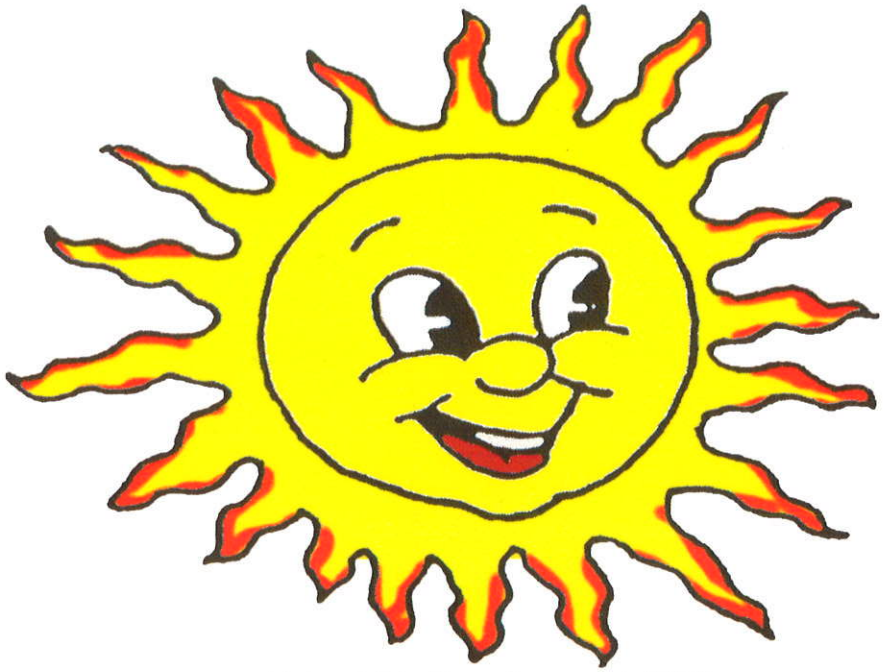
Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FALLER SCHOOL

15-73742-6009633
CDS Code



Date of this Plan: January 4, 2012

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

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

MISSION

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

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

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

SCHOOL GOALS

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

1) **English Language Arts:**
   Increase proficiency of all grade 2-5 students in ELA from 54.1% up to 59.1% (5% increase) as measured by the CST performance and reported on the Accountability Progress Report with particular emphasis on Hispanic and socioeconomic disadvantaged subgroups.
2) **Mathematics:**
   Increase proficiency of all grade 2-5 students in ELA from 65.7% up to 70.1% (5% increase) as measured by the CST performance and reported on the Accountability Progress Report with particular emphasis on Hispanic and socioeconomic disadvantaged subgroups.
3) **English Language Learners and EL Development:**
   By October 2012 a minimum of 56% of all Faller English Language Learners will advance one CELDT level with a goal of 75% yearly (AMAO #1). (Current baseline = 44.9%)
4) **GATE:**
   By May 2012, 100% of the GATE students will achieve advanced or proficient in their identified academic area, as measured by the California State Test (CST).
5) **Library**
   By May 2012, each K-2 student will check out and read a minimum of 50 books and grades 3-5 a minimum of 20 chapter books as measured by the Destiny database.

6) School Climate/ Safety

By May 2012, the Faller staff will implement a Positive Behavior Support plan by defining universal expectations and designing and using new referral process paperwork. The monthly referral data will be reviewed by the staff to make decisions regarding behavior on campus.

7) Parent Involvement

By May 2012, increase access to technology resources for parents by providing at least one additional Family Night focused on accessing the activities and information available for all students and families through the Faller website.

By May 2012, obtain 80% participation rate in the Title 1 annual Parent Survey.

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 Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student performance is regularly reviewed during grade level FAME collaboration time, Professional Learning Communities and Student Assistance Team (SAT) meetings. Teachers meet 3 times a month twice with their grade level teams (K-1, 2-3, 4-5) and once with their grade level. From October through April there is at least one SAT meeting per week. Data results and student achievement are discussed during collaboration time and focus on instruction. Teachers are able to discuss each student and modify instruction to improve student achievement. Teachers are collaborating in Professional Learning Communities by establishing essential standards in both ELA and Math, formulating SMART goals, identifying formative assessments and reviewing data.

