development							
		X	X				1. Project Teacher hired to <u>monitor</u> Title I implementation & regulations, to <u>provide</u> ELA <u>intervention</u> within school day, and to <u>implement lunch</u> and <u>after school interventions</u> .	Salary and benefits	\$88,055	Title I		Project Teacher	ongoing	1
X	X	X	X				2. All staff trained in Cell/ExLL	Release time	\$2,500	SLIBG/ Title 1		Principal/ Staff	ongoing	2
X	X	X	X	X	X		3. 4 th & 5 th Grade Staff to attend Larry Bell's "Closing the Achievement Gap" seminar	Release time Conference fees and travel expenses	\$10,000	SLIBG/ Title 1		Principal/ Staff	Dec.	3
X	X	X	X	X			4. Training in advanced technology	Training stipends	\$500		District	Principal/ Staff	ongoing	4
							5. Computer para to attend training in new software programs.	Training	\$1,000			Principal/ Comp. Para	ongoing	5
							6. Training in Standards Plus	Training	\$1,000			Principal/ Staff	ongoing	6
							C. Teaching and Learning							

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
X		X	X	X				1. Provide access to readable books	Books, materials, staff stipend		\$5,000	SLIBG/ Title 1		Principal/ Staff	ongoing	1
X	X	X						2. Continue Incentive Program for Accelerated Reader and Accelerated Math	supplies		\$250	SLIBG		principal	weekly	3
X	X							3. FAME lessons during collaboration time	Teacher, aide, materials		\$8000	SLIBG/ Title 1		Principal/ Staff	Jan.- May	2
X	X	X						4. A district EL project teacher will provide support through coaching and professional development.				EIA 7090	\$8000	EL staff	ongoing	4
								D. Opportunity and Equal Access								
X	X	X						1. Implement lunchtime and after school intervention	Stipends, materials, curriculum		\$7500	SLIBG/ Title 1		Principal/ Staff	Jan.- May	2
X	X	X		X				2. Provide support and extended learning for EL and SED students	Stipends, materials, curriculum		\$5000	SLIBG/ Title 1		Principal/ Staff	ongoing	1
			X					3. Continue with Pod Casting and advance technology for Gate Students	Stipends, materials, curriculum		\$3000	GATE		Principal/ Staff	ongoing	3
								E. Parent, Student and Community Involvement								
X	X	X	X	X	X			1. Continue to conduct Family Nights bimonthly	Materials, refreshments		\$1000	SLIBG/ Title 1		Principal/ Staff	Bi-monthly	3
X	X	X			X			2. Target Title 1 parents to increase awareness and involvement	Child care, materials, refreshments		\$500	SLIBG/ Title 1		Principal/ Staff	ongoing	1
X	X	X			X			3. Parent education on standards and how to enhance student learning	Child care, materials, refreshments		\$500	SLIBG/ Title 1		Principal/ Staff	ongoing	2
X		X			X			4. Translation/ interpreting services (Spanish) will be provided to assist students and parents.	Salaries/ benefits			EIA 7090	\$7010	EL Staff	ongoing	4

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL

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

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

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Margaret Bergens
2. Kathleen Konopak
3. Angie Pritchard

Principal
1. Michelle Acosta

Other School Personnel
1. Janna Chilbes

(b)

Parent or Community Members
1. Denise Allen (term ends 2012)
2. Dave Truesdale (term ends 2012)
3. Lynda Kelley (term ends 2011)
4. Kristin Schlichting (term ends 2011)
5. Stephanie Hudson (term ends 2012)

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

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

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

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

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

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

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

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

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

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This plan was adopted by the School Site Council at a public meeting on: December 8, 2010

Attested:

Michelle Acosta
Typed name of school principal

Michelle Acosta
Signature of school principal

12-10-10
Date

Lynda Kelley
Typed name of SSC chairperson

Lynda K Kelley
Signature of SSC chairperson

12-10-10
Date

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/08/2010

School: Las Flores Elementary
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009625
 School Type: Elementary
 Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

Number of Students Included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
279	817	821	A	-4	Yes	No	No

Similar Schools

Median API
 830 821

Subgroups

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	19	No					
American Indian or Alaska Native	4	No					
Asian	4	No					
Filipino	5	No					
Hispanic or Latino	55	Yes	792	797	3	-5	No
Native Hawaiian or Pacific Islander	3	No					
White	189	Yes	823	829	A	-6	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	141	Yes	780	783	5	-3	No
English Learners	20	No					
Students with Disabilities	24	No					

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.

School Overview

2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/14/2010

School: Las Flores Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009625
School Type: Elementary

Direct Funded Charter School: No

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 12 of 17 AYP Criteria

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

Met 2010 AYP Criteria

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

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 12 of 17 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Met 2010 AYP Rate	Alternative Criteria Method		Enrollment First Day of Testing	Number of Students Tested	Met 2010 AYP Rate	Alternative Criteria Method	
Schoolwide	298	298	100	Yes		298	298	100	Yes	
African American or Black	20	20	100	--		20	20	100	--	
American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	4	4	100	--		4	4	100	--	

Filipino	7	7	100	--		7	7	100	--	
Hispanic or Latino	56	56	100	--	ER	56	56	100	--	ER
Pacific Islander	4	4	100	--		4	4	100	--	
White (not of Hispanic origin)	203	203	100	Yes		203	203	100	Yes	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	152	152	100	Yes		152	152	100	Yes	
English Learners	20	20	100	--		20	20	100	--	
Students with Disabilities	25	25	100	--		25	25	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2010 AYP Criteria	
Schoolwide	279	147	52.7	No		279	171	61.3	Yes	
African American or Black	19	10	52.6	--		19	9	47.4	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	4	--	--	--		4	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	55	23	41.8	No		55	34	61.8	Yes	
Pacific Islander	3	--	--	--		3	--	--	--	
White	189	102	54.0	No		189	115	60.8	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	141	60	42.6	No		141	77	54.6	No	
English Learners	20	7	35.0	--		20	14	70.0	--	
Students with Disabilities	24	8	33.3	--		24	18	75.0	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
821	817	-4	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

2010 Graduation Rate Criteria: Not applicable

TITLE 1 SURVEY RESULTS

Las Flores Title I Parent Survey Results/Fall 2010

School Culture: Most parents "agreed" or "strongly agreed" that—

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

Parent Community Involvement: Most parents "strongly agreed" that—

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

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

Home/School Communication: Most parents "agreed" or "strongly agreed"

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

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

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

Standards and Assessments: Most parents "strongly agreed" that—

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

Teaching and Learning: Most parents "strongly agreed" that—

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

Area of suggested over-all improvement: Parents would like the site returned to its original site, more PE (soccer) programs, and more Family Fun Nights.

Perceived strengths/likes: Many commented on the quality of the teaching staff, caring atmosphere, and strong school-to-home communication.

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

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

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

STUDENT RESPONSIBILITIES:

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

PARENT RESPONSIBILITIES:

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

SCHOOL RESPONSIBILITIES:

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

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

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

SUGGESTIONS FOR IMPLEMENTATION OF AGREEMENT:

STUDENTS:

Take advantage of every opportunity to learn.

Actively participate in classroom discussions and projects.

Listen carefully to lessons and directions.

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

Spend time at home completing homework, reading and studying.

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

Tell your parents what you learned in school.

See that school notes and newsletters to parents get home.

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

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

PARENTS:

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

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

Talk with your child about his/her activities daily.

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

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

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

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

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

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

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

Limit TV viewing and help select worthwhile programs.

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

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

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

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Las Flores School does the following:

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

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2010-2011

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

Las Flores Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	26,274	0	26,274
ELAP 6286- carryover only	1,493	0	1,493
EIA-SCE 7090	40,191	13,271	26,920
EIA- LEP 7091	18,246	13,143	5,103

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Targeted Assistance Program 3010	312,060	20,107	291,953
Title I: ARRA Program 3011	61,567	11,256	50,311

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

Title 1 ARRA- Projects Teacher \$58,075

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PIERCE ELEMENTARY SCHOOL

15-73742-6009294

CDS Code



Date of this Plan: November 30, 2010

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

Contact Person: Pam Barnes

Position: Principal

Telephone Number: (760) 499-1675

Address: 674 N. Gold Canyon St.
Ridgecrest, CA 93555

E-mail address: pbarnes@ssusd.org

The District Governing Board approved this School Plan on January 20, 2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

Pursue Individual Excellence Relentlessly in a Caring Environment.

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

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

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) **English Language Arts:**

- a) Pierce students in grades 2-5 will increase the percentage of students scoring proficient or above in English/Language Arts by 5% in each grade and in each subgroup on their spring 2011 California Standards Test.

2) **Mathematics:**

- a) Pierce students in grades 2-5 will increase the percentage of students scoring proficient or above in Mathematics by 5% in each grade and in each subgroup on their spring 2011 California Standards Test.

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

- a) Pierce ELL students in grades 2-5 will increase the percentage of students scoring early advanced or above by 5% on their next CELDT testing.

4) **GATE:**

- a) By utilizing our project teacher we will continue to provide a weekly educational enrichment program for our GATE students. In 2010, 100% of our GATE students scored proficient or above in English/Language Arts and Math. We will maintain this percentage.

