

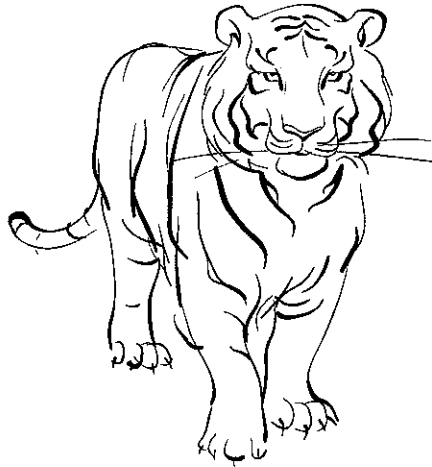
Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JAMES MONROE MIDDLE SCHOOL

15-73742-6009617

CDS Code



Date of this Plan: December 3, 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

MISSION & VISION

The mission of James Monroe Middle School is to guide students to become lifelong learners with skills, knowledge, attitudes and virtues to benefit themselves and society in an ever-changing world.

We believe:

- Student learning is our chief priority.
- Educating students is the shared responsibility of students, staff, parents/guardians and community members.
- Students thrive in a safe environment of openness and trust, where inquiry is encouraged and mistakes are considered opportunities for learning.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students learn in different ways and need a variety of teaching methods to support their learning.
- A student's self-worth is enhanced by positive relationships and mutual respect among students, staff, parents/guardians and community members.
- Continuous school-wide improvement is necessary in order for our students to become confident lifelong learners and productive citizens.

SCHOOL GOALS

James Monroe Middle School Goals 2010-2011:

- Curriculum, instruction and assessment will be **RIGOROUS**. Each student's performance will be assessed at least 3 times per quarter, and, according to our interventions pyramid, appropriate interventions and/or enrichment will be provided.
- We will utilize **DATA** to inform our practice and drive our school-wide improvement. Common assessments will be utilized. The number of students scoring at proficient or better on STAR will increase by five percent in each tested area.
- **COMMUNICATION** with families and community members/groups will increase, thereby encouraging and improving relationships. Teachers will post Edline updates at least every other week. Newspaper and other publicity will occur at least every other week.

1) English Language Arts:

- a) The English department will enhance student performance by focusing upon African American and English Language Learners, with the goal of improving CST scores of these subgroups in 2010-2011 by more than five percent.
- b) Through analysis of CST performance the department has found that the strands Literary Response and Analysis and Writing Strategies present the lowest scores across the grades. During department meetings the English department will on strategies to improve performance in these specific strands, with the goal of increasing scores across the grades in these two strands in 2010-2011 by more than five percent.

2) Mathematics:

- a) The math department will increase test scores by targeting the subgroups (African American, Hispanic, and White) that did not make AYP, with the goal of all subgroups achieving AMOs in the 2010-2011 school year. Because this is a majority of students, the department is making a concerted effort to address the needs of students who fall into two or more subgroups (i.e. white and socioeconomically disadvantaged). Additionally, the department is also focusing on strands that present low scores across the grades.

3) English Language Learners and EL Development:

In order to make strides towards accomplishing AMAOs 1, 2 and 3, James Monroe is committed to:

- a) Enhancing instruction of English Language Learners so that they gain one EL proficiency level annually. For example, several seventh grade students are at the early advanced level. These students will be targeted with particular methodologies in order to move them toward being reclassified as fluent English proficient.
- b) Enhancing instruction of English Language Learners so that EL students achieve AMOs and AMAOs. Those EL students who are in the basic range will be targeted so that they move to proficient, as will the Reclassified Fluent English Proficient students, so that they score in the proficient range.

4) GATE:

- a) The James Monroe GATE students continue to excel, as evidenced by their CST scores. The GATE coordinators will meet with GATE students and parents at least one time during the 2010-2011 school year, and will enrich their experience at Monroe through field trips and other activities, and by informing all teachers of which students are GATE-identified. A new GATE advisor would like to enhance the experience at Monroe for GATE students by meeting to do enrichment activities at least once a month. There are some GATE-identified students who have scored basic in either English Language Arts or Math. We will identify these students and work with them to increase these scores to a proficient or advanced level.

5) Library

- a) The Monroe Media Center wishes to support and implement the California Model School Library Standards. More than 60 research studies throughout the nation have shown that students attending school with good libraries learn more, earn better grades, and score higher on standardized tests.
- b) The Media Center wishes to expand its current facility to incorporate a more advanced 21st century resource center designed to help students become successful in the hypercompetitive global economy that is powered by information and knowledge. This modernized resource center would have high interest materials, including multicultural materials and materials that reflect all subject areas, as well as technologically current materials such as: digital cameras, Photo Shop software, ipods, and Podcasting software. Accelerated Reader and Accelerated Math software and materials need to be updated as do the materials for the listening centers. Seventy percent of the books in the Media Center are over 25 years old. At least five percent of these outdated books will be updated and/or replaced during the 2010-2011 school year (budgets permitting). In addition, the School Site Council is working with the librarian to determine what technologically appropriate materials, such as Photo Shop software, could be incorporated into the Media Center this year.

6) School Climate/ Safety

- a) The James Monroe administration and staff are proud of the safe, comfortable environment at the school. The number of student disciplinary suspensions has steadily decreased over the last five years, and the administration is committed to seeing this number continue to decrease. In 2005 at the end of November there had been 95 total student suspensions; in 2007 this number decreased to 60; in 2009-2010 this number was 39; and this year there have been 42 student suspensions as of the end of November. Programs such as school culture talks, bully prevention lessons, peer mediation, and small group counseling will contribute to the decrease in the number of referrals and suspensions. WEB (Where Everybody Belongs), the 6th grade orientation and integration program, as well as Rachel's Challenge Chain Links Club (two new programs implemented this year) will enhance school culture this year and for years to come.

7) Other goals

- a) The desire to integrate more structured intervention and enrichment programs into the school day has been expressed and was reinforced when several teachers and administrators attended a Professional Learning Communities conference. The spring semester 2011 will see an initial attempt to incorporate an intervention/enrichment period into the school day twice a week.
- b) The WEB program has been implemented for incoming 6th graders, and has been hugely successful. We look forward to seeing this program support and encourage the positive school culture at James Monroe.
- c) Gateway to Technology, a middle school course that is part of the district's commitment to Career Technical Education, has been implemented, with students and parents providing positive feedback regarding the course. We hope to offer more sections of this course in the future.
- d) Zero period PE has been implemented during this school year so that students may take more than one elective during the school day. School stakeholders are pleased, so far, with the implementation of this course, and we plan for it to continue.
- e) James Monroe Middle School has a supportive Parent Teacher Student Organization. PTSO leaders have been pleased to see attendance at PTSO meetings slightly increase. Administrators and PTSO leaders would like to see more parent involvement and more family activities. Effective communication, as always, remains a top priority. To that end, the School Messenger system has been utilized more times this year than in years past so as to better communicate with parents and guardians. Edline has replaced Homework Hotline. However, it is not fully utilized by all teachers. During this school year inservices regarding Edline are being offered to teachers, and by the start of the 2011-2012 school year we would like to see all teachers updating Edline at least weekly.

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 James Monroe Middle School's staff development has been predominantly in the area of English Language Development through trainings such as CELL/ExLL and STELLAR, and the subject level academic language vocabulary demonstration lessons/discussions coordinated by the district EL coordinator. The Professional Learning Communities model has been implemented, and through it, we have focused on the best practice of consistent data analysis through faculty trainings and meetings regarding effective assessment/data analysis and the use of Edusoft.

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 the Special Education Program Support Teachers. They support site teachers by offering model lessons, providing feedback on best practices and providing professional development opportunities. 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?

James Monroe's teachers have grade level meetings once monthly and department meetings once monthly, during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams at our staff meetings once a month. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. The principal, who recognizes that many professional development opportunities are inaccessible in difficult financial times, offers professional development opportunities at staff meetings and other convenient times.

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. In some courses 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: AVID, ALAS (Language Arts Intervention course), after school intervention, within school intervention, and paraprofessional support. 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.

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. James

Monroe has implemented the WEB program to provide structure and continuous support to 6th graders as they make the transition to middle school. Rachel's Challenge Chain Links program, a kindness-based club/series of activities, has also been implemented at James Monroe. 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
- District Speech Therapist
- District Special Education Program Specialists
- District Psychologist
- School Counselor
- Translator
- School Resource Officer
- Family Resource Center
- College Community Services
- Kern Regional Center
- Kern County Social Services
- Resource Teachers: Special Education; District ELD coordinator (teaches ALAS course on site)
- PTSO Reading Incentive Program
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- Workability Program
- School Attendance Review Board (SARB)
- AVID Class (Advancement Via Individual Determination)
- ALAS Classes (Academic Language Acquisition Strategies)
- Homework Club/Chess Club/Math Club
- Intensive Responsibility Support Intervention
- Language Arts After School Intervention
- Mathematics After School Intervention
- Within School Intervention Period
- Student Assistance Team
- WEB Program

Our school communicates with parents through:

- Sixth Grade Parent/Student Orientation (including WEB)
- Back-To- School Night/ Open House
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- PTSO
- Tiger Talk (School Newsletter)
- Edline and School Web Page
- School Messenger (Autodialer)
- Frequent E-Mail and Phone Calls
- Consistent Administrative/Teacher Presence Before & After School

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
- 3 Parents and community members
- 2 Students

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).

Both the principal and assistant principal at James Monroe have received intensive training on State Board of Education adopted instructional materials through AB430. One mathematics teacher has received training on State Board of Education adopted instructional materials through AB472. 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? What does the data by grade level show? What causes this result? What are the needs?

James Monroe Middle School's 2010 Growth API is 760, which is a 14 point increase from the 2009 Base API of 746. While the school stakeholders are pleased with this increase, the stakeholders agree that concerted efforts are necessary in order to continue this rate of growth. School stakeholders would like to see the school's API rise above 800 within two years.

James Monroe's subgroup of Hispanic students increased their API score from 698 to 723, an increase of 25 points. White students increased their subgroup API performance from 774 to 786, an increase of 13 points. Socioeconomically disadvantaged students increased their subgroup API performance from 682 to 713 points, an increase of 31 points. With these demonstrated increases, particularly among subgroups, teachers recognize that their efforts, especially targeted efforts, have resulted in significant improvement in student achievement.

The number of sixth grade students performing at or above proficient in English Language Arts remained the same (48%) from 2007-2008 through 2009-2010. Fifty two percent of 7th graders performed at or above proficient in English Language Arts in 2009-10, a slight decrease from the 58 percent who performed at or above proficient in 2008-2009. The numbers of students scoring in the far below basic range in English Language Arts has steadily decreased across all grade levels over the last several years. For example, in 2006-2007, the number of sixth grade students performing at the far below basic level was 15 percent. This number decreased in 2007-2008 to 6%; decreased further in 2008-2009 to 3%, and decreased to 2% in 2009-2010.

Over the last few years the API performance of James Monroe students in the area of Mathematics has fluctuated. For example, in 2007-2008, 36% of eighth graders taking the General Math CST performed at or above proficient, whereas in 2008-2009 this number dropped to 29 percent, and in 2009-2010 it increased to 40 percent. Sixty one percent of eighth graders who took the Algebra CST in 2008-2009 performed at or above proficient, as compared to 50% in 2007-2008. The Algebra scores for 2009-2010 had some errors due to test versions being mismarked. The tests are being rescored. The percentage of students scoring in the basic range in mathematics (with the exception of Algebra) has steadily increased over the last three years, and the percentage of students scoring in the below basic range has decreased. Additionally, we have seen a significant decrease in the percentage of students scoring in the far below basic range in mathematics. For example, in 2006-2007, the percentage of sixth graders scoring in the far below basic range was 20%, whereas in 2008-2009 this figure was 5 percent, and in 2009-2010 it was 7 percent. The number of students taking the Algebra test has fluctuated over the last few years, but the math department is working to increase the number of students taking Algebra and taking the CST in Algebra.

In an effort to analyze data and apply these analyses so as to address student needs, James Monroe has held several trainings regarding the use of Edusoft. The principal devoted a staff meeting to data analysis and the possibilities presented by using Edusoft in October, 2009, and information was distributed again at the start of the 2010-2011 school year. Administrators are available to help teachers disaggregate and analyze data. Department Liaisons have been asked and trained to work with departments to focus on particular subgroups and/or strands of test(s) that need attention. The Professional Learning Communities conferences, attended by a team of teachers and administrators, have helped to make data central to conversation and action at James Monroe.

In addition, a few weeks into the 2009-2010 school year, teachers submitted names of "target students" who are in need of academic assistance. Administrators and the counselor at James Monroe divided the list of students, and met with these students following each grading period (including progress reports), in order to ensure that these students were receiving the assistance that they needed. Discussions with these students have included topics such as: study habits, Monroe promotion

requirements and goal setting. For the 2010-2011 school year, the same group of 7th and 8th grade students will meet with their advisors, and a 6th grade list of "target students" has been added to the caseload. Monroe stakeholders anticipate that these efforts, focused on subgroups and individual students, will result in an increase in the 2011 API data.

2. AYP—What does the data by subgroup show in English Language Arts and Mathematics? What causes this result? What are the needs?

James Monroe met 10 of 17 AYP criteria. Forty percent of students school-wide performed at or above proficient in mathematics, below the 2010 percent proficient target of 58 percent. In addition, the African American subgroup (20% at or above proficient), the Hispanic subgroup (32.6%), White subgroup (44.7%), Socioeconomically Disadvantaged subgroup (32.1%), English Learners (24.5%), and Students with Disabilities (29.8%) fell below the 2010 percent proficient target in mathematics. The Socioeconomically Disadvantaged Subgroup achieved its 2010 target through safe harbor. Specific efforts mentioned above are in place in order to address this shortfall in mathematics.