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Faller School's staff development has been predominantly in the area of English Language Arts, Mathematics, Closing the Achievement Gap, Professional Learning Communities (PLC), Response to Intervention (RTI), Positive Behavior Community (PBC) and Technology. The following trainings have been offered: Treasures ELA, Writing Benchmarks, Step Up to Writing, CELL/ExLL, Houghton- Mifflin Math, Larry Bell's Closing the Achievement Gap, PLC Summit, RTI, PBC and Illuminate. Ultimately the whole staff will be trained in Professional Learning Communities (PLC). Three teachers, the projects teacher and the principal have been trained in Professional Learning Communities. Training in Standards Plus was provided for all Faller teachers in September demonstrating how the new Treasures adoption correlates with Standards Plus.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. We currently do not have any teacher in the BTSA program. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and two Title 1 Resource Teachers. They support site teachers by assisting in reading instruction, observing, offering model lessons, and providing feedback on best practices. Support staff also provides professional development in teaching strategies and assist with classroom assessments, ELD strategies, and technology. In addition, trainings and staff professional development days are used to train in topics such as benchmark tests/ analysis and CELL/ExLL strategies in order to assist teachers in planning instruction.

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

Our teachers have grade level meetings three times a year during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. The Faller staff is grouped into three Professional Learning Communities to provide the collaboration within and across grade levels: Kindergarten/First, Second/Third, Fourth/Fifth. They meet every other week in lieu of a staff meeting. Teachers also meet in collaboration once a month with the principal and their specific grade level. Three Faller teachers plus the project teacher take on the leadership of the Professional Learning Communities and meet with the principal every other week.

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

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

Opportunity and Equal Education Access and Funding

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet at grade-level and Professional Learning Committee 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 Assistant Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff in collaboration with the student's family.

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 full-time and half time project teacher, paraprofessional support, strategy groups, after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Counselors provide support through individual, small group and whole group lessons.

Teaching and Learning

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

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

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students. The teachers adhere to the protected time for ELA: kindergarten 60 minutes grades 1-3 150 minutes and grades 4-5 120 minutes and in Math: kindergarten 30 minutes, grades 1-5 60 minutes.

10. Explain your lesson-pacing schedule.

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

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.

Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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 located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

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

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

Involvement

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

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

- District Nurse
- Resource Teacher/Title 1
- Instructional aides -2
- Translator
- Parent volunteers
- School Attendance Review Board (SARB)
- Intervention- before, during and after school
- ASES- After School Program
- State Preschool
- Counselor- 2 days a week
- College Community Health
- Wrap Around Facilitators

Our school communicates with parents through:

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

14. How do you involve parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs?
Our School Site Council meets state requirements for parity and consists of (number):

1 Principal
3 Classroom teachers
2 Other staff
6 Parents and community members

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

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).
Administrators receiving intensive training on State Board of Education adopted instructional materials. All teachers receive training during the year of implementation of newly adopted curriculum. Training for the new ELA adoption was conducted during the summer of 2011 and will be offered the summer of 2012.

DATA ANALYSIS
KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

Faller remains in the 800s scoring an API of 814. Our Hispanic and Socioeconomically Disadvantaged subgroups are shown to continue to need support both in ELA and Math to help close the achievement gap. In ELA, our Hispanic and Socioeconomically Disadvantage subgroups as well as our EL and school wide all showed growth attaining safe harbor. In math, our Hispanic and Socioeconomically Disadvantaged showed a slight decrease causing Faller to go into Program Improvement Year 1.

What does the data by grade level show?

The strongest performance is seen in fourth grade with weakest performance in third grade in English Language Arts. In math fourth grade made significant gains and grade third had a strong performance.

What causes this result?

Teaching strategies utilized in the classroom were particularly effective including using UNRAAVEL, 12 power words, Professional Learning Communities emphasis on ELA, differentiated instruction, small group, after school intervention, Step Up to Writing strategies, use of test prep material.