5) **Library**

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

6) **School Climate/ Safety**

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

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

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

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development through trainings such as Comprehensive Early Literacy Learning (CELL) for grades K-2 and Extended Literacy Learning (ExLL) for grades 3-5. Our literacy coaches provide our teachers with ongoing staff development during the school day. They also incorporate the Step Up To Writing Program and Academic Language Development into their CELL/ExLL training.

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

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

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

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.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

Categorical services focused on the underperforming student at this school include: flex reading groups, Title 1 intervention, paraprofessional support, before school intervention, and before and after school programs. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading and writing. Our counselor provides support through Friendship Circles, Parenting classes, and classroom instruction on conflict resolution and bully prevention strategies.

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 4 benchmarks (beginning of the year plus three trimester benchmark assessments) 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 excels at the appropriate level to attain proficiency on grade level standards.

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

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

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

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

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

Involvement

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

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

- District Nurse
- Resource Teachers: Special Education (RSP, Speech, Adaptive P.E., Kern County Itinerant Vision Specialist), Literacy Coaches, Project Teacher, part time ELD coordinator.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: computer paraprofessional, classroom paraprofessional, before and after school program instructors and tutors, and special education paraprofessional.
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program (both before and after school)
- State Preschool
- Parent and Community Volunteers
- 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
- Helping Children Learn newsletter sent home each month
- EdLine and school web pages
- Automated phone system
- Annual Parent Surveys (Title I and ELAC)

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

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

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

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

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

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

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

1. API - Schoolwide our API grew by 40 points from 784 in 2009 to 824 in 2010.

What does the data by subgroup and proficiency level show?

Subgroup	2009	2010	Growth	% Proficient/Above
Hispanic	756	782	+26	41.9 % ELA 64 % Math
White	825	854	+29	63.2 % ELA 76.7 % Math
Socioeconomically Disadvantaged	753	796	+43	46.3 % ELA 67.1 % Math
English Learners	728	787	+59	39.7 % ELA 69.8 % Math
English Learners (R-FEP)				88 % ELA 88 % Math

What does the data by grade level show?

Grade Level	2009 - ELA (Prof./Above)	2010 - ELA (Prof./Above)	2009 - Math (Prof./Above)	2010 - Math (Prof./Above)	2009 - Science (Prof./Above)	2010 - Science (Prof./Above)
2nd	44%	78 %	61%	89 %		
3rd	29%	38 %	62%	71%		
4th	63%	62 %	70%	58 %		
5th	52%	50 %	61%	62 %	53%	48%

What causes this result?

Pierce students who are Hispanic, English Learners, or Socioeconomically Disadvantaged are beginning to close the achievement gap in English/Language Arts. All Pierce subgroups showed strong growth in English/Language Arts on CSTs in spring 2010. In English/Language Arts our 2nd graders showed a tremendous amount of growth. Third graders although improving, still score lower than all other grade levels percentage wise and must be a target group this year. Both 4th and 5th grades suffered small losses in percentage of students achieving proficiency and both grades will be targeted with intervention groups. Staff felt that these groups suffered losses due to personnel changes at these grade levels. At all grade levels in English/Language Arts students are struggling with the vocabulary and writing conventions sections of the CST. Staff feels that this is a reflection of the background of our students who are both disadvantaged and English learners. Students in these subgroups have vocabulary deficits which hamper progress in English/Language Arts. As for Math, all subgroups made good growth and are closing the achievement gap. All grade levels except 4th grade showed an increase in the number of students scoring at proficient or above. Fourth grade students will be targeted with math intervention during the school day.

What are the needs?

Parents and staff have decided that we need to continue offering intervention classes before school and during the school day in English/Language Arts for students in grades 2-5, especially for English Language Learners. Third grade must be a priority for improvement in ELA and 4th grade must be a priority for improvement in Math. Staff needs to specifically target students who are scoring at the Basic level in ELA and Math; with the goal of moving these students up to the proficient level. Teachers need to look at student data more carefully and frequently, and need to adjust instruction to meet the needs of the student. Project teachers and paraprofessionals need to assist classroom teachers during reading instruction. Since many families cannot attend intervention before or after school due to transportation issues; intervention must be offered during the school day whenever possible.

2. AYP – Pierce School met 21 of 21 AYP criteria for 2010.

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

Subgroup	ELA % Proficient/Above	Math % Proficient/Above
Hispanic	41.9 %	64.0 %
White	63.2%	76.7 %
Socioeconomically Disadvantaged	46.3%	67.1 %
English Learners	39.7 %	69.8 %
English Learners (R-FEP)	88.0 %	88.0 %

What causes this result?

For spring 2010 the AYP target for ELA was 56.8%. White students and R-FEP students met this proficiency level while our Hispanic, Socioeconomically Disadvantaged, and English Learners did not meet this goal. However these same three subgroups did make enough growth (at least 9%) to qualify for Safe Harbor. Difficulties with vocabulary and written conventions sections of the ELA Content Standards Test cause these results. Staff also feels very strongly that our Open Court curriculum does not address the needs of our students. For spring 2010 the AYP target for Math was 58%. As noted in the chart above, all subgroups met the target for Math. White students are still out performing our other subgroups, but the other subgroups are closing the achievement gap. The Pierce staff feels that part of the reason that our students are doing better in math is that our math textbooks are more current than our language arts adoption and are more closely aligned with the math academic content standards.

What are the needs?

Parents and staff have decided that we need to continue offering our before school intervention classes in English/Language Arts for students in grades 2-5, especially for English Language Learners and Hispanic students. Staff needs to specifically target our students who are scoring Basic and work towards moving them up to the Proficient level. Teachers need to look at student data more carefully and frequently, and need to adjust instruction to meet the needs of the student. Project teachers and paraprofessionals need to assist classroom teachers during reading instruction. Since many families cannot attend intervention before or after school due to transportation issues; intervention must be offered during the school day whenever possible.

3. CELDT- English Language Learners

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

59% of our English Learners are at the Intermediate, Early Advanced, or Advanced level. Most of our Beginners are in Kindergarten and 1st grade. Our English language learners are fairly evenly dispersed between all grade levels. In general, not enough of our ELL students in grades 2-5 are making enough growth to exit the ELL program in a timely manner. We still have too many students in the Intermediate level.

	Beg.	E. Int.	Int.	E. Adv.	Adv.	Total
K	5	7	3	0	0	15
1	3	5	2	1	0	11
2	0	2	6	5	1	14
3	1	3	8	1	0	13
4	0	2	8	1	0	11
5	0	5	7	3	0	15
Total	9	24	34	11	1	79 ELL

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

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

	Beg.	E. Int.	Int.	E. Adv.	Adv.
K-Listening	7	7	1		

K-Speaking	4	5	6		
K-Reading	7	7	1		
K-Writing	6	4	5		
1-Listening	4	4	2	1	
1-Speaking	2	7	1	1	
1-Reading		1			
1-Writing			1		
2-Listening		4	6	1	3
2-Speaking		1	7	6	
2-Reading	n/a	n/a	n/a	n/a	n/a
2-Writing	n/a	n/a	n/a	n/a	n/a
3-Listening		1	6	3	3
3-Speaking		1	3	6	3
3-Reading	7	4	2		
3-Writing	6	6	1		
4-Listening	1	0	3	5	2
4-Speaking	0	0	1	9	1
4-Reading	2	5	4		
4-Writing	1	4	6		
5-Listening		5	6	3	1
5-Speaking			7	6	2
5-Reading	3	2	10		
5-Writing	1	5	8	1	

*n/a 2nd graders took reading and writing as a pilot last year, there are no scores from last year to report on.

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

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?
Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Currently Pierce has 24 students in grades 3-5 that have the potential to be reclassified this year. These students will be monitored closely and will receive targeted instruction to enable them to reclassify as soon as possible. We are also offering before school intervention in Reading/Language Arts for English Language Learners in grades 3-5 four days a week.

What are the needs by proficiency level, grade level and skill area?
We need to continue our efforts to utilize CELL/ExLL strategies along with Academic Language Development to meet the instructional needs of our English Language Learners. Our literacy coaches and our part time ELD coordinator will also provide assistance to teachers and small group intervention during Reading/Language Arts classroom instruction. Our English learners need vocabulary development, reading comprehension strategies, and more practice with their writing skills. Teachers will continue to use the ELD progress profiles to help integrate ELA and ELD standards. Beginning this year, our students will learn and practice some CELDT test taking strategies in the fall, just before taking the CELDT test.

4. GATE

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

In 2010, Pierce had 9 fourth and fifth graders who were officially designated Gifted and Talented (GATE) by the SSUSD GATE Committee. 100% of these 4th and 5th grade students scored proficient or above in English Language Arts and Math. In addition, 100 % of the 5th grade GATE students also scored proficient or above in Science.