Just under 50 percent of students performed at or above proficient in English Language Arts, below the 2010 percent proficient target of 56.8 percent. The subgroups that did not meet this 56.8 percent proficient target are: African American (37.1% at or above proficient, a 14 percent increase from last year's 23.1% at or above proficient), Hispanic (40.9%), White (55.4%), Socioeconomically Disadvantaged (39.2%), English Learners (22.4%), and Students with Disabilities (28.1%). English teachers, as described above, are working diligently to address this need to push these students to achieve proficiency in English Language Arts.

3. CELDT--English Language Learners—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?

Forty one students took the CELDT test last year at James Monroe. Of these students, the majority, 26, fall into the early advanced and advanced levels. On the CELDT given in 2008-2009, 20% of students scored in the advanced range, 33% in the early advanced range, 28% in the intermediate range, and 9% in the beginning range. Whereas in 2009-2010 these numbers were: 34% advanced, 29% early advanced, 24% intermediate, 7% early intermediate, and 5% beginning. We are seeing students make progress on the CELDT as they move through Monroe. On the CST, most EL students post scores in the basic and below basic range. For example, 4 of 12 seventh grade EL students scored at the basic level in English Language Arts in 2008-2009, and 5 of these 12 students scored at the below basic level. James Monroe staff recognizes that all English Language Learners require attention, particularly those at the beginning and early intermediate levels (5 students in 2009-2010) so that they advance one EL proficiency level per year, move toward proficiency on the CST and meet reclassification criteria.

In order to make strides towards accomplishing AMAOs 1, 2 and 3, James Monroe is committed to efforts to move all English Language Learners one English Language proficiency level annually. Instruction of English Language Learners is being enhanced so that EL students achieve AYP. Those EL students who are in the basic range will be targeted so that they move to proficient, as will the potential RFEP students, so that they score in the proficient range. Teachers know their students who are English Language Learners and work with them individually. The district's English Language Learning coordinator teaches the 7th grade ALAS course at James Monroe, a targeted intervention course for English Language Learners and English Only students. She has coordinated demonstration lessons regarding key EL strategies (such as how to teach academic vocabulary) for all Monroe and Murray teachers (by department). In addition, teachers continue to attend CELL/ExLL and STELLAR training.

4. GATE—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?

Approximately 9 percent of James Monroe students are GATE-identified, and these students continue to excel, as evidenced by their CST scores. The GATE coordinators will meet with GATE students and

parents at least one time during the 2010-11 school year, and will enrich their experience at Monroe through field trips and other activities, and by informing all teachers of which students are GATE-identified. There are several GATE-identified students who have scored basic in either English Language Arts or Math. We will identify these students and work with them to increase these scores to a proficient or advanced level.

5. HIGH SCHOOL –NA

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

James Monroe has a continuing interest in providing sustained professional growth opportunities for all staff members. Professional development is collaborative and provides opportunities that include direct information and strategies for standards implementation. Some opportunities, such as those provided by the EL coordinator, include demonstration lessons. Conferences that improve student learning and address standards based instruction, assessment practices, and classroom management are encouraged, although challenging to fund at the current time. After school professional development is available throughout the school year as provided by some teachers at James Monroe and at the district. Meetings described above, such as grade level and department meetings, have helped James Monroe staff to align curriculum to state standards, revisit and revise assessment, and fully utilize technology. Teachers are comfortable expressing professional development needs to site administrators via face-to-face conversation, e-mail, and writing. Several teachers attended the Professional Learning Communities conference in the summer of 2010, and have integrated their learning into the school culture.

7. School Climate/ Safety Surveys and Other Input—What does the climate survey by teacher, parent, and student show? If there is additional input, what does it show? What are the needs?

Discipline data is available from Aeries and will be used to analyze school safety and climate. In addition, as a result of the California Healthy Kids Survey given in fall 2007, we learned that 31% of 7th grade students districtwide answered that they had drank alcohol, defined as a whole drink, at least once in their life. In addition, 13% of 7th graders had tried inhalants, and 9% had smoked marijuana. Twenty four percent of 7th grade students answered that they had tried a puff or two of a cigarette, and 12% answered that they had tried a whole cigarette. In order to address drug, alcohol and safety issues James Monroe has implemented, with other secondary schools in the district, the *Second Step* curriculum. The curriculum is integrated into seventh grade science classes. Twenty four percent of 7th grade students say that they "feel very safe at school." In an effort to increase this percentage of students, James Monroe has a number of programs which address school safety. Under the direction of the assistant principal, the school has a safety committee which meets monthly to develop the safety plan as well as to discuss current and ongoing safety concerns. James Monroe has an anti-bullying curriculum, and as part of the implementation of this curriculum, the assistant principal goes to each science classroom and discusses the effects of bullying and possible responses to bullying. The assistant principal also goes to each English class at the beginning of the school year to discuss the rules and expectations at James Monroe. Additionally, she goes to each first period class at the start of the second semester to discuss eligibility for promotion and end-of-year activities. The WEB program, a comprehensive sixth grade orientation program, has been implemented. The James Monroe culture is one of caring relationships and high expectations, as evidenced by the high percentage of students who scored high in their responses to questions regarding these external assets. The staff at James Monroe makes an effort to make the school campus as safe as possible through immediately reporting any suspicious, dangerous or possibly dangerous situation. Parents feel comfortable calling and e-mailing regarding questions and/or information that their children bring home.

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. Administrators will provide teachers with various thorough analyses of California Standards Test data so that teachers can utilize data quickly and effectively.		Paper, Copier		\$200	Decentralized	N/A	Principal Teachers	By October 1	1
X	X	X					2. Faculty will utilize Edusoft in order to meet individual/subgroup needs based on analysis of California Standards Test data.		Network Infrastructure		N/A	N/A	N/A	Principal Teachers	Ongoing	1
X	X	X	X				3. Faculty will analyze data from subgroups that are not achieving AYP, and will apply subject and student appropriate means to address the achievement gap.		Faculty Time Substitutes as needed		\$1,000	EIA	N/A	Principal Teachers	Ongoing	1
X	X	X	X	X			4. Faculty will attend instructional advisory meetings and other district level meetings in order to provide students with curriculum and instructional methodologies based on research-proven practices.		Faculty Time		N/A	N/A	N/A	Principal Teachers	Ongoing	3
		X					5. EL data regarding CELDT and years in program will be provided by the EL office personnel and further analyzed at the site level.		Faculty Time		N/A	7090	\$619	EL Coordinator	Ongoing	2
							B. Staffing and Professional Development									
X	X	X					1. Special Education and EL staff, including ALAS teachers, will collaborate with general education staff regarding strategies for increasing achievement of special education and EL students.		Faculty Time			7090	N/A	Principal EL Coordinator	Ongoing	1
X	X	X					2. AVID teacher will collaborate with 8 th grade teachers regarding strategies for increasing achievement of AVID students.		N/A		\$500	EIA 7090	N/A	Principal	Ongoing	1
X	X	X	X				3. Staff will have the opportunity to participate in conferences and in-services that prepare staff members to use research-based teaching strategies.		Travel Substitutes		\$1000	7090	N/A	Principal	Ongoing	2
X	X	X	X		X		4. BTSA and PAR will be available to teachers who qualify.		PAR Teachers		N/A	N/A	N/A	Principal	Ongoing	2
							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					1. Faculty will examine state standards on a regular basis in order to adjust instructional practices. Benchmark assessments will be modified as necessary.	Personnel Release Time	\$1,000	EIA	N/A	Principal Teachers	Once per Quarter	1
X	X	X					2. Grade level teams will work together to develop and teach interdisciplinary units with the primary instructional objective to focus on standards-based content in reading and writing across the curriculum.	Time at Department & Grade Level Meetings	N/A	N/A	N/A	Principal Department Liaisons	Ongoing	2
X	X	X	X	X			3. Students will actively participate in their learning through classroom presentations, student-written productions, video reports, poster presentations, student-built models, essays, and reports, as well as through traditional learning methods.	Time at Staff, Department & Grade Level Meetings	N/A	N/A	N/A	Principal Department Liaisons	Ongoing	1
X	X	X	X	X			4. The Media Center will be enhanced with new books as well as other materials such as software and cameras.	Supplies	\$10,000	SLIBG	N/A	Principal Library Specialist	By May 1, 2011	2
X	X	X					5. A district EL project teacher will provide support through coaching and professional development.	Personnel Release Time	N/A	7090	\$8,000	Principal EL Coordinator	Ongoing	3
							D. Opportunity and Equal Access							
X	X	X	X				1. Develop and implement intense homework/study skills intervention: Intensive Responsibility Support (IRS) to meet 4 days week after school.	Personnel Salary	\$1,000	EIA	N/A	Principal	Begin Mid-November	1
X	X	X					2. Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at least once each grading period. Review topics such as: Monroe promotion requirements; STAR results; goal setting.	Supplies	\$250	Decentralized	N/A	Principal	Ongoing	1
X	X	X					3. Math and Language Arts Intervention will be provided to qualified students.	Personnel Salary	\$2,000	EIA	N/A	Principal	Begin January 2011	1
X	X	X			X		4. Implement AVID class. Explore option of AVID at 7 th grade level. Implement zero period PE for AVID and other students interested in more than one elective.	Salary/Benefits	\$20,000	EIA		Principal	Ongoing	2
X	X	X	X	X	X		5. Students will be provided with a variety of on and off-campus opportunities to increase their career exploration	Substitutes	\$500	SB70 SLIBG	N/A	Principal	Ongoing	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			
							activities.							
X	X	X	X		X		6. Continue to offer and explore expanding Mathletes, Math Field Day, MathCounts, Science Fair, Chess Competitions, and Spelling Bee as well as other co-and extra-curricular activities.	Substitutes Supplies	\$1,000	SLIBG	N/A	Principal	Ongoing	3
X	X	X	X				7. Qualified GATE students will be provided with enhanced educational experiences in the core academic subject areas.	Teacher Time Substitutes (for field trips)	\$1,000	SLIBG	N/A	Principal GATE Advisor(s)	Ongoing	3
X	X	X					8. Implement ALAS classes. As school year progresses and results are analyzed, explore similar course for students in need of math intervention.	Teacher Salaries Supplies				Principal EL Coordinator	Ongoing	2
							E. Parent, Student and Community Involvement							
					X		1. The newsletter Tiger Talk will be published quarterly online, with a phone message released to all parents when the newsletter is online. Parents may come to the office to pick up a paper copy.	Supplies	\$100	SLIBG	N/A	Principal	Ongoing	2
					X		2. Provide an up-to-date web page providing current, relevant information for parents, students and community members.	Infrastructure	N/A	N/A	N/A	Principal Volunteer Site Tech Coordinator	Ongoing	1
					X		3. Utilize Edline; Provide teacher inservice regarding Edline during 2010-2011; Mandate weekly updates of Edline during 2011-2012.	Infrastructure	N/A	N/A	N/A	Principal Volunteer Site Tech Coordinator	Ongoing	1
					X		4. Visitations for fifth grade students at elementary feeder schools will be provided to help students with the transition to middle school. New students will be provided with an orientation session.	Supplies	\$500	SLIBG	N/A	Principal	April, 2011	2
					X		5. Implement WEB (6 th Grade orientation/integration program).	Substitute(s) Travel Training Cost Supplies	\$3,000	EIA	N/A	Principal	By April, 2011	1
					X		6. Continue with counseling groups such as anger management, social skills and peer mediation.	Counselor Time	N/A	N/A	N/A	Principal Counselors	Ongoing	3
					X		7. School-wide assemblies will be held four times a year to honor those who meet positive academic and behavioral expectations.	Supplies SLIBG Clerk	\$250	SLIBG	N/A	Principal SLIBG Clerk	Ongoing	2

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
					X		8. Utilize School Messenger (Autodialer) to communicate with parents/guardians.	Infrastructure	N/A	N/A	N/A	Principal	Ongoing	2
					X		9. The School Safety Plan will be reviewed and updated annually.	Supplies	N/A	N/A	N/A	Principal & Assistant Principal	Ongoing	2
X		X			X		10. Translation/interpreting services (Spanish) will be provided to assist students and parents.	Translators	N/A	7090	\$7010	EL Coordinator	Ongoing	2

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</p> <p>Chairperson of Site Council</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

Middle 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 and students selected by other students.

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 High School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
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. Gary Elder
2. Cathy Melendez
3. Debby Null

Principal
1. Clara Finneran

Other School Personnel
1. Marletta Dawson

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

(b)

Parents or Community Members	Students
1. Denise Allen	1. Haylee Roberts, 8th Grade
2. Sandee Roberts	2. Andrew Estabridis, 8th Grade Alternate
3. Maria Aldana	3. Alex Rockwell, 8th Grade Alternate
	4. Brittany McCullough, 7th Grade
	5. Alex Palacios, 7th Grade Alternate
	6. Brendan Allen, 6th Grade 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
Clara Finneran	X			
Jennifer Williams		X		EL Coordinator
Joan Paine		X		
Mechelle Ernst		X		
Maria Aldana			X	
Marina Romero			X	
Number of members of each category	1	3	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: Maria Aldana/Marina Romero (Alternate)

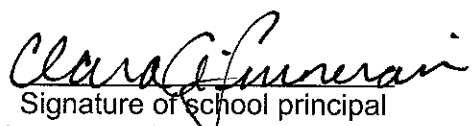
SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

The James Monroe Middle 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 2, 2010.