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

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

5. Professional Development

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

6. School Climate/ Safety Surveys and Other Input

Each spring parents are asked to complete a Title I survey about Pierce School. The results of our most current survey, from the 2009-2010 school year, is on page 22 of this document. Discipline data is available from Aeries and will be used to analyze school safety and climate.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
		X					1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	Supplies	\$500	7090 3011	\$619	EL office personnel & coordinator J. Williams, J. Toler, & K. Sarrett	Sept. & Nov. and as data comes out after testing	1
		X					2. Provide CELDT test preparation materials for teachers and students in grades 2-5.	Student and teacher materials	\$1264	6286		Principal	Order in summer for use prior to CELDT testing in Sept.	1
X	X	X	X			X	3. Provide CST test preparation materials for teachers and students in grades 2-5. (Some of these materials will also be used for intervention.)	Student and Teacher materials	\$8,300	3011		Principal	Order in fall for use prior to STAR Testing in April	1
X		X	X				4. Provide an online subscription to Reading Eggs (from Study Island) for students in grades K, 1, and 2.	Online subscriptions	\$2500	3011		Principal	Renew in May for next school year.	1
X	X	X				X	5. Provide budgeting and data analysis assistance to the principal and school staff. (2 hour per day clerk)	Personnel	\$2,000	0500-7395		Clerk R. Wendt	Ongoing whole school year.	1
							B. Staffing and Professional Development							
X	X	X	X		X	X	1. Project Teacher will provide literacy support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide math	Personnel	\$53,300	3010		Project Teacher B. Johnson	Ongoing whole school	1

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other				Site Cost	Funding Source	District Centralized Services			
							intervention.							year.	
					X	X	2. Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies through the Second Step Program. Counselor also provides Parenting classes for 7 weeks each year.		Personnel and supplies	\$26,393 \$600	7090 3010	\$16,493	Title I Counselor C. Yost (D. Morgan)	Ongoing whole school year.	1
X	X	X	X		X	X	3. Computer Paraprofessional will provide computer instruction for students, assist teachers with assessments, and maintain equipment in the computer lab. Will also provide instruction for the Before School Program.		Personnel	\$25,000	3010 6010-66		Computer Para-profess. G. deHaan	Ongoing whole school year.	2
X	X	X	X		X	X	4. Adequately staff and supply the Before School Program and the ASES After School Program.		Personnel Supplies	\$90,000	6010-66 6010		BSP and ASES personnel	Ongoing whole school year.	1
							C. Teaching and Learning								
X		X				X	1. A district EL project teacher will provide support through coaching and professional development.		Personnel		7090	\$8000	EL Coordinator J. Williams	Ongoing whole school year.	2
X	X	X					2. Classroom paraprofessional will provide classroom assistance for struggling students and will provide instruction for Before School Program.		Personnel	\$25,000	6010-66 3010		Classroom Para-Profess. C. Bockhahn	Ongoing whole school year.	1
X	X	X					3. Intervention teachers will provide additional phonics instruction for first and second grade students who are struggling and at risk of retention. (during school)		Personnel	\$10,000	3011		J. Toler B. Haase	Oct. through May	1
X		X					4. Intervention teachers will provide additional reading/language arts instruction for ELL students. (before school)		Personnel	\$5000	Interv. funds		K. Nazeck B. Haase	Jan. through March	1
X		X					5. Intervention teacher will provide additional reading/language arts instruction for 4 th & 5 th grade ELL students. (during school)		Personnel	\$10,000	3011		D. DeRuiter	Oct. through March	1
X		X				X	6. Purchase additional SIPPS materials for reading intervention program in grades K-2.		Student and teacher materials	\$2100	3011		Principal	Order in Sept.	1
X	X	X	X				7. Provide Standards Plus Program for all students grades 2-5.		Student and teacher materials	\$8,000	3011		Principal	Order in July for school year	1
X	X	X	X				8. Provide paper, printer cartridges, and scan cards for supporting Accelerated Reading, Accelerated Math, and Reading A to Z in the classrooms.		Supplies	\$3000	3011		Principal	Ongoing as needed during school	1

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
													year	
X	X	X	X		X		9. Provide student incentives for achievements in academic, behavioral, and attendance.	Paperback books, dog tags and chains, monthly attendance tags, and certificates.	\$2500	3011 0500-7395		Principal	Ongoing as needed during school year	2
X		X				X	10. Purchase site license for Earobics software. Earobics software will help provide intervention for struggling readers, and special education students. RTI (Purchase various levels as funding is available, it may cost up to \$20,000 for all grade levels, programs.)	Software licenses	\$5,000	3010 0500-7395		Principal Tech. Dept.	Purchase as funding is available	1
					X	X	11. Purchase art supplies to continue our Art Program for students in grades 1-5. This program provides enrichment for students who may not have a chance to otherwise excel at school.	Supplies	\$500	6010-66		Principal C. Bockhahn		2
						X	12. Purchase P.E. equipment and supplies to support the teaching of SPARK P.E. curriculum in grades 1-5. Replace worn out or broken equipment.	Playground and/or P.E. equipment	\$500	0500-7395		Principal	Ongoing as needed during school year.	2
							D. Opportunity and Equal Access							
X		X		X	X		1. Provide an online subscription to World Book for student use at home and at school.	Online Subscription	\$800	3010		Librarian Principal	Renew in May for next school year.	3
X		X		X	X		2. Add new library books to our collection and continue the Junior Library Guild membership.	Subscription Library books	\$2900 \$5,000	0500-7395 3011		Librarian	Renew in May for next school year.	2
X		X	X	X	X		3. Purchase RIF books and materials which are given to students 3 times a year.	Paperback books and supplies	\$2200	3011 RIF		Librarian Project Teacher	Oct. Jan. & Mar.	2
X		X	X	X	X		4. Purchase books to support Battle of the Books program. Pay Battle of the Book fees for competition in spring.	Paperback books	\$500	3010		Librarian Project Teacher	Order in May for next school year.	3

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
X	X	X	X				5. Replace older computers/monitors in the classrooms to provide up to date technology to support student learning and achievement. (Only as needed when something breaks.)	Technology Equipment (Computers & peripherals)	\$1,000	3010 0500-7395		Principal Tech. Dept.	As decided by staff & school site council	1
X	X	X	X				6. Support staff use of Eno boards, projectors, etc. with replacement of tech items as necessary due to wear and tear in the classroom.	Technology Equipment	\$1,000	3010 0500-7395		Principal Tech. Dept.	As decided by staff & school site council	1
							E. Parent, Student and Community Involvement							
X	X	X	X	X	X	X	1. Translation/ interpreting services (Spanish) will be provided to assist students and parents.	Personnel and supplies	\$600	7090 3010	\$7010	Translators A. Gomez & S. Ortega	Ongoing whole school year.	1
X	X	X	X		X	X	2. Purchase subscription to Helping Students Learn for monthly newsletter sent home to parents. (English and Spanish versions)	Subscription, paper, and printing	\$400	3010		Principal	Renew in May—paper & printing monthly	3
					X		3. Provide paper, printer cartridges, and other supplies necessary to keep parents/families/community members informed since more than 100 of our families do not have access to computers. (Meeting reminders, flyers home, etc.)	Supplies	\$2000	3010		Principal	Ongoing as needed	1
					X	X	4. Purchase emergency supplies to replace out dated supplies.	Supplies	\$2000	0500-7395		Principal	As needed and as funding permits.	1

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL Elementary

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Ms. Kristi West
2. Ms. Judy Williamson
3. Mrs. Karrie Durtschi

Principal
1. Mrs. Pam Barnes

Other School Personnel
1. Mrs. Elaine LoPresti

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

(b)

Parent or Community Members
1. Mrs. Kiahna Williams
2. Mrs. Marla Cosner
3. Mrs. Cora Lukens
4. Mrs. Marisela Morales
5. Mrs. Veronica Hernandez
Interpreter: Ms. Alma Gomez

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Mrs. Pam Barnes	X			
Mrs. Jennifer Williams				X
Ms. Alma Gomez				Interpreter
Mrs. Veronica Hernandez			X	
Mrs. Aide Bernadino			X	
Mrs. Amparo Ortiz			X	
Mr. Adan Ortiz			X	
Number of members of each category	1		3	1

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

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

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

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

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

☒ English Learner Advisory Committee

☐ Advisory Committee for Special Education Programs

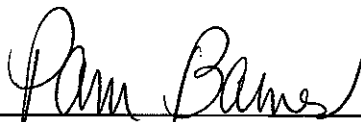
☒ Gifted and Talented Education Program Advisory Committee

☒ Other – PTO Board

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This plan was adopted by the School Site Council at a public meeting on: November 30, 2010

Attested:

Pam Barnes
Typed name of school principal


Signature of school principal

11/30/10
Date

Kiahna Williams
Typed name of SSC chairperson


Signature of SSC member

11/30/10
Date

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

California Department of Education

Assessment, Accountability and Awards Division

11/17/2010

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

• State Accountability: Academic Performance Index (API)

<u>Number of Students included in the 2010 Growth API</u>	<u>API</u>				<u>Met Growth Target</u>		
	<u>2010 Growth</u>	<u>2009 Base</u>	<u>2009-10 Growth Target</u>	<u>2009-10 Growth</u>	<u>Schoolwide</u>	<u>All Subgroups</u>	<u>Both Schoolwide and Subgroups</u>
195	824	784	5	40	Yes	Yes	Yes

Similar Schools

<u>Median API</u>	
<u>2010 Growth</u>	<u>2009 Base</u>
780	770

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

Subgroups

	<u>Number of Students Included in 2010 API</u>	<u>Numerically Significant in Both Years</u>	<u>Subgroup API</u>				<u>Met Subgroup Growth Target</u>
			<u>2010 Growth</u>	<u>2009 Base</u>	<u>2009-10 Growth Target</u>	<u>2009-10 Growth</u>	
Black or African American	6	No					
American Indian or Alaska Native	4	No					
Asian	5	No					
Filipino	1	No					
Hispanic or Latino	86	Yes	782	756	5	26	Yes
Native Hawaiian or Pacific Islander	5	No					
White	87	Yes	854	825	A	29	Yes
Two or More Races	1	No					
Socioeconomically Disadvantaged	147	Yes	796	753	5	43	Yes
English Learners	63	Yes	787	728	5	59	Yes
Students with Disabilities	20	No					

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

School Overview

2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/14/2010

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

Direct Funded Charter School: No

- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 21 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	219	218	100	Yes		219	217	99	Yes	
Black or African American	10	10	100	--		10	10	100	--	
American Indian or Alaska Native	7	7	100	--		7	7	100	--	
Asian	5	5	100	--		5	5	100	--	
Filipino	1	1	100	--		1	1	100	--	
Hispanic or Latino	92	92	100	Yes	ER	92	92	100	Yes	ER
Native Hawaiian or Pacific Islander	5	5	100	--		5	5	100	--	
White	98	97	99	Yes	ER	98	96	98	Yes	ER
Two or More Races	1	1	100	--		1	1	98	--	
Socioeconomically Disadvantaged	164	164	100	Yes		164	163	99	Yes	
English Learners	65	65	100	Yes	ER	65	65	100	Yes	ER
Students with Disabilities	21	21	100	--		21	21	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
Schoolwide	195	107	54.9	Yes	SH	194	137	70.6	Yes	
Black or African American	6	--	--	--		6	--	--	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	86	36	41.9	Yes	SH	86	55	64.0	Yes	

Native Hawaiian or Pacific Islander	5	--	--	--		5	--	--	--
White	87	55	63.2	Yes		86	66	76.7	Yes
Two or More Races	1	--	--	--		1	--	--	--
Socioeconomically Disadvantaged	147	68	46.3	Yes	<u>SH</u>	146	98	67.1	Yes
English Learners	63	25	39.7	Yes	<u>SH</u>	63	44	69.8	Yes
Students with Disabilities	20	4	20.0	--		20	10	50.0	--

Academic Performance Index (API) - Additional Indicator for AYP

<u>2009 Base API</u>	<u>2010 Growth API</u>	<u>2009-10 Growth</u>	<u>Met 2010 API Criteria</u>	<u>Alternative Method</u>
784	824	40	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

Not applicable.

TITLE 1 SURVEY RESULTS

SIERRA SANDS UNIFIED SCHOOL DISTRICT PIERCE ELEMENTARY SCHOOL PARENT SURVEY RESULTS FOR 2009/2010

1 Survey was mailed to each family at Pierce. 50 surveys were completed and returned.
42 English surveys and 8 Spanish surveys were completed and returned.
Percentage in **BOLD** is a composite total of those who "strongly agree" or "agree" to an item on the survey.

Please rank each statement using the following rating scale:

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
SCHOOL CULTURE	☺ ☺	☺	☹	☹ ☹	?
1. Parents are greeted warmly and courteously when they visit the school.	78% 100%	22%	0%	0%	0%
2. Parents are encouraged to participate in their child's education.	86% 100%	14%	0%	0%	0%
3. My child feels safe at this school.	76% 100%	24%	0%	0%	0%
4. Student discipline is appropriate in this school.	60% 92%	32%	2%	2%	4%
5. Positive behavior is acknowledged frequently.	68% 98%	30%	2%	0%	0%
6. My child has opportunities to develop respect, responsibility, and problem solving skills.	79% 96%	17%	0%	2%	2%
7. My child and I find that the school is well maintained and a pleasant place in which to spend time.	83% 100%	17%	0%	0%	0%
8. It is evident that there are high standards, positive messages, and high expectations of everyone at this school	76% 96%	20%	4%	0%	0%
PARENT/COMMUNITY INVOLVEMENT	☺ ☺	☺	☹	☹ ☹	?
Parents are invited and encouraged to:					
9. Visit the school	83% 100%	17%	0%	0%	0%
10. Assist in class as a volunteer or aide.	81% 98%	17%	2%	0%	0%
11. Attend school functions such as parent/teacher conferences, family nights or other school events	84% 100%	16%	0%	0%	0%
12. Serve on school and district committees.	65% 96%	31%	2%	0%	2%
13. Activities and meetings for parents are scheduled at times and places that are convenient for parents.	62% 98%	36%	2%	0%	0%

HOME/SCHOOL COMMUNICATION		😊😊	😊	😐	😞😞	?
14. Parents are able to talk to someone at the school when they have concerns or questions.	66% 98%	32%	0%	0%	2%	
15. Teachers communicate frequently with parents.	70% 94%	24%	4%	2%	0%	
16. The monthly school newsletter and calendar provide valuable information to parents.	68% 96%	28%	0%	0%	4%	
17. Materials are provided to parents in their home language.	72% 98%	26%	0%	0%	2%	
18. If a parent needs a translator, the school tries to accommodate that need.	50% 68%	18%	0%	0%	32%	
STANDARDS AND ASSESSMENT		😊😊	😊	😐	😞😞	?
19. This is a school with high academic standards for all students and all ability levels.	70% 98%	28%	2%	0%	0%	
20. I know the standards my child must meet.	69% 96%	27%	2%	0%	2%	
21. I understand clearly how my child's work will be graded.	60% 94%	34%	6%	0%	0%	
22. Parents are fully informed about their child's academic progress through progress reports or conferences.	80% 98%	18%	0%	2%	0%	
TEACHING AND LEARNING		😊😊	😊	😐	😞😞	?
23. All students have equal opportunity to learn at this school.	70% 98%	28%	2%	0%	0%	
24. My child is making good progress in reading.	72% 96%	24%	4%	0%	0%	
25. My child is making good progress in writing.	70% 94%	24%	4%	0%	2%	
26. My child is making good progress in math.	78% 96%	18%	4%	0%	0%	
27. My child has regularly assigned homework.	80% 100%	20%	0%	0%	0%	
28. My child is getting a good education.	82% 100%	18%	0%	0%	0%	

60% Respondents like the way the Pierce School day begins at 9:00 a.m.

40% Respondents would prefer that the Pierce School day to begin at 8:00 a.m.

TITLE 1 PARENT COMPACT

Pierce Elementary School Title I Parent Compact (Revised 3/16/2010)

Pierce School Staff Will:

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

Pierce Parents Will:

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

Pierce Students Will:

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

TITLE 1 PARENT INVOLVEMENT POLICY
Pierce Elementary School
Title I - Parent Involvement Policy
(Revised 3/16/2010)

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

The Pierce School Community holds the following beliefs:

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

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

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

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

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

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

Pierce Parents Can Be Involved:

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

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2010-2011

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

Pierce Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	17,625	0	17,625
BEFORE SCH PROG 6010-66	31,500	0	31,500
ASES 6010	112,500	0	112,500
ELAP 6286- carryover only	952	0	952
EIA-SCE 7090	28,656	14,410	14,246
EIA-LEP 7091	25,036	14,271	10,765

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	206,484	20,641	185,843
Title I: ARRA Program 3011	60,480	11,555	48,925

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

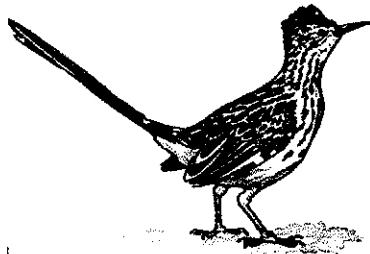
Title 1 ARRA- Projects Teacher \$58,075

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT RAND ELEMENTARY SCHOOL

15-73742-6009971
CDS Code



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

Date of this Plan: November 30, 2010

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

The District Governing Board approved this School Plan on January 20, 2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

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

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) English Language Arts:

- a) The kindergarten and first grade goal is to have a minimum 85% of students meet their grade level standards as described on Sierra Sands Unified School District's grade level benchmark exams.
- b) The second and third grade ELA goal is to have 56.8% of our students reach the proficient level or higher on the CST administered in April 2010.

2) Mathematics:

- a) The kindergarten and first grade Math goal is to have a minimum 85% of students meet their grade level standards as described on Sierra Sands School District's grade level benchmark exams.
- b) The second and third grade Math goal is to have 58% of our students to reach the proficient level or higher on the CST administered in April 2010.

3) English Language Learners and EL Development: currently not applicable

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

4) GATE: currently not applicable

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

5) Library:

- a) The library goal is to increase the number of 0.5 to 2.5 level reading books by the end of the 2010-11 school year, as measured by the Follett inventory of library books.