Attested:

Clara A. Finneran
Typed name of school principal


Signature of school principal
(Use blue ink)

12/03/10
Date

Sandee Roberts
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

12/3/10
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: James Monroe Middle
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009617
 School Type: Middle
 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>
473	760	746	5	14	Yes	Yes	Yes

Similar Schools

Median API
 790 775

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	35	No					
American Indian or Alaska Native	7	No					
Asian	13	No					
Filipino	11	No					
Hispanic or Latino	132	Yes	723	698	5	25	Yes
Native Hawaiian or Pacific Islander	12	No					
White	259	Yes	786	774	5	12	Yes
Two or More Races	4	No					
Socioeconomically Disadvantaged	240	Yes	713	682	6	31	Yes
English Learners	49	No					
Students with Disabilities	57	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: James Monroe Middle
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009617
School Type: Middle

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 10 of 17 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

Schoolwide

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

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 10 of 17 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	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	
GROUPS										
Schoolwide	510	507	99	Yes		511	507	99	Yes	
African American or Black	38	38	100	--		38	38	100	--	
American Indian or Alaska Native	10	10	100	--		10	10	100	--	
Asian	14	14	100	--		14	14	100	--	

Filipino	12	12	100	--	12	12	100	--
Hispanic or Latino	140	139	99	Yes	140	139	99	Yes
Pacific Islander	12	12	100	--	12	12	100	--
White	279	277	99	Yes	280	277	99	Yes
Two or More Races	5	5	100	--	5	5	100	--
Socioeconomically Disadvantaged	267	266	100	Yes	267	266	100	Yes
English Learners	50	50	100	--	50	50	100	--
Students with Disabilities	63	62	99	--	63	62	99	--

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	472	235	49.8	No		471	187	39.7	No	
African American or Black	35	13	37.1	--		35	7	20.0	--	
American Indian or Alaska Native	7	--	--	--		7	--	--	--	
Asian	13	8	61.5	--		13	6	46.2	--	
Filipino	11	7	63.6	--		11	8	72.7	--	
Hispanic or Latino	132	54	40.9	No		132	43	32.6	No	
Pacific Islander	12	7	58.3	--		12	5	41.7	--	
White	258	143	55.4	No		257	115	44.7	No	
Two or More Races	4	--	--	--		4	--	--	--	
Socioeconomically Disadvantaged	240	94	39.2	No		240	77	32.1	Yes	SH
English Learners	49	11	22.4	--		49	12	24.5	--	
Students with Disabilities	57	16	28.1	--		57	17	29.8	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
746	760	14	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

MIDDLE SCHOOL				
English	6-8	<u>Prentice Hall Literature-Timeless Voices Themes</u>	Prentice Hall	2002
ELL	6-8	<u>Highpoint</u>	Hampton Brown	2001
Mathematics	6	<u>California Mathematics 6: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Mathematics	7	<u>California Mathematics 7: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra 1	8	<u>California Algebra 1: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra Readiness	8	<u>California Algebra Readiness: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
History/Social Studies	6-8	<u>History Alive!</u>	TCI	2006
Science	6-8	<u>Holt California Science (series)</u>	Holt, Rinehart & Winston	2007
Art	6-8	<u>Glencoe California Middle School Art (series)</u>	Glencoe/McGraw-Hill	2007
Industrial Arts	6-8	<u>Exploring Drafting: Fundamentals/Technology</u> <u>Exploring Woodworking: Fundamentals/Technology</u>	Goodheart-Wilcox Goodheart-Wilcox	2007 1999
Music:				
Vocal	6-8	<u>Silver Burdette Making Music, CA Edition (series)</u>	Pearson/Scott Foresman	2005
Instrumental	6-8	<u>Standard of Excellence Enhanced Band Method</u> <u>Artistry in Strings: Books 1, 2, 3 (orchestra)</u>	KJOS Music Co. KJOS Music Co.	1993 1986
SDC/SPECIAL EDUCATION DEPT				
Science	6-8	<u>Concepts and Challenges/Science (series)</u>	Globe Fearon	2003

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.

Monroe Middle School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	28,244	0	28,244
ELAP 6286- carryover only	9,283	0	9,283
EIA-SCE 7090	85,747	0	85,747
EIA-LEP 7091	28,798	20,970	7,828

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 MURRAY MIDDLE SCHOOL

15-73742-6009310
CDS Code



Date of this Plan: December 7, 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: Kirsti Smith

Position: Principal

Telephone Number: 760-446-5525

Address: 921 E. Inyokern Road

E-mail address: ksmith@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 2010-2011, 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

Murray Middle School will be a community- fostering academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

I. Climate - An Exemplary School:

- A. Provides a place where students feel comfortable, safe and accepted
- B. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation
- C. Acknowledges and celebrates the achievements of students and staff in learning and leadership
- D. Develops the concept of community through academic, co-curricular and extracurricular activities with a focus on promoting well rounded students

II. Staff - An Exemplary Staff:

- A. Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
- B. Supports the school's mission, vision, values and goals in attitude and action
- C. Models the importance of lifelong learning through their commitment to ongoing professional development
- D. Works to create conditions that promote student success
- E. Encourages colleagues and students in an atmosphere of support and respect
- F. Models professionalism through personal integrity, commitment, and ethical behavior
- G. Collaborates to improve student learning (instructional strategies, methods, and assessments)

III. Academic Excellence - In an Exemplary School:

- A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
- B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
- C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
- D. The concept of teamwork through academic and extracurricular activities is developed

IV. Students - In an Exemplary School:

- A. Accept responsibility for their learning and their actions
- B. Set challenging goals and give their best effort to achieve high academic standards
- C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed)

D. Encourage each other in an atmosphere of support

E. Become involved in school and community service

V. Parents and Community Support - In an Exemplary School the parents and/or community:

A. Play an active role in the academic education and character development of the students

B. Form partnerships with teachers to demonstrate the importance of education

C. Monitor their student's academic progress

D. Are involved with the school by volunteering their time and/or service

E. Are supportive of the school's vision, goals, and mission

MISSION

The mission of Murray Middle School is to create a safe, positive environment to facilitate academic, physical, social, and emotional growth so that our students become productive members of society.

SCHOOL GOALS

1) English Language Arts:

Improve English, Reading and Writing grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 67.6% at the proficient or advanced level of performance on the CST assessment by the spring of 2011.

2) Mathematics:

Improve Mathematics grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 68.5% at the proficient or advanced level of performance on the CST assessment by the spring of 2011.

3) English Language Learners and EL Development:

English Language Learners will improve their mastery of their grade level standards to meet the state requirement of 67.6% proficient or advanced in ELA and 68.5% proficient or advanced in mathematics by the spring of 2011.

4) GATE:

Ensure that 100% of all GATE students are performing at an above average score in their regular class work and at proficient or advanced on the CST's by the spring of 2011.

5) School Climate/ Safety:

Maintain a fair, safe, and healthy school environment, as indicated through Healthy Kid survey, parents and student surveys, suspension, and expulsion data.

6) Library:

Support the instructional program and the enrichment of student learning for all populations. An increase in circulation will be attained, an increase in the use of the Accelerated Reading program will be attained and an increase in student CST scores in the area of reading comprehension will occur.

7) Other goals:

Advance the rich set of curricular and co-curricular opportunities that infuse learning with technology, visual and performing arts, physical education and career/real world experiences. An increase in enrollment in these courses will occur and an increase in these types of courses will be achieved (funding permitting).

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 and science and social studies 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 assessment at Murray Middle School occurs through multiple measures and is ongoing. Students are assessed orally and in writing, through projects, labs, quizzes and tests. The assessment results are used to adjust pacing and rigor. Assessments at Murray include the STAR reading level and comprehension test, benchmarks created by departments, and placement tests which are used to determine level placement in math classes. The results are also used to encourage students to attend after school tutorials and interventions or in programs to enrich their knowledge.

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 Murray Middle School's staff development has been predominantly in the area of teaching strategies to differentiate the instruction so that students from non-English speaking backgrounds and socioeconomically disadvantaged families and other ethnicities, as well as our general education students, are able to succeed at mastering the standards. Staff development includes trainings such as STELLAR, CELL and ExLL, Kate Kinsella vocabulary strategies, a variety of math strategies, Larry Bell Language arts acquisition strategies, Smart Music, Step Up To Writing, autism training, and much more.

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 department liaisons as well as teachers trained in specific areas that come back as teacher trainers. They support site teachers by meeting monthly to work through department staff development needs and on an as needed basis for classroom management, they do peer coaching and observation, model lessons and provide feedback for one another as they review the results of assessments based on particular teaching strategies used to help the students acquire a standard or series of standards. 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 once a month and department meetings once a month. They use these meetings to 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 in departments to

work with specific at risk students. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. We use our SLIBG and EIA funds to finance a substitute multiple times a year for teachers to collaborate with their grade level and department partner to refine their pacing guides, lesson plans and assessments as well as analyze assessment results and create interventions for areas in need of improvement.

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

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 90% 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 meet quarterly 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. A school-wide program has been instituted this year to bring the students who are in need of intervention, as determined by standardized benchmark assessments, together as a group and work on the specific learning goals. Further assistance through the Student Study Team process is used to identify, assist 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 but are not limited to: Workability for special education students, and collaboration time funded by SLIBG which is used by staff to improve delivery of education and analysis of assessment. ALAS and AVID courses are funded by EIA to improve student performance. Paraprofessionals assist with special education students. Enrichment activities are provided in and out of the school environment for the GATE students. Accelerated Reading and math programs, and support for the Student Assistance Team are also provided. 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. Counselors provide additional support and work with at risk students

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.

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. Every effort is made to maintain the integrity of the instructional minutes in ELA and Math classes.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives at least 4 benchmark assessments during the school year that assess mastery of skills in all 4 core areas. Additional re-instruction is provided to students not meeting their academic 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 attend an extensive orientation with tours and exposure to the range of activities and opportunities available at the middle school. 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
- School Psychologist, speech teacher, Special Education Program Specialists
- After school tutoring
- Summer school – English and math
- Resource Teachers: Special Education, AVID, ALAS
- Translator
- ELD Teacher Coordinator
- Peer tutors
- Instructional aides
- Parent volunteers
- School Attendance Review Board (SARB)
- Resource Officer, College Community Health counselors
- Intervention/enrichment Program – 30 minutes, 2 times a week 6 sessions a year

Our school communicates with parents through:

- Student Planners
- Progress reports and report cards
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- Principal's Coffee Meetings
- School Site Council
- ELAC meetings
- PTO

- School Newsletter
- EdLine, email, phone calls, and school web pages
- Automated phone system
- New student orientations

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
- 3 Parents and community members
- 2 Students

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= 1

Teachers receiving intensive training on State Board of Education adopted instructional materials= 2

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

DATA ANALYSIS

KEY FINDINGS

Data is analyzed by staff and parent leadership groups on many different levels. Federal and state measurements of Adequate Yearly Progress (AYP) and Academic Performance Index (API) provide information schoolwide, by student subgroups, and by grade-levels. State, district, and school level assessments are used to provide grade-level and individual student information. Ongoing assessments provide decision-making information concerning curriculum and instructional practices for individual students.

1. API

What do the data by subgroup and proficiency level show?

- Murray's API increased 8 points from 782 to 790 school-wide and met its 2010 API criteria. Murray met its schoolwide API growth target but did not meet all subgroup growth targets.
- ELA -% at or above proficient: Hispanic 39.1, White 59.4, SED 37.9 2010
- Math-% at or above proficient: Hispanic 41.4, White 53.8, SED 33.6 2010

What do the data by grade level show?

- 6-8 grade ELA-% at or above proficient: 61% 53% 60%
- 6-8 grade General Math-% at or above proficient: 69% 46% 45%
- 8th grade Algebra I: 80%
- 8th grade History 57%
- 8th grade Science 76%

What caused this result?

- Benchmarks are used to guide instruction throughout the year and to place students in intervention classes
- Grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration are all contributing factors for student success
- Progress monitoring for mastery of standards by staff and counselors
- New teachers
- Changed from 70 min to 55 min ELA/Math classes.

What are the needs?

- Language Arts-Data indicates that Intervention for sub groups is needed. Targeted instruction in English Language Arts is necessary to increase subgroup performance in order to meet AYP criteria for 2011
- Math-Data indicates Intervention for sub groups is needed and that targeted instruction in mathematics is necessary to increase schoolwide performance in order to meet AYP criteria for 2011
- Keep 8th grade intrinsically motivated.

2. AYP

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

- Murray met 11 of 17 AYP criteria in 2010

- English Language Arts – Murray did not meet AYP in Hispanic or SED for its schoolwide AYP 2010.
- Mathematics – Murray did not meet AYP in Hispanic or SED for its school wide AYP for 2010.

What caused this result?

- Benchmarks are used to guide instruction throughout the year.
- Grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration are all contributing factors for student success.
- Targeted support for students not mastering grade level standards via tutoring, after school instruction, supplemental counseling services, and summer school
- Active participation by students; support of parents

What are the needs?

- Targeted instructional support is needed to increase student performance in mathematics for students in the SED subgroup
- Continued focus on grade-level standards, researched-based instructional strategies and programs, support of technology in the curriculum.
- Emphasis on individual student needs, grade-level standards, curriculum and instruction, and assessment results
- Staff development in the area of mathematics to support teachers in providing differentiated instruction, best practices, and content standard knowledge

The AYP and API system tracks the school and student subgroups from one point in the year. Murray 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. 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?

- Data indicates that a majority of EL students at our school are at the Intermediate and Early Advanced level as measured by CELDT.

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

- In grades 6-8, 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. Murray has implemented a new course, ALAS, and a new Intervention/enrichment program to target, assist, and support EL students who are not mastering grade level standards.

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

- Students who potentially could be reclassified have been identified; teachers are making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria. Staff is reviewing EL criteria for special education students.