6) School Climate/ Safety:

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

7) Field Trips:

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

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

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

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

<u>1</u>	Principal
<u>1</u>	Classroom teachers
<u>1</u>	Other staff
<u>3</u>	Parents and community members

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

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

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

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

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

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

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

What does the data by subgroup and proficiency level show?

What does the data by grade level show?

What causes this result?

What are the needs?

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

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

What causes this result?

What are the needs?

3. CELDT- English Language Learners ~ There are currently no English Language Learners at Rand.

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

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

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

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

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

4. GATE ~ There are no identified GATE students at Rand (identification occurs at 4th grade).

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

What causes this result?

What are the needs?

5. Professional Development-

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

The teacher at Rand has a strong background in presenting well developed standards based lessons which result in a high percentage of students reaching proficient or advanced level on state testing. Even though Rand's teacher has 29 years of teaching experience, he willing to attend workshops which are made available through our district as needed.

6. School Climate/ Safety Surveys and Other Input ~ 100% of the parents responded to the annual school climate survey and they were 100% in agreement with every survey question.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X				1. Attend district advisory committee meetings.					Staff	Yearly	2
X	X	X	X				2. Purchase a scanner to scan benchmark exams.	Scanner	\$400	3010		Staff	January	1
		X					3. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.			EIA 7090	\$619	Principal EL Staff	ongoing	5
							B. Staffing and Professional Development							
X		X					1. Faculty to be trained in CELL					Staff	Yearly	2
X	X	X					2. Provide option for teacher to attend autism training.					Staff	Yearly	2
X	X	X					3. A district EL project teacher will provide support through coaching and professional development.			EIA 7090	\$8000	EL staff	ongoing	5
							C. Teaching and Learning							
X	X	X					1. Support standards based learning with supplemental curriculum, supplies, and equipment.	Supplies	\$750	3010		Staff	Yearly	2
X	X	X	X				2. Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading.	Paper & toner	\$500	3010		Staff	Yearly	2
							D. Opportunity and Equal Access							
X	X	X	X				1. Replace aging computers with new computers.	Computers	\$2,000	3010		Staff	January	1
X		X					2. Increase the number of .5 to 2.0 level Accelerated Reader (AR) library books and purchase the corresponding AR supplies.	Books & AR supplies	\$2,000	3010		Staff	January	1
X	X					X	3. Provide field trips for students to provide experiential learning in order to counteract isolation	Field trips	\$2,000	3010		Staff	3-4 times per year	2
							E. Parent, Student and Community Involvement							

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
X	X	X					1. Offer informative family nights.		Supplies & refreshments		\$100	3010		Staff	Yearly	2
X		X			X		2. Translation/ interpreting services (Spanish) will be provided to assist students and parents as needed.		Salaries/ benefits			EIA 7090	\$7010	EL Staff	ongoing	4
X	X	X	X				3. Conduct annual school climate/safety survey		Paper & toner		\$50	7395		Principal	Spring	2

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL Elementary

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

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Robert McDiarmid
2.
3.

Principal
1. Virginia Cornell

Other School Personnel
1. Ruth Phillips

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

(b)

Parent or Community Members
1. Charlene Dodson
2. Judy Dietrichson
3. To be selected
4.
5.

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
There are no English Language Learners enrolled at Rand School.				
Number of members of each category	1	1	2	1

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

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

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

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

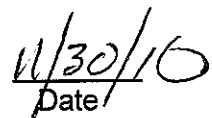
The Rand Elementary School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply.**)
 - ☐ English Learner Advisory Committee
 - ☐ Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other (*list*)
4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This plan was adopted by the School Site Council at a public meeting on: November 30, 2010.

Attested:

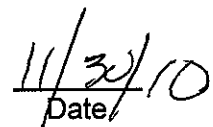
Virginia L. Cornell


Signature of school principal


Date

Charlene Dodson


Signature of SSC chairperson


Date

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/08/2010

School: Rand Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009971
School Type: Elementary

In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

School Overview

2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/14/2010

School: Rand Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009971
School Type: Elementary

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 4 of 4 AYP Criteria

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

Met 2010 AYP Criteria

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

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

Met 4 of 4 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	3	3	100	Yes	EN	3	3	100	Yes	EN
African American or Black	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	1	1	100	--		1	1	100	--	
Pacific Islander	0	0	--	--		0	0	--	--	
White	2	2	100	--		2	2	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	3	3	100	--		3	3	100	--	
English Learners	0	0	--	--		0	0	--	--	
Students with Disabilities	0	0	--	--		0	0	--	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
Schoolwide	3	--	--	Yes	CI	3	--	--	Yes	CI
African American or Black	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	1	--	--	--		1	--	--	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White	2	--	--	--		2	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	3	--	--	--		3	--	--	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	0	--	--	--		0	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
			N/A	

TITLE 1 SURVEY RESULTS
2009-2010 Annual Rand Title I Parent Survey

Questions	Yes	No	Not Always
1. I am greeted warmly and courteously when I visit school.	100%	0	0
2. My child feels safe at school.	100%	0	0
3. My child and I find Rand School to be a clean, well-maintained, and pleasant place to learn.	100%	0	0
4. High academic standards are taught to students in a positive atmosphere.	100%	0	0
5. Rand School's discipline program provides a safe environment for my child.	100%	0	0
6. I am aware of the State Standards my child must meet.	100%	0	0
7. I understand clearly how my child's work will be evaluated	100%	0	0
8. I am fully informed about my child's progress through regular progress reports and parent teacher conferences.	100%	0	0
9. Activities for parents are scheduled at times and places that are convenient for parents.	100%	0	0
10. Meetings are conducted in a language parents understand.	100%	0	0
11. I feel welcome at Rand School and free to discuss issues with the principal.	100%	0	0
12. My child's teacher communicates with me and responds to my individual needs.	100%	0	0
13. Rand School maintains good school/parent communications	100%	0	0

**TITLE 1 PARENT COMPACT
RAND SCHOOL HOME-SCHOOL COMPACT**

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Keys to Success

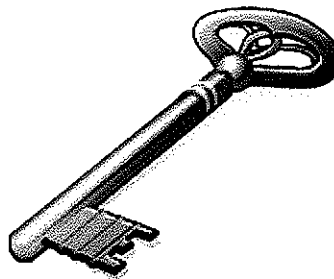
Rand's School, Family, & Community Involvement Plan

Key 1 Parenting

- Parenting Classes

Key 2 Communication

- Parent-Teacher-Student Compact
- Teacher/Parent Communicator Folders
- School Website www.ssusd.org
- Principal Open Door Policy
- Annual School Survey (Spring)
- Back-to-School Night & Open House
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels



Key 3 Volunteering

- Parent Volunteer Welcomed
- Community Volunteers Welcomed

Key 4 Learning at Home

- World Book on-line
- Textbook On-line or CD connections for parents
- Book Fairs
- Referrals to community agencies as needed

Key 5 Decision Making

- Rand School Site Council (SSC)
- Community Forum with SSUSD School Board Members

Key 6 Collaborating with the Community

- Community wide events
- PeaceBuilding as a community
- Partners with community organizations

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2010-2011

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

Rand Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	328	0	328
EIA-SCE 7090	456	0	456
EIA-LEP 7091	0	0	0

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Targeted Assistance Program-3010	5,057	0	5,057
Title I: ARRA Program 3011	2,054	249	1,805

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

Title 1 ARRA- Projects Teacher \$58,075

SINGLE PLAN FOR STUDENT ACHIEVEMENT

RICHMOND SCHOOL

15-73742-6009328

CDS Code



Date of this Plan: 12-03-10

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

Contact Person:	Elaine Littleton
Position:	Principal
Telephone Number:	760-446-2531
Address:	1206 Kearsarge, Ridgecrest, CA 93555
E-mail address:	elittleton@ssusd.org

The District Governing Board approved this School Plan on, January 20, 2011

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

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

NCLB PERFORMANCE GOALS

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

SCHOOL VISION, MISSION, GOALS

VISION

Our vision is for Richmond School to be recognized as a safe place where all children can achieve the academic and life skills necessary to excel in life and where learning is celebrated daily through attendance, attitude, and achievement.

MISSION

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- develop responsibility and proper citizenship
- demonstrate respect for self and others
- acquire academic skills and the knowledge and self-motivation to learn
- apply critical thinking and express creativity.

These goals will be accomplished through:

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

SCHOOL GOALS

Smart Goal Criteria

S – Specific and clearly stated

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

A – Attainable and realistic

R – Related to student achievement and performance

T – Time bound

1) English Language Arts:

Increase proficiency of all K-5 students in language arts by 5% as measured on 2011 CST
Meet AYP and API growth targets
Increase number of students in proficient and advanced levels
Star Early Literacy Test scaled score – Kindergarten-650, 1st grade-800

2) Mathematics:

Increase proficiency of all K-5 students in mathematics by 5% as measured on 2011 CST
Meet AYP and API growth targets
Increase number of students in proficient and advanced levels

3) English Language Learners and EL Development:

Increase proficiency in CELDT one level per year for at least 70% of ELD students

4) GATE:

- a) Provide increased academic rigor
- b) Maintain advanced performance on STAR

5) Library

- a) Provide a library program which supports/enhances acquisition of grade-level standards for all students

6) School Climate/ Safety

- a) Provide a safe, orderly, positive learning environment
- b) Improve attendance, attitude, achievement

7) Parent Involvement

- a) Enrich student education by supporting family, school, and community partnerships

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

Standards, Assessment, and Accountability

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

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

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

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Star Early Literacy, Star Reading, Star Math, Corrective Reading, Rewards, and phonemic awareness assessments are used at our site to evaluate students and plan intervention groups.

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Richmond School's staff development has been predominantly in the area of English Language Arts, Mathematics, English Language Development, academic vocabulary, and classroom management through trainings such as CELL/ExLL, Step Up to Writing, Open Court, Houghton-Mifflin, Autism, and Boys Town.

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

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

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

Our teachers have grade-level meetings twice a month during which time they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. They also meet to collaborate in cross-grade-level teams. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. Collaboration meetings allow counselor, speech teacher, support instructional staff, special education teachers, and regular education teachers to share information in all areas: assessment, curriculum, instruction, standards, and special needs.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

Categorical services focused on the underperforming student at this school include flex reading groups, Targeted Assistance Groups, Title 1 intervention, paraprofessional support, and before school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. The project teacher is provided for struggling students to pre-teach and/or re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading, writing, and/or math. Counselors provide support through social groups and Boys Town, Second Step, and Steps to Respect programs.

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 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.

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

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

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

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

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

Involvement

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

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

- District Nurse
- Resource Teachers, Special Education Teachers, Title I/Projects Teacher
- Peer tutors, cross-age tutors
- Instructional aides: Accelerated Reader, computer, classroom
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer is available to assist with attendance issues.
- School Attendance Review Board (SARB)
- Others: Family Resource Center, PTA, PTO, community and parent volunteers for Lunch Clubs, Career Lunch Program, and Activity Days

Our school communicates with parents through:

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

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

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

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

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

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

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

Teachers receiving intensive training on State Board of Education adopted instructional materials= 8

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

DATA ANALYSIS

KEY FINDINGS

Data are analyzed by staff and parent leadership groups on many different levels. Federal and state measurements of Adequate Yearly Progress (AYP) and Academic Performance Index (API) provide information schoolwide, by student subgroups, and by grade-levels. State, district, and school level assessments are used to provide grade-level and individual student information. Ongoing assessments provide decision-making information concerning curriculum and instructional practices for individual students.

1. API

What do the data by subgroup and proficiency level show?

- Richmond API decreased 3 points to 820.
- Broken into numerically significant subgroups the white subgroup has decreased 3 points from 845 to 842; socioeconomically disadvantaged group decreased 10 points from 770 to 760; students with disabilities decreased 45 points from 710 to 665, and Hispanic or Latino students decreased 6 points from 774 to 768.

What do the data by grade level show?

- English Language Arts Proficiency Level – Grade level percent of students at or above proficient: 2nd - 58% (down 3%); 3rd - 43% (down 22%); 4th - 72% (down 12%); 5th - 65% (up 6 %.)
- Mathematics Proficiency Level – All but one grade level decreased the percent of students at or above proficient: second - 67% (down 11%), third - 76% (down 3%), fourth - 82% (down 11%), fifth – 71% (up 8 %.)

What caused this result?

- Some of the decreases seen in the API between 2009 and 2010 may not be numerically significant (less than a 5% change). Richmond's API remains a high 820 and significant growth occurred when viewing the data over a two year period (2008 to 2010). API growth of 51 points occurred in 2009 and it is not uncommon for slight settling of scores in the year following large growth.
- Richmond has a strong staff that has a grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration which are all contributing factors for improving student success. In addition, beginning of the year and trimester benchmarks were used to guide instruction throughout the year.
- Intervention strategies and program being used include Targeted Assistance Groups (TAG) and intervention programs using AR, AM, REWARDS, REWARDS PLUS, REWARDS WRITING, Standards Plus, Math Facts in a Flash, FASST Math, and Study Island.
- The Richmond staff is continuing to look at how staff changes and larger class sizes may have affected student performance on 2010 CSTs.

What are the needs?

California Standards Test - Identified areas of weaknesses by grade level include:

Language Arts

- 2nd word analysis, writing strategies, written conventions
- 3rd reading comprehension, word analysis, written conventions
- 4th writing strategies, written conventions
- 5th written and oral conventions

Math

- 2nd place value, math facts, algebra and functions
- 3rd math facts, measurement and geometry
- 4th statistics and probability
- 5th measurement and geometry Science – Earth Science

2. AYP

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

- This year, Richmond met 18 out of 21 AYP Criteria for federal accountability purposes.
- English Language Arts - Student subgroups which met the Annual Measurable Objectives (AMOs) target of **56.8** were: Schoolwide (**58.7%**), white (**62.1%**), and Hispanic (53.7%- 2 year averaging). Subgroups not making the target in ELA were Socioeconomically Disadvantaged (46.9%- down from 51.8% in 2009) and Students with Disabilities (43.8%- up from 42.9% in 2009). With only 15 students taking the test, Black or African American is not a statistically significant subgroup, nor is English Learners with 42 students.
- Mathematics – With the target of **58%** proficient or above for mathematics, subgroups proficient or above the target were: Schoolwide (**69.2%**- 11 points above the target), white (**74.2%**), socioeconomic disadvantaged (**57.2%**), African Americans (**73.3%**). Hispanic (57.4%) and English Learners (52.4%), while not hitting the target show strong 2 year growth percentages. Richmond demonstrates strong performance in mathematics by students. Students with Disabilities was the only subgroup not making the target in Math (45.2%- down from 51.9% in 2009) at this time.
- Performance by Student Group: AMAO Scores for English Language Arts and Math showed mixed results from 2009 to 2010 but are positive when comparing 2008 to 2010.

What caused this result?

- Richmond's AYP, when viewed over a two year period showed significant growth for subgroups. Overall performance in mathematics is very strong for Richmond.
- Richmond has a strong staff that has a grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration which are all contributing factors for improving student success. In addition, beginning of the year and trimester benchmarks were used to guide instruction throughout the year.
- Intervention strategies and program being used include Targeted Assistance Groups (TAG) and intervention programs using AR, AM, REWARDS, REWARDS PLUS, REWARDS WRITING, Standards Plus, Math Facts in a Flash, FASST Math, and Study Island.
- The Richmond staff is continuing to look at how staff changes and larger class sizes may have affected student performance on 2010 CSTs.
- Kindergarten and first grade are not included in the STAR testing results. Kindergarten scored above the goal of 650 for the last three years on the Star Early Literacy test. First-grade scores for the past three years 2007 – 2009 are 761, 782, and 753, respectively.

What are the needs?

- Continued focus on grade-level standards, researched-based instructional strategies and programs, and support of technology in the curriculum.
- Collaboration time with emphasis on individual student needs, grade-level standards, curriculum and instruction, and assessment results.

The AYP and API system tracks the school and student subgroups from one point in the year. Richmond staff has developed a process to assess and track the progress of individual students and classes throughout the school year. Teachers have identified what scores indicate meeting or exceeding grade level as well as what constitutes 'at risk' for ELA, specifically in phonemic awareness, decoding, fluency, and comprehension, and in math. Teachers are able to identify *individual students* who are at risk of not meeting grade-level expectations and *areas* of the curriculum which may be weak throughout the class or grade level. Collaboration time is provided for staff to review assessments and plan curriculum and instruction accordingly.

3. CELDT- English Language Learners

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

- In grades K 80%, of English Learners are Beginners or Early Intermediate while 20% are Intermediate. In grade 1, 75% of English Learners are Beginners or Early Intermediate, while 25% are Intermediate. In grade 2, 71% of English Learners are Intermediate and 29% are Early Advanced. In grade 3, 20% are Beginners and 60% are Early Intermediate and 10% Intermediate. In grade 4, 80% are Beginners and 20% Intermediate. In grade 5, 66% are Beginners, 17% are Early Intermediate and 17% are Early Advanced.

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

- In grades K-5, our CELDT data indicate a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate levels.

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

- Our teachers are providing leveled ELD instruction by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group instruction within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

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

- Students who potentially could be reclassified have been identified; teachers are making a conscientious effort to provide targeted instruction to those students so they can meet all of the reclassification criteria. Staff is reviewing EL criteria for special education students.

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

Grades	B	EI	I	EA	A
K	6	2	2	0	0
1	4	2	2	0	1
2	0	0	5	2	0
3	1	1	3	0	0
4	4	0	1	0	0
5	4	1	0	1	0
Total	19	6	13	3	1

- Our data reflect that there is a need to focus on instructional needs of our Beginners, Early Intermediates, and Intermediates in grades K-5. In grades 3-5, additional focus will be on students who are potentials for reclassification. We use the ELA and ELD standards to drive instruction based upon the students' English Proficiency Level.

4. GATE

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

- Students who are identified as GATE have continued to score advanced/advanced on the STAR assessment.

What causes this result?