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

Grades	B	EI	I	EA	A
6	0	1	4	3	0
7	2	0	4	0	2
8	1	1	2	5	3
Total	3	2	10	9	5

Data indicates that a majority of EL students at our school are at the Intermediate and Early Advanced level as measured by CELDT. A major factor in reclassifying EA students to English proficient is classroom performance as measured by GPA. Additional staff will participate in training to strengthen classroom instruction in the area of academic language, an essential skill for success.

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
- Rigor and relevance in the curriculum
- Professional development for staff

5. High School-Not Applicable**6. Professional Development-**

Teachers have been surveyed and feel that the most beneficial staff development would be to have time to collaborate in order to improve classroom instruction both in content and strategies. They also feel they would benefit from staff development in the areas of promoting success for at risk students, English Language Learners, strategies for math standards acquisition, Reading Comprehension and general student motivational strategies.

Parents feel that the school would benefit from staff development in the areas of student safety, classroom management and study skills.

Students would like to see improvement in new student participation and orientation and motivational strategies for all students.

The site identified needs for professional development which include classroom management, varied techniques to help students master state grade level and subject matter standards, and school safety. The strengths of Murray site staff development include the willingness to learn new things and try them, giving time outside of the school day to learn and implement and analyze the new strategies they learn, and recognizing when things are in need of improvement.

7. School Climate/ Safety Surveys and Other Input

The school climate survey by students shows that they feel included in school activities, they enjoy the ASB events and love Friday Fun days on the quad. They are appreciative of the OCS program because it removes students who are causing disruptions and thus allows the other students to get the education they deserve and also allows them to receive rewards instead of discipline measures. Some feel there

are bullies on campus and that this can cause students to avoid coming to school. Discipline data is available from Aeries and will be used to analyze school safety and climate.

Teachers have indicated that they are satisfied with the progressive discipline program because it allows the students to self check their behavior and modify it before it become a distraction for the class.

Parents surveyed have classified the climate as cooperative, safe for the most part and communicative. The needs include tightening of classroom management in some cases, better adaptation programs for the incoming sixth graders, a better method to induct new students into the school throughout the school year, an anti- bully education program for all students, and strategies to handle potential theft and harassment in the PE locker room.

Conclusions from Student Performance

The School Site Council, staff members and students have analyzed the student performance data for all subgroups and demographics. The analysis of the data shows that the students at Murray continue to master the standards at the proficient and advanced levels at a rate equivalent to or higher than county or state. Analysis of the clusters shows that improvement is needed closing the achievement gap in all content areas. Analysis of the sub-groups indicates that African Americans, Hispanics and socioeconomically disadvantaged students need additional support in order to master the grade level standards. In order to help all students achieve at the proficient or advanced levels they will be offered interventions that meet the needs of their academic deficits either before, during or after school. Students who need to have their curriculum enhanced will be able to do this through clubs, activities, committees, and programs such as "AVID", "GTT", Health Careers and social groups with the counselors and the Safe School Ambassador and Rachel's Challenge for Kindness.

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	Co-Curricular					Site Cost	Funding Source	District Central Service			
								A. Standards, Assessment and Accountability								
x	x	x	x					1. Staff will examine state standards on a regular basis in order to adjust instructional practices and pacing.		Personnel (subs)	\$3000	SLIBG, EIA		Department Liaisons	Yearly fall, spring	4
x	x	x	x	x				2. Students will have a variety of age appropriate reading and writing materials including periodicals available.		Personnel, Books	\$1000	SLIBG, EIA, Title III,		Media Technician, Teachers	Yearly fall, spring	3
x	x	x	x	x		x		3. Continuous assessment of instruction and materials for their appropriateness to the current standards.		Personnel	\$5000	SLIBG, EIA, ELA, Title II		Teachers, Media Technician	Yearly	11
x	x	x	x					4. Increase use of data results to modify instruction and provide appropriate interventions.		Assessment supplies, personnel, teachers, administrators	0			Teachers	Yearly	2
x	x	x	x					5. Use Resources frequently to create standards based assessments and benchmarks in all four core areas.		Personnel	0			Teachers	Yearly	6
x	x	x	x					6. Monitor the enrollment in courses such as art, music, technology and careers for their effectiveness and relation to current trends and subject matter.		Personnel	0			Teachers	Yearly	8
x	x	x	x					7. Develop curriculum for the AVID and ALAS classes to enable students to achieve their grade level standards in preparation for advanced courses and potential college bound goals.		Curricular supplies Personnel	\$2300	EIA		Teachers	Yearly	7
x	x	x	x					8. Students struggling in the four core subject areas will be monitored by the school counselor for appropriate placement in remedial programs.		Personnel	0			Counselors	Quarterly	5
x	x	x	x					9. Annual student meetings will be held to review assessment data to establish individual academic goals.		Department personnel (subs)	\$1000	SLIBG, EIA		Teachers Admin.	Quarterly	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	Co-Curricular					Site Cost	Funding Source	District Central Service			
x	x	x	x	x				10. Provide access to a variety of educational resources including pleasure reading, reference materials, technology GTT, Avid, Health Careers and motivational programs.	Personnel, supplies – up to date equipment		\$1000 - \$10,000	SLIBG, EIA, Title II, III		Teachers, media tech, Admin.	Quarterly	1
						x		11. Student physical education assessment scores will be evaluated for improvement in overall average scores. Music competitions results will be used to assess success.	Personnel, Contest entry fees		\$500	SLIBG		Teachers	Yearly	9
					x			12. Monthly suspension reports will be compiled.	Personnel		0			Admin.	Monthly	10
		x						13. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.				7090	\$619			5
								B. Staffing and Professional Development								
x	x	x	x	x	x			1. Staff will be offered time throughout the school year, during and after the school day to meet with fellow teachers from the district and out of the district to discuss strategies, materials and innovative ideas.	Personnel		\$2000	SLIBG, EIA		Teachers	Quarterly	1
x	x	x	x					2. Use collaboration time to review assessment data in order to modify instruction and provide appropriate interventions.	Personnel		\$1500	SLIBG, EIA		Teachers	Quarterly	3
x	x	x	x		x	x		3. Staff development will be implemented to help teachers learn how to effectively use assessment data to modify teaching strategies to meet the needs of the students.	Personnel		\$3000	SLIBG, EIA		Teachers	Monthly	2
x	x	x	x		x	x		4. Grade level teams will work together to develop and teach inter-disciplinary units with the primary instructional objective to focus on standards based content across the curriculum and to develop grade level expectations for class routines and behavior.	Personnel		0			Teachers	Monthly	4
					x			5. Continue to train students in the process of Peer Mediation, Safe School Ambassadors and conflict resolution.	Personnel		\$5000	SLIBG		Teachers	Quarterly	8
					x			6. Special education teachers will collaborate with general education teachers on student behavior goals	Personnel		0			Teachers, Admin.	Monthly	5

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	Co-Curricular					Site Cost	Funding Source	District Central Service			
								and plans for special education students.								
					x			7. Members of the Student Assistance Team will collaborate in developing interventions for students referred to the team for behavioral issues.	Personnel	0				Teachers, counselors, Admin.	Weekly	6
					x			8. Staff will voluntarily take on 2 students per year to mentor and encourage the students to be successful academically as well as socially.	Personnel	0				Teachers, counselors, Admin.	Monthly	9
					x			9. Boys Town Social Skills will be taught and posted in every classroom and the student planner.	Personnel	\$200	SLIBG			Teachers	Yearly	10
								C. Teaching and Learning								
x	x	x	x					1. Explore new instructional strategies using staff development and coaching to align with the new adoptions of texts and materials, for example STELLAR, ExLL and Step up to Writing.	Supplies, personnel	\$2000	SLIBG, EIA, Title IV			Teachers, counselors, Admin.	Yearly	13
x	x	x	x		x			2. Classrooms will have academic, behavioral and citizenship standards posted.	Supplies	\$100	SLIBG, Title IV			Teachers, Admin.	Yearly	6
x	x	x	x			x		3. Computers, projectors, and other technology will be used to facilitate the teaching and learning of the California Standards.	Supplies, equipment	\$10,000	SLIBG, EIA, Title II part A			Teachers, Admin., Clerks	Bi-annually	7
x	x	x	x			x		4. Research programs and materials that can be used as supplemental after school, lunch or before school tutorial programs. Will effectively assist students in the mastery of the standards.	Supplies	\$2000	SLIBG, EIA			Teachers	Yearly	8
x	x	x	x					5. Use 2 – 30 minute periods per week to re-teach targeted standards to those who didn't master.	Personnel	0				Teachers, Parapro.	Yearly	5
x	x	x	x		x	x		6. The computer lab and classrooms will be updated with software and hardware to allow more efficient and up to date use of technology, including the Internet.	Equipment	\$4000	SLIBG, EIA, Title II, Title IV			Teachers, Admin.	Yearly or bi-annually	4
					x			7. Murray faculty will continue to examine Healthy Kids Survey data and align interventions to state recommendations dealing with safe schools and determine the best avenues through which to implement those recommendations.	Personnel	0				Admin., teachers	Yearly	14

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	Co-Curricular					Site Cost	Funding Source	District Central Service			
					x			8. Students will participate in safe schools assemblies and advisory programs that are appropriate for each grade level.	Personnel, events		\$2000	SLIBG		Admin., Teachers, counselors	Yearly	11
					x			9. Use and continue to develop detention materials for behavior interventions.	Personnel		0			Admin., Parapro.	Quarterly	3
					x			10. Purchase materials to enhance the availability and management of groups in areas such as grief and loss, bullying, social skills and anger management.	Personnel, materials		\$1500	SLIBG, EIA, Title II, title IV		Admin., Teachers	Yearly	10
								11. Use I/E and ALAS as interventions for students who are struggling.	Personnel, course materials		\$4500	SLIBG, EIA	District personnel costs	Admin., Teachers	Yearly	1
x	x	x	x	x	x	x		12. Continue Bell to Bell instruction.	Personnel		0	0	0	Admin., Teachers	Daily	2
								13. A district EL project teacher will provide support through coaching and professional development.				7090	\$8000	EL staff		
								D. Opportunity and Equal Access								
x	x	x	x	x	x	x		1. Technology will be implemented and additional software will be purchased to make full use of the computer lab for instruction in all areas of study.	Equipment		\$7,000	SLIBG, EIA		Admin.	Yearly	11
x	x	x	x		x			2. At risk students will be given the opportunity to increase their academic capabilities by using various enrichment programs such as ALAS, lunch help, after school tutorial, teacher buddies and I/E Sessions.	Personnel, programs		\$3500	SLIBG, EIA		Admin., Teachers	Yearly	2
x	x	x	x			x		3. District, county and state competitions will be offered to the students in all areas of the curriculum.	Personnel, travel, entry fees		\$750	SLIBG, EIA		Admin., advisors	Quarterly	12
x	x	x	x			x		4. Clubs related to language arts, math, music, science, social studies and the arts will be offered throughout the years.	Personnel		0			Admin., Teachers, staff	Yearly	12
x	x	x	x			x		5. Careers involving language arts, science, math, social studies, music and the arts will be explored, through on and off campus experiences.	Personnel, travel, speakers		\$500	SLIBG, EIA		Admin., Teachers	Yearly	12
x	x	x	x	x	x	x		6. On site visitations to elementary feeder schools will be provided to help 5 th graders prepare for the transition to middle school and discover enrichment programs	Personnel, travel		\$300	SLIBG		Admin., Teachers	Yearly	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	Co-Curricular				Site Cost	Funding Source	District Central Service			
								available to them.							
x	x	x	x			x		7. Incoming 6 th grade and new students will be provided with an on-campus orientation session to inform them of elective choices, clubs, PE program and more.	Personnel, travel	\$300	SLIBG		Admin., Teachers	Yearly	4
x	x	x	x			x		8. Student enrollment in art, music, and computer classes will be monitored and tracked for consistency and retention of enrollment through the three years.	Personnel	0			Admin.	Yearly	9
					x			9. Create an opportunity class for students struggling in the traditional learning environment.	Personnel	\$4500	SLIBG		Admin.	Yearly	1
					x			10. Use after school hours to hold behavior modification groups and use lunch periods to hold social skills groups.	Personnel	0			Admin., counselors	Quarterly	7
					x			11. Suspended students will be referred to the <i>On Campus Suspension</i> room at Murray, and will attend Saturday school, when appropriate.	Personnel	0			Admin.	Quarterly	8
					x			12. The SARB process will be implemented to monitor and control student attendance.	Personnel	0			Admin, Registrar	Daily	6
x	x	x	x		x	x		13 Use the ACE card program, CJSF and Gold Card program to encourage good citizenship and good academics.	Personnel	0			Admin. Registrar	Quarterly	10
x	x	x	x	x	x	x		14. The maintenance of a safe and healthy school will be ensured through parent participation, a positive discipline policy, civic and character education; safe and engaging facilities; and access to adults and counseling programs and policies.	Personnel, Character and safe schools education programs	\$3500	SLIBG, EIA, Title II, Title IV		Admin., Teachers, counselors	Monthly	5
								15. Safe school Ambassadors and Rachel's Challenge groups will facilitate safety and a bully free school	Student, staff training	\$5000	SLIBG	Safe Schools	Admin., Teachers, counselors	Weekly	4
								E. Parent, Student and Community Involvement							
x	x	x	x	x	x	x		1. Provide parents with information addressing the various types of standards and assessments used in the school. This will be accomplished through the autodialer, Edline, newsletters, phone calls and handouts.	Materials, Personnel	\$4000	SLIBG, EIA, Title IV		Admin. Teachers, counselors	Monthly	6
x	x	x	x			x		2. Student achievement will be published in school newsletters, websites, letters home and community papers.	Personnel	0			Admin., Clerks, Teachers, Counselors	Weekly, monthly	9

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	Co-Curricular					Site Cost	Funding Source	District Central Service			
x	x	x	x		x	x		3. Provide parent information – education night addressing state standards, assessments and methods to assist students in the learning process.	Personnel		0			Admin., Teachers, counselors	Quarterly	7
x	x	x	x	x	x	x		4. Surveys will be sent home to parents and given to students in class regarding the various aspects of the education offered at Murray. Results will be used to adjust instruction.	Personnel		0			Admin., Teachers, counselors	Quarterly	13
						x		5. Provide after hours concerts and banquets to increase awareness of student accomplishments.	Personnel		0			Admin., Teachers, counselors	Monthly	5
					x			6. Parents will be invited to school to monitor their student's behavior in classes.	Personnel		0			Admin., Teachers, counselors	Daily, as needed	10
					x			7. Use the Website and auto dialer to communicate with the families and community about student general behavioral expectations and to disseminate articles on general school safety.	Personnel		0			Admin., Teachers, counselors	Quarterly	14
					x			8. Students will be made aware of school rules, expectations, and consequences through their planner, first of the year packet information, weekly bulletins and periodic student assemblies.	Personnel, supplies		\$3000			PTO, Admin., Teachers, Counselors, Clerks	Quarterly, yearly	2
					x	x		9. Explore community connections that will help students to understand their role in the community at large and thus promote civic duty and responsibility.	Personnel		0			Admin., Teachers, counselors	Monthly	11
					x			10. Inform parents in a prompt manner of their student's behavior and the intervention being taken to modify their behavior.	Personnel		0			Admin. Teachers	Daily	3
					x			11. Support the use of the auto dialer and email as well as the school web site to inform families of emergency situations.	Personnel		0			Admin.	Weekly	12
					x			12. Develop a hospitality club to welcome new students throughout the school year.	Personnel, supplies for new student bags		\$500	SLIBG, PTO		Admin., Counselors, Registrar	Daily as needed	1
					x			13. Annual school climate surveys will be used to determine the effectiveness of school safety curriculum.	Personnel		0			Admin., Teachers	Yearly	4

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular			Site Cost	Funding Source	District Central Service			
					x		14. Communicate and collaborate with feeder schools regarding student's academic and social needs.	Personnel	0			Admin., Counselors	Yearly	8
x		x			x		15. Translation/interpreting services (Spanish) will be provided to assist students and parents.			7090	\$7010	EL Staff		

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>Kirsti Smith, Principal Leslie Coxwell, Teacher</p>	<ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. 	<p>Data and activity analysis: February, May and September</p>

SCHOOL SITE COUNCIL Middle 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 and students selected by other students.

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 Middle School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
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. Roger Lacher
2. Anthony Barnes
3. Leslie Coxwell

Principal
1. Kirsti Smith

Other School Personnel
1. Tina Halterman

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

(b)

Parents or Community Members	Students
1. Kelly Newton	1. Jaycee Lucero-arts
2. Catherina Luu	2. Dessire Vasquez
3. Lisa Rouse	3. Esteban Hernandez (Alternate)
	4. Jason Webb (Alternate)

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
Kirsti Smith	X			
Lisa Harper		X		
Claudia Estrada			X	
Olivia Fernandez			X	
Number of members of each category	1	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- Not applicable

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

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Murray Middle 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

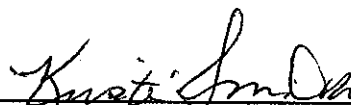
 Other (*list*)

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: December 10, 2009

Attested:

Kirsti Smith

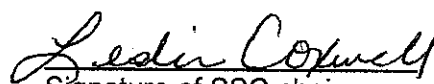
Typed name of school principal


Signature of school principal
(Use blue ink)

12-7-10
Date

Leslie Coxwell

Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

12-7-10
Date

SCHOOL DATA

• 2009-10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2010 Growth

Academic Performance Index (API) Report

2009 Growth API Links:

School: Murray Middle
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009310
School Type: Middle
Direct Funded Charter
School: No

• State Accountability: Academic Performance Index (API)

<u>Number of Students Included in the 2010 Growth API</u>	API				Met Growth Target		
	<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>
631	790	782	5	8	Yes	Yes	Yes

Similar Schools

Median API	
<u>2010 Growth</u>	<u>2009Base</u>
820	805

Subgroups

	<u>Number of Students Included in 2010 API</u>	<u>Numerically Significant in Both Years</u>	Subgroup API				<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>	
African American (not of Hispanic origin)	32	No					
American Indian or Alaska Native	8	No					
Asian	12	No					
Filipino	12	No					
Hispanic or Latino	133	Yes	736	718	5	18	Yes
Native Hawaiian or Pacific Islander	7	No					
White (not of Hispanic origin)	426	Yes	814	806	A	8	Yes
Socioeconomically Disadvantaged	277	Yes	703	687	6	16	Yes
English Learners	49	No					
Students with Disabilities	66	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.

• 2009-10 Accountability Progress Reporting (APR)

School Overview

2010 Adequate Yearly Progress (AYP) Report

School: Murray Middle
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009310
 School Type: Middle

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 11 of 17 AYP Criteria

<u>Met AYP Criteria:</u>	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	No
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Hispanic	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

School Report
2010 Adequate Yearly Progress (AYP) Report



California Department of Education
 Academic Accountability and Awards Division
 01/07/2011

School: Murray Middle
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-6009310
 School Type: Middle

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 11 of 17 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2009 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2009 AYP Criteria	Alternative Method
Schoolwide	663	663	100	Yes		663	663	100	Yes	
African American or Black (not of Hispanic origin)	39	39	100	--		39	39	100	--	
American Indian or Alaska Native	8	8	100	--		8	8	100	--	
Asian	13	13	100	--		13	13	100	--	
Filipino	13	13	100	--		13	13	100	--	
Hispanic or Latino	139	139	100	Yes		139	139	100	Yes	
Pacific Islander	7	7	100	--		7	7	100	--	
White (not of Hispanic origin)	443	443	100	Yes		443	443	100	Yes	
Socioeconomically Disadvantaged	297	297	100	Yes		297	297	100	Yes	
English Learners	52	52	100	--		52	52	100	--	
Students with Disabilities	70	70	100	--		70	70	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? No					Mathematics Target 58.0 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method
Schoolwide	631	338	53.6	No		631	314	49.8	No	
African American or Black (not of Hispanic origin)	32	11	34.4	--		32	6	18.8	--	
American Indian or Alaska Native	8	--	--	--		8	--	--	--	

Asian	12	8	66.7	--	12	9	75.0	--	
Filipino	12	8	66.7	--	12	9	75.0	--	
Hispanic or Latino	133	52	39.1	No	133	55	41.4	No	
Pacific Islander	7	--	--	--	7	--	--	--	
White (not of Hispanic origin)	426	253	59.4	Yes	426	229	53.8	Yes	SH
Socioeconomically Disadvantaged	277	105	37.9	No	277	93	33.6	No	
English Learners	49	6	12.2	--	49	13	26.5	--	
Students with Disabilities	66	21	31.8	--	66	18	27.3	--	

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>
782	790	8	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

<u>Rate for 2009, Class of 2007-08</u>	<u>Rate for 2010, Class of 2008-09</u>	<u>2010 Target Graduation Rate</u>	<u>Met 2009 Graduation Rate Criteria</u>	<u>Alternative Method</u>
			N/A	

INSTRUCTIONAL MATERIALS

MIDDLE SCHOOL				
English	6-8	<u>Prentice Hall Literature-Timeless Voices Themes</u>	Prentice Hall	2002
ELL	6-8	<u>Highpoint</u>	Hampton Brown	2001
Mathematics	6	<u>California Mathematics 6: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Mathematics	7	<u>California Mathematics 7: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra 1	8	<u>California Algebra 1: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
Algebra Readiness	8	<u>California Algebra Readiness: Concepts, Skills, and Problem Solving</u>	Glencoe	2008
History/Social Studies	6-8	<u>History Alive!</u>	TCI	2006
Science	6-8	<u>Holt California Science (series)</u>	Holt, Rinehart & Winston	2007
Art	6-8	<u>Glencoe California Middle School Art (series)</u>	Glencoe/McGraw-Hill	2007
Industrial Arts	6-8	<u>Exploring Drafting: Fundamentals/Technology</u> <u>Exploring Woodworking: Fundamentals/Technology</u>	Goodheart-Wilcox Goodheart-Wilcox	2007 1999
Music:				
Vocal	6-8	<u>Silver Burdette Making Music, CA Edition (series)</u>	Pearson/Scott Foresman	2005
Instrumental	6-8	<u>Standard of Excellence Enhanced Band Method</u> <u>Artistry in Strings: Books 1, 2, 3 (orchestra)</u>	KJOS Music Co. KJOS Music Co.	1993 1986
SDC/SPECIAL EDUCATION DEPT				
Science	6-8	<u>Concepts and Challenges/Science (series)</u>	Globe Fearon	2003

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2010-11

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.

Murray Middle School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	37,112	0	37,112
ELAP 6286 carryover only	426	0	426
EIA-SCE 7090	97,209	0	97,209
EIA- LEP 7091	30,203	23,082	7,121

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

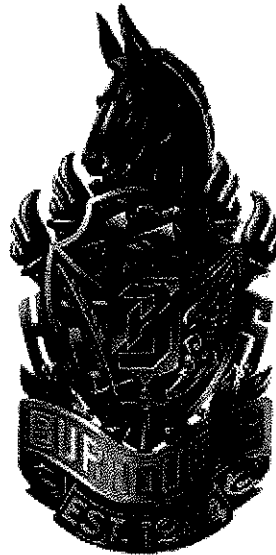
Title 1 ARRA- Projects Teacher \$58,075

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT
SHERMAN E. BURROUGHS HIGH SCHOOL

1531367
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: Dave Ostash

Position: Principal

Telephone Number: (760) 375-4476

Address: 500 E. French Ave.

E-mail address: dostash@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

"The Burroughs High School community values programs which foster academic, vocational, and social skills; a safe, nurturing, and challenging learning environment; and respect for diverse groups, people, and ideas."

MISSION

Critical Thinking/Problem Solving

Students will achieve proficiency of the California academic standards, demonstrate the higher order thinking skills of application, analysis, synthesis and evaluation, and acquire fundamental scientific, mathematical, and technological literacy.

Communication Skills

Students will demonstrate the fundamental communication skills of reading, writing, listening and speaking through academic, vocational, and social activities or projects.

Personal and Social Skills

Students will work effectively with others, be responsible citizens, demonstrate integrity, and have an awareness of the world's various viewpoints, belief systems and cultures

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) Improve reading comprehension and writing skills as demonstrated by student proficiency on California Standards Tests at the state 2011 target level

2) Mathematics:

- a) a) Improve fundamental mathematics skills as demonstrated by student proficiency on the California Standards Tests at the state 2011 target level

3) English Language Learners and EL Development:

- a) Increase performance and skills of ELL students as measured by CELDT assessment and R-FEP success/transition (minimum of one year growth per year)

4) GATE:

- a) Provide rigorous academic and co-curricular resources for GATE students through open access to our honors/AP offerings and CTE fine/practical/performing arts programs.

5) Library

- a) Support a library/media center that enhances student learning through the use of technology and by updating books/resources that appeal to changing student interests.

6) School Climate/ Safety

- a) Provide a safe and productive school climate through the implementation and maintenance of a systematic citizenship accountability model.

7) Other goals

- a) Increase parent involvement through participation in monthly "Principal's Coffee," AVID Parent Meetings, School Messenger, Parent Portal, and 24/7 use of our website.

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 Burroughs High School's staff development has been predominantly in the area of Differentiated Instruction, departmental pacing guides, course comparability, mainstreaming RSP students into the general curriculum, review of D/F lists (correlated to student CST achievement), rigor, and student incentives for motivation to perform well on CST's. The use of four collaboration days (early (student) out days) was the primary resource for accomplishing the aforementioned tasks.

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. This year many of our faculty and staff received training in "Time to Teach". We are in our second year of implementation of AVID. Through this implementation we are supporting interactive notebooks and Cornell Note-taking throughout the curriculum. Members of our faculty attend the AVID Summer Institute as well as Write-Path trainings at our County office throughout the regular school year. 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 department level meetings monthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level during our four collaboration days throughout the year. Teachers in selected grade levels/departments 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, 85% of our teachers are NCLB compliant. District staff 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 AVID, Accelerated Math, ALEKS Math, CHOICES, Accelerated Reader, CAHSEE support classes, special education, paraprofessional support, 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. Reading teachers are provided for struggling students to re-teach lessons in small groups (CAHSEE class). Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through follow-up interviews and by contacting parents when appropriate. 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.

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, ELD
- Peer tutors- AVID
- ALEKS math
- Instructional aides (special education)
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Family Resource Center
- Service group and other partnerships (China Lake Naval Weapons Center, PTSO, CAHSEE classes)
- Afterschool clubs
- Intervention
- Math Academy

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Night
- Superintendent's Council
- Parent Teacher Conferences
- Principal's Coffee Meetings
- School Site Council
- ELAC meetings
- PTSO
- Parent Portal (Aeries-ABI)
- EdLine and school web pages
- Automated phone system – *School Messenger*
- Other resources: e-mail distribution lists, parent boosters groups, newspaper, local radio

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

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

<u>1</u>	Principal
<u>3</u>	Classroom teachers
<u>1</u>	Other staff
<u>5</u>	Parents, students 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= 3 (AB 70)

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

What does the data by subgroup and proficiency level show?

This year we saw the fruits of our labor with tremendous growth in every subgroup. Based on our scores, it can be said that BHS is "closing the achievement gap." For the first time, a subgroup actually received a score of at least 800 (White grew 10 points to 807). Each of the other numerically significant subgroups grew by at least 38 points, with the Hispanic or Latino growing by 62 points.

What does the data by grade level show?

Increases in scores were made in all grades (9-11).

What causes this result?