- These results demonstrate that student selection for the GATE program is valid. The academic program provided for GATE students is rigorous and challenges students to succeed.

What are the needs?

- Continued opportunities and challenges for students.

5. HIGH SCHOOL – N/A**6. Professional Development****What are the strengths and needs of the site professional development?**

- Richmond staff members serve on the District Professional Development Committee to give input on the needs of the staff. The district provides a continuum of professional development activities to meet the needs of the staff. Inservice is provided as new textbook adoptions are put into place. Support for new teachers is provided through the BTSA mentoring program. Richmond teachers are participating in Boys Town, CELL/ExLL, Open Court, SmartBoard, Step Up to Writing, Houghton-Mifflin math, differentiated instruction, Autism, CPI, ADEPT, and technology.
- Staff has indicated continued interest in the following staff development: technology, Step Up to Writing refresher, ADD/ADHD, behavior/classroom management.

7. School Climate/ Safety Surveys and Other Input**What does the climate survey by teacher, parent, and student show?**

Parents responding to the 2010 survey indicated:

- their child feels safe at school (97%)
- the school has high academic standards for all students (97%)
- the recognition programs (Super Stars, AR, AM awards, etc.) are motivating to students (96%)
- they feel fully informed about their child's academic progress (92%)
- the school offers parents opportunities for participation (98%)
- their child is getting a good education (96%)

Students reported in the 2010 survey that

- recognition programs such as Super Stars, AR, and AM served as positive incentive
- connection to the school and staff was an important facet of student achievement

What are the needs?

- Parents, staff, and School Site Council have discussed additional opportunities for parents to volunteer at school. Discipline data is available from Aeries and will be used to analyze school safety and climate.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other				Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability								
X	X	X	X				1. Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified		Personnel Supplies Equipment	\$500	3010		Staff	Fall	x
X	X	X	X				2. Trimester benchmarks (phonemic awareness, decoding, fluency, comprehension, math skills) will be reviewed and analyzed		Personnel Supplies Equipment	\$200	3010		Staff	Fall Each tri.	x
X	X	X	X	X			3. Curriculum, instruction, and assessment will be aligned into a coherent system that will provide ongoing bi-monthly data on student progress, focusing on high quality instruction, and ensuring early intervention for students experiencing learning roadblocks		Personnel Supplies Equipment	\$2,000	3010 7395		Staff	Bi monthly	
		X					4. ELD data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level		Personnel		7090	\$619	District personnel	Fall	x
X	X	X	X		X		5. Collaboration time will focus on analyzing data, aligning standards, curriculum, grade-level instruction, and articulation between grade levels		Personnel FAME Supplies	\$5,000	3010 7395		Principal	Bi monthly	x
							B. Staffing and Professional Development								
X	X	X	X		X		1. Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL/ExLL, Boys Town, CPI		Personnel Travel	\$10,000	3010 7395		Staff	Ongoing	x
		X					2. A district EL project teacher will provide support through coaching and professional development.		Personnel		7090	\$8000	District personnel	Ongoing	
X	X	X	X	X	X		3. Staff will be provided to support organizational and instructional components of the SPSA.		Project teacher, clerk, parapro, counselor	\$152,993	3010 7395		SSC		

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							C. Teaching and Learning							
X	X	X	X	X			1. High-quality direct instruction, research based programs will be offered for all students	Personnel Supplies	Previously noted \$2,000	3010 7395		Teachers	Ongoing	x
X	X	X	X	X			2. Interventions/differentiated instructional strategies and supports that help students learn grade-level standards will be matched to student needs	Personnel Equipment Supplies Technology	*PN \$20,000	3010 3011 7090		Staff		x
X	X	X	X	X			3. Before-school interventions will be offered for students who are at risk, based on assessment data	Personnel Supplies	\$2,000	3010 7090		Teachers		
			X				4. Gifted students will be provide with increased academic rigor through differentiated instruction and programs such as AR, AM, WordMasters, REWARDS+ Standards Plus	Supplies Equipment	\$5,000	3010 3011		Teachers		
		X					5. Direct English language development (ELD) instruction will be provided, regardless of ELD status	Supplies Equipment	\$600	6286		Teachers		x
X	X	X	X	X	x		6. A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students	Personnel Supplies Equipment	\$15,000	3010 3011		Media specialist, project teacher		x
X	X	X	X		X	X	7. Programs/assemblies, and field trips to supplement standards, will be scheduled, as funds allow	Supplies Travel				Principal Teachers		
							D. Opportunity and Equal Access							
X	X	X	X				1. Differentiated instruction will be provided for all learners to make learning meaningful - but especially to help English learners, gifted and talented students, special education students, and those who have behavioral and social problems.	Personnel Supplies Equipment	*PN \$10,000	3010 3011		Teachers		x
X	X	X	X				2. Early intervention and effective student support strategies will be offered	Personnel	*PN	3010		Staff		x
X	X	X					3. Individualized educational programs will be aligned with state standards	Supplies Equipment	\$500	3010		Teachers		x
X	X	X	X		X		4. Students will be supported through counseling	Personnel		7090	\$31,111	Counselor		x

Goals								Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other				Site Cost	Funding Source	District Centralized Services			
								services focused on helping student behavior enhance access to the educational process.			3010				
								E. School Climate/Safety							
					X			1. A schoolwide discipline plan will be implemented: Richmond Pledge, Fight Free Program, Boys Town Social Skills/Classroom Management	Supplies Equipment	\$5,000	3010 3011		Staff		x
					X			2. Assemblies, activities, programs to motivate/educate, recognition program-Super Stars will be scheduled	Supplies Equipment	\$5,000	3010		Principal		x
					X			3. Counseling services/programs will be offered, including Steps to Respect, Second Step, and Friendship Circle	Personnel Supplies	*PN			Counselor		x
					X			4. Student affiliation, engagement, and responsibility will be encouraged through activities such as an attendance program, goal setting activities, jobs, lunch clubs, student newspaper, Winner's Circle, garden club, Birthday Book Club, Career Luncheon Program and field trip, Student Council, Cub Club, and cross-age/peer tutoring	Supplies Equipment	\$5,000	3010		Staff		
					X			F. Parent, Student and Community Involvement							
								1. Student education will be enriched by supporting family, school, community partnerships through the following opportunities: Parenting- Parenting classes Communicating Parent teacher conferences (including student led conferences), IEPs Translation/interpreting services Orientations to facilitate transitions (pre to Kdg, grade to grade level, 5 th to middle school) Newsletter, Edline Parent activities Family Nights, Ice Cream Social	Personnel Supplies Equipment		3010 3011		Staff SSC PTA Parent		

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							Back-to-School Night, Christmas Program Open House/Art Show/Science Fair Volunteering Classroom and schoolwide Lunch Clubs, Career Lunches Learning at Home Homework assistance, Study Island Decision Making District Instructional Advisory Committees PTA, School Site Council Superintendent's Council Collaborating with Community Lunch Club, Garden Club Career Luncheon Program and Field Trip Optimists RIF Kiwanis Walk-a-Thon FAME							
						X	2. Translation/interpreting services. (Spanish) will be provided to assist students and parents	Personnel	*PN \$8,000	3010 3011 7393		Staff SSC PTA Parents		x
		X				X				7090	\$7010	District personnel		x

Items marked with X have been determined to have highest priority

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

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

SCHOOL SITE COUNCIL Richmond Elementary School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Susan Wood
2. Sarah Eyre
3. Mary Howard

Principal
1. Elaine Littleton

Other School Personnel
1. Amy Self

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

(b)

Parent or Community Members
1. Ken Amster
2. Betty Mintz Jones
3. Janelle Martinez
4. Laura Caroffino
5. Mark McKinney

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Maria Bombela			x	
Antonio Aguirre			x	
Edward Polack			x	
Raymond VanZant			x	
Zaida Armstrong			x	
Siang Duong			x	
Jose Vasquez			x	
Susan Wood		x	x	
Ajab Dhar			x	
Tamami Pecore			x	
Elaine Littleton	x			
Amy Self				x
Sarah Eyre		x		
Mary Howard		x		
Number of members of each category	1	3	10	1

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

Parents of EL students voted on the issue of providing one council, the School Site Council, as the overseeing school advisory body at Richmond School. This council would be the advisory group for the English Learner program.

The site level ELAC has voted to give governance to the SSC on this date: September 30, 2009.
This decision will be revisited in September, 2011.