As a result of teacher collaboration throughout the 2009-2010 school year, many instructional improvements were made. Additionally, a STAR Incentive Program was implemented, in which student CST-performance was linked to second-semester classroom grades. By performing at Proficient or Advanced, or by improving one full performance band-level, many students earned an incentive that improved their classroom grade.

What are the needs?

Several new programs were implemented this year. Thoughtful analysis is needed and the identification of resources to continue programs is required. Faculty needs to look at the impact of implementing: AVID, ALEKS math, the elimination of non-CP English and non-CP social studies in grades 9-10, the STAR Incentive Program, and K-16 Bridge. We need to determine effectiveness of programs, identify long term funding, and continue to provide professional growth for teachers taking on new assignments.

2. AYP

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

Schoolwide, approximately 60% of students are performing at or above proficient. In the school's largest subgroup, white/not of Hispanic origin, 70% are performing at or above proficient.

Like in our findings for API, students within the Hispanic/Latino and Socioeconomically Disadvantaged subgroups are not meeting current Federal mandates for proficiency level achievement.

What causes this result?

There are probably many causes for this effect. It may be that parent participation suffers due to a variety of variances/factors. Likely, lower performance also results for students who live in homes where parents/guardians have no or little college. Additionally, students within the Hispanic/Latino and Socioeconomically Disadvantaged subgroups tend to lack the academic vocabulary fluency needed to perform optimally in an instructional program.

What are the needs?

Targeted support and intervention are needed to increase the likelihood of increased student subgroup performance. Coursework that appeals to students might improve student performance. Flexibility in scheduling is another resource that is needed to allow for student variances in ability and motivation. Currently, many of our lower performing students are opting to transfer out of our (comprehensive) school environment, to a non-traditional/continuations/options type program. Students in this category tend to gravitate toward instructional programs that offer reduced face-time and more flexibility. To this end, we are on target to implement a web-based mathematics program for students who prefer a non-traditional, more flexible setting.

3. CELDT- English Language Learners

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

The majority of our English Learners are Intermediate and Early Intermediate.

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

Our main focus is two-fold: (1) supporting EL performance so that students are progressing toward proficiency on CST's, and (2) supporting EL students through the R-FEP reclassification process.

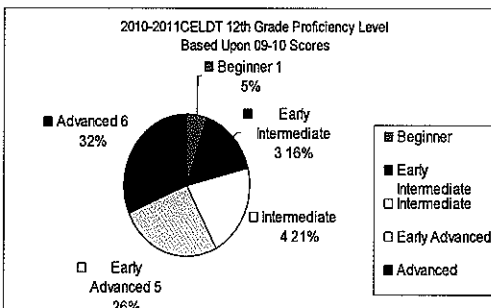
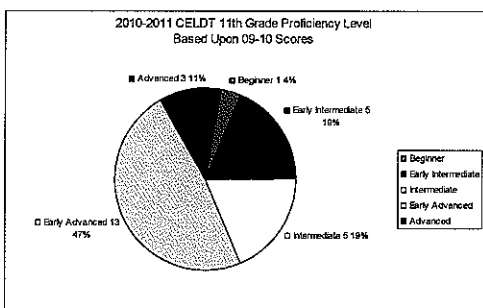
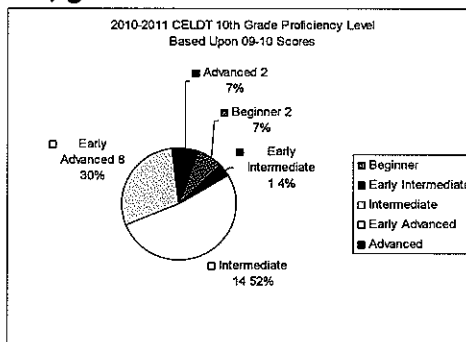
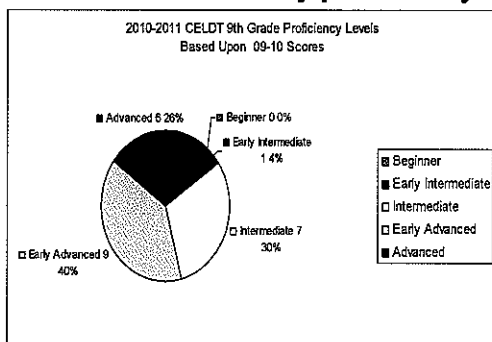
How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

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 participating in 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?



Our data reflects that there is a need to focus on instructional needs of all EL students, regardless of designation. 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 in our GATE program demonstrate the highest subgroup performance in achievement of proficiency (or higher) level among all subject areas.

What causes this result?

Students who qualify for GATE possess not only the academic skills for high level achievement; but, they are also the students who tend to be the most motivated to achieve. Additionally, many of our GATE students are openly enrolling in our honors/AP coursework, which represents our most rigorous curriculum opportunities.

What are the needs?

There are no serious needs. Our greatest interest is to be sure students are aware of the open access available to the honors/AP curriculum through appropriate qualifications.

5. HIGH SCHOOL

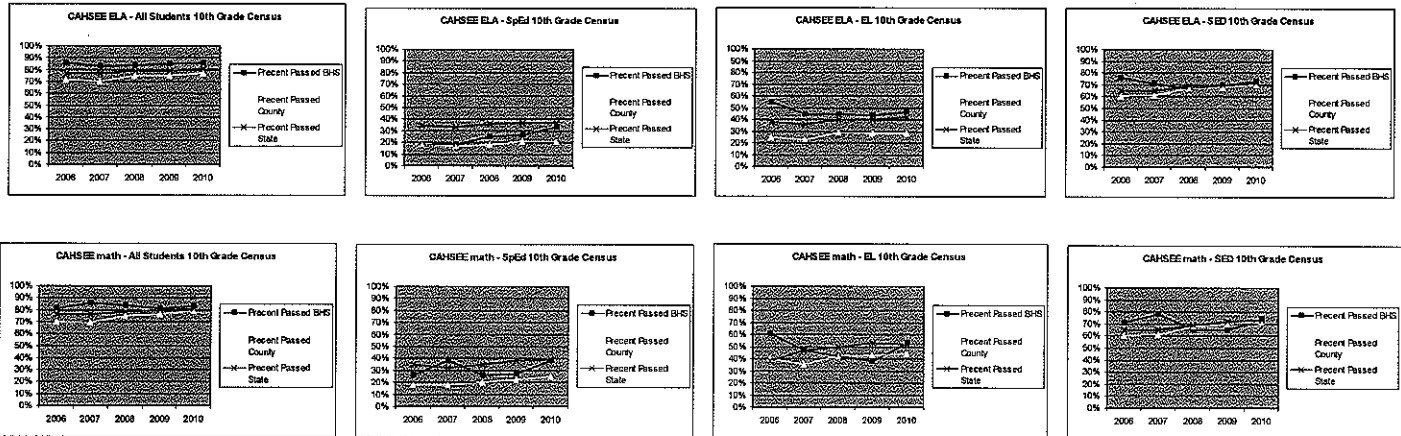
Analysis of CAHSEE Performance at BHS:

A review of the pass rates of 10th grade students over the past 5 years shows that we are outperforming county and state figures.

A review of the Special Education subgroup shows marked improvement from 2009 to 2010 in both math and ELA. While BHS has always posted higher pass rates in Kern County, this year we caught up to the State pass rates.

A review of the English Learner subgroup shows an uptick in performance, especially in math. From 2009 to 2010 we posted pass rates higher than the county and the state.

A review of the Socioeconomically Disadvantaged subgroup shows, again, growth in performance from 2009 to 2010.



6. Professional Development-

What are the strengths and needs of the site in regards to professional development?

The following professional development requests have been solicited by faculty, based upon a survey that was distributed through our department chair meeting in October, 2010:

1. Edline
2. Differentiated Instruction
3. CPR/First Aid
4. Mainstreaming/RTI
5. Autism
6. ABI/AERIES Gradebook

7. School Climate/ Safety Surveys and Other Input

The California Healthy Kids Survey is administered as outlined by Federal guidelines. Trend data are reviewed and appropriate resources are assigned to areas of need. Additionally, site surveys were developed last year using *Survey Monkey*. Specifically, surveys administered were: entrance survey, exit survey, athletics survey.

Regular input is received via ELAC meetings, PTSO, B-Mountain Foundation, Burroughs Boosters, Principal's Coffee, and Edline (e-mail/technology communication). 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		N/A	7090	\$619		current	2
x	x	x	x				2. Finish all updated and implement course outlines, pacing guides, and mapping CA Blueprints with course delivery.	Various professional growth opportunities	\$10,000	SLIBG		All teachers	08/11	1
x	x					x	3. Faculty will utilize Edusoft in order to meet individual/subgroup needs based on analysis of California Standards Test data.	Existing resource via Tech. Dept.	N/A			Asst. Principal	ongoing	2
	x						4. Expand (ALEKS) web-based, individually driven math program for lowest performing students in grades 9/10.	Personnel, materials, prof. growth	\$8,500	SLIBG		Principal, Math dept. chair	08/11	1
							B. Staffing and Professional Development							
						x	1. Employ teachers who are highly qualified, based on NCLB standards.	Salary and benefits			General Fund	Personnel Principal	ongoing	1
x	x	x	x	x	x		2. Maintain four collaboration days into the school calendar	Cost neutral				Principal, Office of Instruction	ongoing	1
x	x	x	x				3. Inservice faculty on use of Cornell Notes, Interactive notebooks, content-area reading strategies, and the AVID library	Professional growth	N/A			Principal	10/11	2
x	x	x	x			x	4. BTSA and PAR will be available to teachers who qualify	PAR	N/A			Principal, Asst. Sup. H/R/	ongoing	3
	x				x	x	5. Identify and encourage STEM education. Send teachers to summer institute for Project Lead the Way. Plan for implementation of capstone class, Engineering Design and Development.	Personnel, supplies, travel, equipment	\$15,000	SB70 Perkins		Principal, Coord. Special Projects	ongoing	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			
								C. Teaching and Learning								
		x						1. A district EL project teacher will provide support through coaching and professional development		Salary and benefits		7090	\$8,000		current	1
x	x	x	x		x			2. Send teachers to Professional Learning Community workshop		Travel	\$5,000-\$10,000	SLIBG		All teachers	ongoing	2
				x		x		3. A new teacher computer will be purchased and installed in every classroom.		equipment	\$15,000	SLIBG		Principal	05/11	2
x	x	x	x	x	x			4. Review of elimination of non-college prep coursework in English department and social studies department for 9 th -10 th grade students. Identify support needs. Provide training, strategies.		Teacher time, texts	\$3,000-5,000	SLIBG		Principal, Dept. Chair	08/11	3
x	x	x	x	x	x	x		5. Provide eleven teachers with up-to-date computer/projector/interactive whiteboard technology packages and PD to all teachers.		Personnel, supplies	\$33,000	EETT grant		Principal, school librarian	ongoing	3
								D. Opportunity and Equal Access								
x	x	x			x			1. Implement AVID class for 9 th & 10 th grade students through staff professional development, materials, and stipend.		Salary, benefits, stipend, professional growth	\$20,000	EIA-COMP		All teachers Administration	08/11	1
					x	x		2. Sustain "college corner" in classrooms and office areas. Increase schoolwide college readiness, as determined by percentage of UC/CSU a-g student eligibility		Supplies, professional development, teacher time	\$5,000-\$7,500	SLIBG, PTSO, EETT		Teachers Coaches Staff Parents Counselors	ongoing	3
x	x							3. Establish a lunch and/or after school "Tech University" to increase student technology access.		personnel	\$2,500	EETT		Admin., School librarian	04/11	3
	x							4. Promote STEM education in all math classes. Send H.S. student representatives to 8 th grade math classes to recruit for Project Lead the Way		travel	N/A			Principal, PLTW teachers	ongoing	2
x	x	x	x	x	x	x		5. Review and modify (if needed) "Grade Bump Incentive" for student opportunity to improve class grade for strong or improved performance on CST's.		Teacher time	N/A			Admin., Dept. Chairs	04/11	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					1. Translation/interpreting services (Spanish) will be provided to assist students and parents.			7090	\$7,010		current	1
					x	x	2. Provide parent and teacher training for use of Aeries/Eagle ABI "Parent Portal."	Teacher time	\$2,500	EETT		Principal, School librarian	ongoing	3
					x	x	3. Utilize <i>School Messenger</i> to notify parents of important school occurrences	N/A	N/A			Admin.	ongoing	1
x	x	x	x	x	x	x	4. Sustain monthly "Principal's Coffee" meeting on Flex Fridays in the library/media center	Supplies	\$100	PTSO		Principal, PTSO President	05/11	1
					x	x	5. Continue Link Crew class/activities	Personnel, Equipment	\$5,000	SLIBG, Community sponsors		Admin., Link Crew Advisors	Asst. Princ.	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>Dave Ostash, Principal</p> <p>Kathleen Konopak, SSC Chairperson</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 High 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 and students selected by other students.

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 High School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
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.JD Wright
2.Ernestina Palerm-Wilson
3.Kelly Heil

Principal
1.Dave Ostash

Other School Personnel
1.Sharlene Paxton

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

(b)

Parents or Community Members	Students
1.Kathleen Konopak	1.Daniel Lathrop
2.Sandee Roberts	2.Gabriel Gutierrez
3.Kathleen Hansen	3.Emily Boland

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. Lillian Ramirez			x	
Mrs. Ortiz			x	
Mrs. Sibley			x	
Mr. Dave Ostash	x			
Mrs. Shari Rosenberg				x
Mrs. Ernestina Palerm-Wilson		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.- Not applicable

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

**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Sherman E. Burroughs High 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 9, 2010

Attested:


David Ostash
Typed name of school principal



Signature of school principal
(Use blue ink)

12/9/10
Date

Kathleen Konopak
Typed name of SSC chairperson



Signature of SSC chairperson
(Use blue ink)

12/9/10
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: Burroughs High
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-1531367
 School Type: High
 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>
1072	775	755	5	20	Yes	Yes	Yes

Similar Schools

Median API
 769 757

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	52	No					
American Indian or Alaska Native	17	No					
Asian	37	No					
Filipino	29	No					
Hispanic or Latino	200	Yes	686	624	9	62	Yes
Native Hawaiian or Pacific Islander	12	No					
White	720	Yes	807	797	3	10	Yes
Two or More Races	5	No					
Socioeconomically Disadvantaged	367	Yes	689	650	8	39	Yes
English Learners	105	Yes	613	573	11	40	Yes
Students with Disabilities	111	No	506				

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:

Yes

Met 18 of 18 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

Yes

Met 2010 AYP Criteria

GROUPS

Schoolwide

Participation Rate		Percent Proficient	
English-Language Arts	Mathematics	English-Language Arts	Mathematics
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
Pacific Islander	--	--	--
White	Yes	Yes	Yes
Two or More Races	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	Yes
English Learners	--	--	--
Students with Disabilities	--	--	--

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

Yes

Met 18 of 18 AYP Criteria

Participation Rate

GROUPS

Schoolwide

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	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Met 2010 AYP Rate	Met 2010 AYP Criteria	Alternative Method
407	398	98	Yes		407	400	98	Yes	
African American or Black	21	21	100	--	21	21	100	--	
American Indian or Alaska Native	9	9	100	--	9	9	100	--	
Asian	12	11	92	--	12	11	92	--	
Filipino	10	10	100	--	10	10	100	--	
Hispanic or Latino	76	74	98	Yes	76	76	100	Yes	ER
Pacific Islander	5	4	80	--	5	5	100	--	
White	273	268	98	Yes	273	268	98	Yes	
Two or More Races	1	1	100	--	1	0	98	--	
Socioeconomically Disadvantaged	152	147	97	Yes	152	148	97	Yes	
English Learners	49	46	94	--	49	48	98	--	
Students with Disabilities	44	44	100	--	44	43	98	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts					Mathematics				
	Target 56.8 %					Target 58.0 %				
	Met all percent proficient rate criteria? Yes					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	383	233	60.8	Yes		385	224	58.2	Yes	
African American or Black	19	6	31.6	--		19	4	21.1	--	
American Indian or Alaska Native	9	--	--	--		9	--	--	--	
Asian	10	--	--	--		10	--	--	--	
Filipino	10	--	--	--		10	--	--	--	
Hispanic or Latino	69	29	42.0	Yes	SH	70	30	42.9	Yes	SH
Pacific Islander	4	--	--	--		5	--	--	--	
White	262	179	68.3	Yes		262	172	65.6	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	138	61	44.2	Yes	SH	138	65	47.1	Yes	SH
English Learners	44	12	27.3	--		45	16	35.6	--	
Students with Disabilities	42	5	11.9	--		41	9	22.0	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
755	775	20	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 Goal: 90 Percent

Current Year: Graduation Rate Results

2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met	Alternative Method
96.69	91.27	90.00	Yes	

Next Year: Graduation Target

2011 Target Graduation Rate
90.00

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal. For the 2010 target graduation rate, the fixed and the variable target rates are the same. The lower of the two target rates (fixed or variable as indicated below the 2011 target rate) was used to establish the 2011 target graduation rate.

INSTRUCTIONAL MATERIALS

HIGH SCHOOL				
ENGLISH DEPT				
CP English	9-12	<u>Prentice-Hall Literature-Timeless Voices</u>	Prentice-Hall	2002
Non CP English	9-12	<u>Holt Literature & Language Arts</u>	Holt, Rinehart, Winston	2003
AP Literature	12	<u>An Introduction to Poetry</u>	Longman	2002
ELL	6-8	<u>Highpoint</u>	Hampton Brown	2001
MATHEMATICS DEPT				
Advanced Algebra	9-12	<u>Algebra 2, CA Edition</u>	McDougal Littell	2007
Geometry (CP)		<u>Geometry, CA Edition</u>	McDougal Littell	2007
Algebra (CP)		<u>Algebra 1, CA Edition</u>	McDougal Littell	2007
Basic Geometry		<u>Discovering Geometry, An Investigative Approach</u>	Key Curriculum Press	2008
Basic Algebra		<u>Algebra Concepts and Applications, CA Edition</u>	Glencoe	2005
CAHSEE		<u>Pre-Algebra and Introductory Algebra</u>	Houghton Mifflin	2007
Pre-Calculus		<u>Pre-Calculus with Limits: A Graphing Approach</u>	Houghton Mifflin	2008
Calculus (AP)		<u>Calculus of a Single Variable, 8th Ed</u>	Houghton Mifflin	2006
FOREIGN LANGUAGE DEPT				
German	9-12	<u>Auf Deutsch!</u>	McDougal-Littell	2001
Spanish	9-12	<u>Ven Conmigo!</u>	HRW	2003
HISTORY/SOCIAL SCIENCE				
World Geography	9	<u>World Geography</u>	Glencoe	2006
The Modern World	10	<u>World History: The Modern World</u>	Prentice Hall	2007
Mod World Hist (CP)	10	<u>Modern World History: Patterns of Interaction</u>	McDougal-Littell	2006
Mod World Hist (Hon)	10	<u>World History Modern Times</u>	Glencoe	2006
US History (CP)	11	<u>American Anthem: Modern America History</u>	HRW	2007
US History (AP)	11	<u>The American Pageant, 13th Ed</u>	Houghton Mifflin	2007
Economics	12	<u>Economics</u>	HRW	2003
Economics (AP)	12	<u>Economics, 7th Ed</u>	Thomson Learning	2005
Government	12	<u>United States Government: Democracy in Action</u>	Glencoe	2006
Government (AP)	12	<u>American Government, 10th Ed</u>	Houghton Mifflin	2006
SCIENCE DEPT				
Earth Science	9	<u>Holt Earth Science</u>	Holt, Rinehart & Winston	2007
Biology (Honors)	9-10	<u>Biology: Concepts & Connections</u>	Pearson/Prentice Hall	2006
Biology (CP)	9-11	<u>Biology by Miller/Levine</u>	Pearson/Prentice Hall	2007
Biology (AP)	11-12	<u>Biology 7th Ed by Campbell/Reece</u>	Pearson/Prentice Hall	2006
Conceptual Biology	10-12	<u>Biology by Nowicki</u>	McDougal-Littell	2008
Chemistry	10-12	<u>Prentice Hall Chemistry</u>	Pearson/Prentice Hall	2007
Conceptual Physics	10-12	<u>Conceptual Physics</u>	Pearson/Prentice Hall	2007
Anatomy (CP)	11-12	<u>Essentials of Anatomy and Physiology 4th Ed</u>	Pearson/Prentice Hall	2007
Physics	11-12	<u>Holt Physics</u>	Holt, Rinehart & Winston	2007
Zoology	11-12	<u>Zoology 7th Ed</u>	McGraw Hill/Higher Ed	2007
Botany	11-12	<u>Introductory Plant Biology 10th Ed</u>	McGraw Hill/Higher Ed	2006
Forensics	11-12	<u>Forensic Science: An Introduction</u>	Pearson/Prentice-Hall	2008
P. E. & HEALTH DEPT				
Health	9	<u>Health & Wellness</u>	Glencoe	2008
SDC/SPECIAL EDUCATION DEPT				

SDC Mathematics	9	<u>Pacemaker®: Basic Mathematics, 3rd Ed</u>	Globe Fearon	2000
SDC Mathematics	12	<u>Life Skills Math (SUPPLEMENTAL)</u>	AGS	2003
RSP Mathematics	12	<u>Math for the World of Work (SUPPLEMENTAL)</u>	AGS	2002
Biology	9-12	<u>Pacemaker: Biology, 3rd Ed</u>	Globe Fearon	2004
FINE ARTS DEPT				
Art 1 & 2 (BHS)	9-12	<u>Art in Focus 5th Ed</u>	Glencoe/McGraw-Hill	2006
Art 1 & 2 (MHS)	9-12	<u>Art Talk</u>	Glencoe/McGraw-Hill	2005
Drawing 1-6	9-12	<u>Creating and Understanding Drawing 4th Ed</u>	Glencoe/McGraw-Hill	2006
Art; Ceramics; Drawing; Painting	9-12	<u>Gardner's Art Through the Ages 12th Ed</u>	Thomson/Wadsworth	2005
SUPPLEMENTAL ART TEXTS:				
	9-12	<u>Exploring Painting</u>	Davis Publications	2003
	9-12	<u>Acrylic Painting: A Complete Guide</u>	Dover publications	
	9-12	<u>Pouring Light: Layering Transparent Watercolor</u>	North Light Book	

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.

Burroughs High School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	86,211	0	86,211
EIA-SCE 7090	198,940	0	198,940
EIA-LEP 7091	67,349	40,958	26,391

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MESQUITE HIGH SCHOOL

15-73742-1530054
CDS Code



Mesquite High School

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: Shirley Kennedy

Position: Principal

Telephone Number: 760-446-4561

Address: 140 W. Drummond Ridgecrest, CA 93555

E-mail address: skennedy@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

Mesquite High School promotes a culture where students and staff demonstrate responsibility, self-development, college and career readiness, campus/community pride, as well as good citizenship.

MISSION

Freedom through Responsibility

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) Attain 100% CAHSEE pass rate for all students.

2) Mathematics:

- a) Attain 100% CAHSEE pass rate for all students.
- b) Increase math performance as measured on the CST through implementation of ALEKS.
- c) Maintain funding for Assessment/Remediation aide.

3) English Language Learners and EL Development:

- a) At least one staff member will participate in staff development specifically for English language learners.
- b) Each EL student will increase one CELDT level per year.

4) Library

- a) Increase literature available with the purchase of two additional class sets of literature to be used by Mesquite students (30 copies of each title) by June 2011.

5) School Climate/ Safety

- a) Maintain security person to ensure the safest possible learning environment.
- b) Maintain additional counselor hours to address needs of at-risk population.
- c) Maintain district school psychologist services at Mesquite.

6) Other goals

- a) Continue scheduled at-risk student/parent conferences with every student and his/her parent a minimum of once per year. Additional conferences will be held with each endangered senior.
- b) Create a College and Career Inventory list for seniors to complete prior to graduation.

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 classroom assessments in math, language arts, science and social science (CST, CELDT, CAHSEE, formative assessments) are reviewed to identify the school's focus. 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 develop goals, plan instruction and/or re-teaching. Teachers collaborate to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Teachers use assessment results, transcripts, and attendance rates to monitor and modify instruction and plan interventions. Weekly staff meetings focused on student progress promotes discussion for strategies to increase 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/input, and principal observations help determine professional needs. The focus of Mesquite's school's staff development has been predominantly in the area of Mathematics and English Language Arts through trainings such as ALEKS and Step Up to Writing. Continue training to meet the needs of EL students.

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. They support site teachers by providing feed back as needed for students who come to Mesquite throughout the school year. In addition, 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 meet weekly to discuss topics relevant to our unique setting. Since Mesquite basically has one teacher for each core subject, discussions include curriculum as well as strategies to increase individual student success.

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 staff 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. Students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples to ensure that students are mastering standards. They also determine student needs, adjust

instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher 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 a CAHSEE intervention tutor and assessment paraprofessional five periods a day. 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 classrooms. The psychologist and counselor provide support through meeting with parents to review student attendance and academic progress, hold group counseling and individual student counseling session.

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.

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, test scores and blueprints to prepare for weekly lesson plans and guide instruction throughout the year. Teacher assessments are used 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 grade level content standards, blueprints and graduation requirements. 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. Mesquite holds an orientation for the parents and students before a student is enrolled at Mesquite.

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 ELD
- Peer tutors
- Community tutors
- School Counselor
- Translator
- School Resource Officer
- Assessment and Remediation Instructional Aide
- Community/Parent volunteers
- School Attendance Review Board (SARB)
- Family Resource Center, Women's Center, community partnerships
- Credit Recovery: Adult School, summer school, ROP, work experience, TA
- Progress monitoring: credit/attendance checks, pathway to graduation, quarterly report cards

Our school communicates with parents through:

- Parent informational meetings and visitations
- Phone calls
- 3 week progress reports
- Mailings
- Back-To- School Night
- Superintendent's Council
- Parent Teacher/Counselor/Principal Conferences
- Quarterly Report Cards
- Popcorn with the principal
- School Site Council
- 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):

- 1 Principal
- 2 Classroom teachers
- 0 Other staff
- 2 Parents and community members
- 1 Students

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

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

1. API

- 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

- What does the data by subgroup show in English Language Arts and Mathematics?
- What caused this result?
- What are the needs?

Mesquite is a continuation school that is held accountable under the Alternative School Accountability Model (ASAM). However, an analysis of CST test scores from students currently enrolled at Mesquite shows the following observations:

API:

- Due to its size, Mesquite does not report subgroup performance data. School wide data indicates that Mesquite met its participation rates and percent proficient rates in both English language arts and mathematics for 2010.
- Mesquite increased its API by 21 points, 542 to 563

AYP:

- Mesquite met 5 out of 6 AYP criteria for 2010
 - Participation rates-ELA and mathematics, percent proficient-ELA and mathematics and API
 - Mesquite did not meet its graduation rate.

Because of the mobility of students entering continuation schools it is essential to provide intensive intervention assistance immediately upon a student's enrollment. Important components include timely and ongoing assessment, individualized program planning and careful monitoring. Purchase of an ELA diagnostic tool is seen as a need (ALEKS for mathematics and ELA to be determined). Meeting the cultural, social and academic needs of all Mesquite students will be an on-going discussion and action item at staff meetings.