Name of the ELAC Parent Representative to SSC Janelle Martinez

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

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

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

☒ English Learner Advisory Committee – Parents of English Learner students voted to have the SSC oversee the Single Plan for Student Achievement

☐ Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☒ Other (list) Richmond Staff

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This plan was adopted by the School Site Council at a public meeting on: 11-18-10

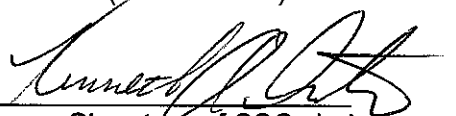
Attested:

Elaine Littleton
Typed name of school principal


Signature of school principal
(Use blue ink)

12 03-10
Date

Ken Amster
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

12-03-10
Date

SCHOOL DATA

• 2009-109 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 12/16/2010

School: Richmond Elementary

LEA: Sierra Sands Unified

County: Kern

CDS Code: 15-73742-6009328

School Type: Elementary

Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

API					Met Growth Target		
Number of Students included in the 2010 Growth API	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
301	820	823	A	-3	Yes	No	No
Similar Schools		Median API					
	2010 Growth	2009 Base					
	804	797					
Subgroups							
	Subgroup API						
	Number of Students Included in 2010 API	Numerically Significant in Both Years	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	15	No					
American Indian or Alaska Native	1	No					
Asian	11	No					
Filipino	8	No					
Hispanic or Latino	54	Yes	768	774	5	-6	No
Pacific Islander	13	No					
White (not of Hispanic origin)	199	Yes	842	845	A	-3	Yes
Socioeconomically Disadvantaged	148	Yes	760	770	5	-10	No
English Learners	21	No					
Students with Disabilities	74	Yes	665	710	5	-45	No

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

No

Met 18 of 21 AYP Criteria

Met AYP Criteria:

Participation Rate

English-Language Arts

Yes

Mathematics

Yes

Percent Proficient	No	No
Academic Performance Index (API)		
- Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Met 2010 AYP Criteria

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

- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 18 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment	Number	Met	Alternative	Method	Enrollment	Number	Met	Alternative	Method
	First Day of Testing	of Students Tested	2010 AYP Rate			First Day of Testing	of Students Tested	2010 AYP Rate		
Schoolwide	323	323	100	Yes		323	322	100	Yes	
African American or Black (not of Hispanic origin)	17	17	100	--		17	17	100	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	11	11	100	--		11	10	91	--	
Filipino	8	8	100	--		8	8	100	--	
Hispanic or Latino	61	61	100	Yes	ER	61	61	100	Yes	ER
Pacific Islander	13	13	100	--		13	13	100	--	
White (not of Hispanic origin)	212	212	100	Yes		212	212	100	Yes	
Socioeconomically Disadvantaged	160	160	100	Yes		160	160	100	Yes	
English Learners	22	22	100	--		22	22	100	--	
Students with Disabilities	78	78	100	Yes	ER	78	78	100	Yes	ER

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2009 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2009 AYP Criteria	
Schoolwide	300	176	58.7	Yes		299	207	69.2	Yes	
African American or Black (not of Hispanic origin)	15	6	40.0	--		15	8	53.3	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	11	9	81.8	--		10	--	--	--	
Filipino	8	--	--	--		8	--	--	--	
Hispanic or Latino	54	29	53.7	Yes	SH	54	31	57.4	Yes	Y2
Pacific Islander	13	5	38.5	--		13	5	38.5	--	
White (not of Hispanic origin)	198	123	62.1	Yes		198	147	74.2	Yes	
Socioeconomically Disadvantaged	147	69	46.9	No		147	85	57.8	Yes	Y2
English Learners	21	10	47.6	--		21	11	52.4	--	
Students with Disabilities	73	32	43.8	No		73	33	45.2	No	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2008-09 Growth	Met 2009 API Criteria	Alternative Method
823	820	-3	No	

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

Graduation Rate

Rate for 2009, Class of 2007-08	Rate for 2010, Class of 2008-09	2010 Target Graduation Rate	Met 2010 Graduation Rate Criteria	Alternative Method
			N/A	

Graduation Rate Criteria: not applicable

**Title 1 Parent Survey
SIERRA SANDS UNIFIED SCHOOL DISTRICT
RICHMOND SCHOOL
PARENT SURVEY 2009-2010**

Percent of parents who agree or strongly agree:

	09-10 N=202
SCHOOL CULTURE	
Parents are greeted warmly and courteously when they visit the school.	92%
Parents are encouraged to participate in their child's education.	98%
My child feels safe at this school.	97%
The student discipline is appropriate in this school.	93%
Positive behavior is acknowledged frequently.	95%
The program of Super Stars, Student of the Month, attendance awards, AR and AM recognition is motivating to students.	96%
My child has opportunities to develop respect, responsibility, and problem solving skills.	98%
My child and I find that the school is well maintained and a pleasant place in which to spend time.	99%
There is a tone of high standards, positive messages, and high expectations of everyone at this school	97%
HOME/SCHOOL COMMUNICATION	
Parents know who to go to when they have concerns or questions.	94%
The school has a handbook that is given to all parents at the beginning of the year or upon request.	93%
The school newsletter provides valuable information to parents.	85%
Materials are provided to parents in a language they can understand.	90%
Someone is available in the school office who speaks the language of the parents.	82%
Teachers communicate often with parents.	90%
STANDARDS AND ASSESSMENT	
This is a school with high academic standards for all students.	98%
I know the standards my child must meet.	95%
I understand clearly how my child's work will be graded.	95%
Parents are fully informed about their child's academic progress through progress reports or conferences.	97%
TEACHING AND LEARNING	
All students have equal opportunity to learn at this school.	92%
My child is making good progress in reading.	97%
My child is making good progress in writing.	94%
My child is making good progress in math.	92%
My child has regularly assigned homework.	96%
My child is getting a good education.	98%
PARENT/COMMUNITY INVOLVEMENT	
Parents are invited and encouraged to:	

• Visit the school	93%
• Welcome in the classrooms	80%
• Assist in class as a volunteer or aide.	87%
• Attend school functions such as parent/teacher conferences, family nights or other special school events	98%
• Serve on important committees.	93%
Activities for parents are scheduled at times and places that are convenient for parents.	85%
Meetings are conducted in a language that the parents understand.	83%
Richmond Family Nights: Ice Cream Social, Back-to-School, Family Craft-Movie-Museum-Library Nights, Famous Americans, Christmas Program, Open House/Science Fair/Art Show offered parents opportunities for participation.	98%

TITLE 1 PARENT COMPACT

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

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

STUDENT RESPONSIBILITIES

1. Come to school every day, on time, with the necessary books, materials, and attitude to learn.
Strive for 'bell-to-bell' attendance for 180 days.
2. Do your best work at all times.
3. Complete all class work and homework.
4. Read or be read to a grade appropriate number of minutes per day, four or more days per week.
5. Show respect and cooperation with all adults at school.
6. Know and follow school and classroom rules.
7. Respect and protect the rights of others to study and learn.

PARENT RESPONSIBILITIES

1. Assure daily, on-time attendance of your child. *Strive for 'bell-to-bell' attendance 180 days.*
2. Communicate to your child the importance of education.
3. Monitor completion of homework.
4. Ensure your child reads or is read to a grade appropriate number of minutes per day, four or more days per week.
5. Support district and classroom rules of acceptable behavior.
6. Read and respond to all school communication in a timely manner.
7. Work with the school to support your child's learning to ensure his/her success

SCHOOL RESPONSIBILITIES

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

The school developed the school-parent compact with Title I parent input through the cooperation of parent organizations, PTA and SSC, and through input gained in the parent survey. A copy of the compact is in the Richmond Parent Information Handbook and Discipline Policy, which is made available to parents at the first of every school year or upon enrollment at Richmond. Please discuss this compact with your child, sign, and return to school.

Student signature

date

Parent signature

School signature

TITLE 1 PARENT INVOLVEMENT POLICY

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

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Richmond School does the following:

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

BUILDING CAPACITY FOR INVOLVEMENT

Richmond School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parent/teacher conferences
 - Back-to-School Night
 - Family Nights
 - Weekly newsletters and reports sent by teachers to parents
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
 - Family Nights
 - Publications- Home & School Connection
 - Parenting Classes
 - Parent/teacher conferences
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
 - Principal/Title I teacher phone call/teacher conference
 - SSC, PTA, parent survey
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - All programs aligned in Single Plan for Student Achievement
 - Family Nights
5. Distribute to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. (Title I)
 - School forms, report cards – available in Spanish
 - Most documents from district office available in Spanish
 - Weekly newsletter – translated if needed
6. Provides support for parental involvement activities requested by Title I parents.
 - Review annual surveys, work with PTA & SSC to provide activities requested by parents

ACCESSIBILITY

Richmond School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. This includes providing information and school reports in a form and language parents understand.

- Translators are made available for IEPs, parent/teacher conferences and other meetings, if necessary
- KRC or case workers attend meetings with adult clients to assist in meetings
- Meetings are arranged off base for parents without base access

PARENT INFORMATION AND RESOURCE CENTERS (PIRCS)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCS: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.htm>

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2010-2011

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

Richmond Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	26,821	0	26,821
ELAP 6286- carryover only	150	0	150
EIA-SCE 7090	24,107	13,785	10,322
EIA-LEP 7091	17,209	13,653	3,556

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	195,536	20,107	175,429
Title I: ARRA Program 3011	60,925	11,256	49,669

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

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

Centralized Services provided by the district include:

EIA- SCE- Counselor (Elementary only) - \$78,837

EIA- LEP- Project Teacher (1 FTE), Bilingual Translators (1.6 FTE) and associated mileage (\$167,980), CELDT Testing and EL Teacher Certification costs (\$19,837)

Title 1- Counselor (Elementary only) - \$100,000

Title 1 ARRA- Projects Teacher \$58,075