3. CELDT- English Language Learners

- 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?

Mesquite tested 17 students in 2009-10: 2 tenth, 4 eleventh and 11 twelfth graders. All but two students scored at intermediate or above. English Learner students perform well above other EL students when compared to district and state CELDT data. Staff attributes Mesquite's strong CELDT performance to progress monitoring, differentiated instruction and small class size.

4. GATE

- 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?

The number of identified GATE students at Mesquite is insignificant; however, the giftedness of students is met in a variety of ways including individualized instruction, enrollment in college classes and special projects.

5. HIGH SCHOOL – Mesquite has maintained the following graduation rates over the past four years (ASAM data): 93.1%, 86.4%, 94.3% and 90.0%.

6. Professional Development- What are the strengths and needs of the site professional development? Many teachers regularly attend workshops and trainings in their curricular areas. Most attend all district held professional development activities. All teachers collaborate with other professionals at other sites in the district. Some also participate as WASC visiting committee members. It is felt that the locally available resources are more than adequate. It would be beneficial for staff to have additional experiences and visitations outside of our community. Our focus areas for professional development this school year are English Learners, discipline and technology.

7. School Climate/ Safety Surveys and Other Input

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

Teacher, ASB and Healthy Kid Surveys show that students find Mesquite a safe place to be. A recent student survey indicates that students would like more elective opportunities. Due to the uniqueness of the school and community, it is felt that the school provides a caring “family” environment. Students appreciate the caring ways of all staff members. A plethora of interventions are in place to provide necessary interventions. Some of the issues our students deal with include loss of a child, parent or other family member, anger, cutting, homelessness, bipolar illness, and drug and/or alcohol use. Most parents are grateful for the positive changes they see in their children after their enrollment at Mesquite.

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		1. Counselor will provide college and career readiness development procedures/activities		Additional materials	\$400	7395 SLIBG		Zdeba	Nov. 2010 and March 2011	1
		x					2. 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	EL Staff Kennedy	Fall 2010	1
							B. Staffing and Professional Development								
x	x	x			x		1. Continue funding for Assessment and Remediation Instructional Aide		Personnel Cost	\$8,080	Pupil Ret BG		Kennedy	2010-11	1
					x		2. Continue funding for security person		Personnel Cost		General	\$8,500	Kennedy	2010-11	2
x	x	x			x		3. Provide professional development in effective teaching strategies and technology		Stipends	\$500	SLIBG EIA		District staff Principal	Jan. 2011	2
							C. Teaching and Learning								
x	x	x		x	x	x	1. Staff attends "Step up to Writing", ALEKS, discipline, and technology trainings		Instructional materials, substitute time, hardware	\$2,000	SLIBG Pupil Ret. BG		Kennedy Mesquite teachers	Aug. 2010 Jan. 2011	1
x	x	x					2. Arrange for staff training on EL strategies including academic vocabulary		Sub and release time	\$600	EIA 7091	EIA Dist Personnel	District ELD coach Kennedy	Jan. 11 June 11	2
x		x					3. A district EL project teacher will provide support through coaching and professional development.				EIA 7090	\$8,000			2

Goals								Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other					Site Cost	Funding Source	District Centralized Services			
	x	x						4. Purchase ALEKS licenses/diagnostic tool (math) with available funding		Licenses	\$5,500	SLIBG		Kennedy	Aug. 2010	1
x		x						5. Investigate a diagnostic tool for ELA to increase student achievement		Supplies	\$500	SLIBG		Kennedy, Antonsen, Johnson	June 2011	1
								D. Opportunity and Equal Access								
x	x	x						1. Funding for student textbooks in Virtual Class		Books	\$600	SB 70 SLIBG	EIA District personnel	McKenzie Kennedy	Sept. 10 Jan. 11	2
x	x	x			x			2. College Career Day at CCCC		Transportation	\$150	SLIBG		Zdeba Duncan	Nov. 10	2
								E. Parent, Student and Community Involvement								
								1. Use auto dialer to increase parent participation in parent meetings		Meeting supplies	\$50			Kennedy	monthly	2
x		x			x			2. Translation/ interpreting services (Spanish) will be provided to assist students and parents.		Salary and benefits		EIA 7090	\$7,010	EL Staff		3

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>The principal and Nancy Cox, Marla Cosner, Gail Antonsen</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 High 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 and students selected by other students.

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 High School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
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. Gail Antonsen
2. Marla Cosner

Principal
1. Shirley Kennedy

Other School Personnel

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

(b)

Parents or Community Members	Students
1. Debbie Geiger	1. Stevie McWilliams
2. Gino LaMarca	

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
N/A				
Number of members of each category	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: _____
(type name)

SCHOOL SITE COUNCIL RECOMMENDATIONS AND ASSURANCES

The Mesquite 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.**)

N/A English Learner Advisory Committee


N/A Advisory Committee for Special Education Programs

N/A Gifted and Talented Education Program Advisory Committee

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

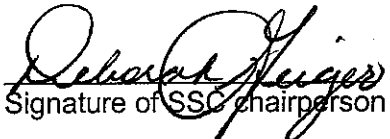
Attested:

Shirley Kennedy
Typed name of school principal


Signature of school principal

12-8-10
Date

Typed name of SSC chairperson


Signature of SSC chairperson

12-8-10
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: Mesquite Continuation High
 LEA: Sierra Sands Unified
 County: Kern
 CDS Code: 15-73742-1530054
 School Type: ASAM High
 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>2010 Growth</u>	<u>2009 Base</u>	<u>2009-10 Growth</u>
57	563	542	21

Growth API target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM), special education schools, or to schools that do not have a valid 2009 Base API.

Subgroups

	<u>Number of Students Included in 2010 API</u>	<u>Numerically Significant in Both Years</u>	<u>Subgroup API</u>		
			<u>2010 Growth</u>	<u>2009 Base</u>	<u>2009-10 Growth</u>
Black or African American	5	No			
American Indian or Alaska Native	2	No			
Asian	0	No			
Filipino	0	No			
Hispanic or Latino	8	No			
Native Hawaiian or Pacific Islander	0	No			
White	42	No		562	
Two or More Races	0	No			
Socioeconomically Disadvantaged	32	No			
English Learners	4	No			
Students with Disabilities	1	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 would not be appropriate and, therefore, is omitted.

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: Mesquite Continuation High
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-1530054
School Type: ASAM High

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 5 of 6 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>	Yes	Yes
<u>Academic Performance Index (API)</u>	Yes	
<u>- Additional Indicator for AYP</u>		
<u>Graduation Rate</u>	No	

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>
<u>Schoolwide</u>	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: No

Met 5 of 6 AYP Criteria

Participation Rate

<u>GROUPS</u>	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? Yes</u>				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
<u>Schoolwide</u>	16	14	88	Yes	EN	16	16	100	Yes	EN
African American or Black	2	2	100	--		2	2	100	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	

Asian	0	0	--	--	0	0	--	--
Filipino	2	2	100	--	2	2	100	--
Hispanic or Latino	3	2	67	--	3	3	100	--
Pacific Islander	0	0	--	--	0	0	--	--
White	9	8	89	--	9	9	100	--
Two or More Races	0	0	--	--	0	0	--	--
Socioeconomically Disadvantaged	12	10	84	--	12	12	100	--
English Learners	2	2	100	--	2	2	100	--
Students with Disabilities	0	0	--	--	0	0	--	--

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 55.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 54.8 % 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	8	1	12.5	Yes	CI	8	1	12.5	Yes	CI
African American or Black	2	--	--	--		2	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	2	--	--	--		2	--	--	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White	4	--	--	--		4	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	6	--	--	--		6	--	--	--	
English Learners	2	--	--	--		2	--	--	--	
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
542	563	21	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 Goal: 90 Percent

Current Year: Graduation Rate Results

2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met	Alternative Method
92.80	85.71	90.00	No	DA

Next Year: Graduation Target

2011 Target Graduation Rate
86.19
Variable

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal. For the 2010 target graduation rate, the fixed and the variable target rates are the same. The lower of the two target rates (fixed or variable as indicated below the 2011 target rate) was used to establish the 2011 target graduation rate.

INSTRUCTIONAL MATERIALS

HIGH SCHOOL				
ENGLISH DEPT				
CP English	9-12	<u>Prentice-Hall Literature-Timeless Voices</u>	Prentice-Hall	200 2
Non CP English	9-12	<u>Holt Literature & Language Arts</u>	Holt, Rinehart, Winston	200 3
AP Literature	12	<u>An Introduction to Poetry</u>	Longman	200 2
ELL	6-8	<u>Highpoint</u>	Hampton Brown	200 1
MATHEMATICS DEPT				
Advanced Algebra	9-12	<u>Algebra 2, CA Edition</u>	McDougal Littell	200 7
Geometry (CP)		<u>Geometry, CA Edition</u>	McDougal Littell	200 7
Algebra (CP)		<u>Algebra 1, CA Edition</u>	McDougal Littell	200 7
Basic Geometry		<u>Discovering Geometry, An Investigative Approach</u>	Key Curriculum Press	200 8
Basic Algebra		<u>Algebra Concepts and Applications, CA Edition</u>	Glencoe	200 5
CAHSEE		<u>Pre-Algebra and Introductory Algebra</u>	Houghton Mifflin	200 7
Pre-Calculus		<u>Pre-Calculus with Limits: A Graphing Approach</u>	Houghton Mifflin	200 8
Calculus (AP)		<u>Calculus of a Single Variable, 8th Ed</u>	Houghton Mifflin	200 6
FOREIGN LANGUAGE DEPT				
German	9-12	<u>Auf Deutsch!</u>	McDougal-Littell	200 1
Spanish	9-12	<u>Ven Conmigo!</u>	HRW	200 3
HISTORY/SOCIAL SCIENCE				
World Geography	9	<u>World Geography</u>	Glencoe	200 6
The Modern World	10	<u>World History: The Modern World</u>	Prentice Hall	200 7
Mod World Hist (CP)	10	<u>Modern World History: Patterns of Interaction</u>	McDougal-Littell	200 6
Mod World Hist (Hon)	10	<u>World History Modern Times</u>	Glencoe	200 6
US History (CP)	11	<u>American Anthem: Modern America History</u>	HRW	200 7
US History (AP)	11	<u>The American Pageant, 13th Ed</u>	Houghton Mifflin	200 7
Economics	12	<u>Economics</u>	HRW	200 3
Economics (AP)	12	<u>Economics, 7th Ed</u>	Thomson Learning	200 5
Government	12	<u>United States Government: Democracy in Action</u>	Glencoe	200 6
Government (AP)	12	<u>American Government, 10th Ed</u>	Houghton Mifflin	200 6
SCIENCE DEPT				
Earth Science	9	<u>Holt Earth Science</u>	Holt, Rinehart & Winston	200 7
Biology (Honors)	9-10	<u>Biology: Concepts & Connections</u>	Pearson/Prentice Hall	200 6
Biology (CP)	9-11	<u>Biology by Miller/Levine</u>	Pearson/Prentice Hall	200 7

Biology (AP)	11-12	<u>Biology 7th Ed by Campbell/Reece</u>	Pearson/Prentice Hall	2006
Conceptual Biology	10-12	<u>Biology by Nowicki</u>	McDougal-Littell	2008
Chemistry	10-12	<u>Prentice Hall Chemistry</u>	Pearson/Prentice Hall	2007
Conceptual Physics	10-12	<u>Conceptual Physics</u>	Pearson/Prentice Hall	2007
Anatomy (CP)	11-12	<u>Essentials of Anatomy and Physiology 4th Ed</u>	Pearson/Prentice Hall	2007
Physics	11-12	<u>Holt Physics</u>	Holt, Rinehart & Winston	2007
Zoology	11-12	<u>Zoology 7th Ed</u>	McGraw Hill/Higher Ed	2007
Botany	11-12	<u>Introductory Plant Biology 10th Ed</u>	McGraw Hill/Higher Ed	2006
Forensics	11-12	<u>Forensic Science: An Introduction</u>	Pearson/Prentice-Hall	2008
P. E. & HEALTH DEPT				
Health	9	<u>Health & Wellness</u>	Glencoe	2008
SDC/SPECIAL EDUCATION DEPT				
SDC Mathematics	9	<u>Pacemaker®: Basic Mathematics, 3rd Ed</u>	Globe Fearon	2000
SDC Mathematics	12	<u>Life Skills Math (SUPPLEMENTAL)</u>	AGS	2003
RSP Mathematics	12	<u>Math for the World of Work (SUPPLEMENTAL)</u>	AGS	2002
Biology	9-12	<u>Pacemaker: Biology, 3rd Ed</u>	Globe Fearon	2004
FINE ARTS DEPT				
Art 1 & 2 (BHS)	9-12	<u>Art in Focus 5th Ed</u>	Glencoe/McGraw-Hill	2006
Art 1 & 2 (MHS)	9-12	<u>Art Talk</u>	Glencoe/McGraw-Hill	2005
Drawing 1-6	9-12	<u>Creating and Understanding Drawing 4th Ed</u>	Glencoe/McGraw-Hill	2006
Art; Ceramics; Drawing; Painting	9-12	<u>Gardner's Art Through the Ages 12th Ed</u>	Thomson/Wadsworth	2005
SUPPLEMENTAL ART TEXTS:				
	9-12	<u>Exploring Painting</u>	Davis Publications	2003
	9-12	<u>Acrylic Painting: A Complete Guide</u>	Dover publications	
	9-12	<u>Pouring Light: Layering Transparent Watercolor</u>	North Light Book	

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2010-11

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.

Mesquite High School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	8,320	0	8,320
EIA-SCE 7090	5,605	0	5,605
EIA- LEP 7091	5,374	4,624	750
Pupil Retention Block Grant 0500-7390	26,379	0	26,379

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