What are the needs?

The staff plans to continue all the positive strategies and practices used in ELA to stay the course. In math the staff has identified three areas needing emphasis and school wide focus: math facts, math vocabulary and math problem solving.

2. AYP

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

In ELA we demonstrated growth schoolwide and in all subgroups. In mathematics, our Hispanic and Socioeconomic Disadvantaged subgroups did not meet their targets. Our Caucasian subgroup remains above 800. As a result of our Hispanic and Socioeconomically Disadvantaged subgroup's AYP performance in math from spring 2011 Faller has entered Year 1 of Title 1 Program improvement

What causes this result?

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

What are the needs?

The teachers identified three math areas of need: math facts, math vocabulary and math problem solving. Math interventions have been organized both during the school day and the need is to focus on learning and applying EL strategies at the classroom level.

3. CELDT- English Language Learners

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

In grade K, there are 11 EL students with 91% of them in the Beginner and Early Intermediate levels. In grade 1, with 7 EL students, 71 % are Beginner and Early Intermediates. In grade 2, only 9% of the English Learners are at the Intermediate level. In grade 3, our highest population of English Learners with 13 EL students 15% are Beginner and Early Intermediate; 69% Intermediate and 15% Early Advanced. Currently, in grade 4 57% are Beginner and Early Intermediate, and 43% Intermediate. In grade 5, there are 5 English Learners with 40% in the Intermediate range and 60% in the Early Advanced range.

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

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

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

Our teachers are providing leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small

intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

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

Grades	B	EI	I	EA	A
K 11	2	8	1	0	0
1 7	1	4	2	0	0
2 11	0	1	5	4	1
3 13	1	1	9	2	0
4 7	2	2	3	0	0
5 5	0	0	2	3	0
Total 54	6	16	22	9	1

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

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

In the last three years we have RFEP 17 students. This demonstrates how our school is making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria. Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Our teachers continue to provide leveled ELD instruction based upon the ELD progress profile, which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction. Also in August we provided a summer academy for our EL students. The students participated in reading and writing activities for two weeks before school began.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics? **Our API continues to be above the target of 800. Currently our API is 814. In English Language Arts, 54.1% of the students are scoring at or above Proficient and 65.7% of the students are scoring at or above Proficient in Math. Our six identified GATE students all scored either Proficient or Advanced in both English Language Arts and Mathematics with the majority of the students scoring Advanced in both areas.**

What causes this result?

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

What are the needs?

We will continue the use of differentiated instruction and opportunities on our campus that go beyond the classroom, including leadership activities, such as morning announcers and student council members. This year nine students will be brought to the GATE committee for identification.

5. Professional Development

What are the strengths and needs of the site professional development? **Teachers are focusing on working in Professional Learning Communities and Closing the Achievement Gap. Also the teachers are participating in the district wide writing trainings. In order to access Illuminate, the new data technology, teachers have attended the leveled trainings. Also our intervention team has attended the Response to Intervention training for a second year.**

6. School Climate/ Safety Surveys and Other Input

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

Overall the survey results were very positive. Of the 248 respondents, all items questioned received a 90% or better positive response with the exception of one item receiving an 89%. Staff and site council believe we are servicing our students and families exceptionally well. The one item that received the 89% asking parents if they are invited to and encouraged to serve on school and district committees fostered discussion that there are only a few opportunities for parents to serve on committees both at the site and district.

If there is additional input, what does it show?

Additional input was received through the comment section of the survey. Twenty-two respondents added a comment. Of those comments, 69% were of a positive nature such as: "Faller is a great school!" and "We just moved to Ridgecrest, This is the children's first year at Faller. The transition was so smooth. My children are still over achievers and have wonderful teachers. Thank you."

Three respondents made comments regarding the friendliness of the front office. Two comments revolved around updating the Faller website with current information. One comment was regarding bullies and how they are dealt with at school.

What are the needs?

We will continue with the student recognition trimester awards assemblies and have introduced this year our Faller Sun Dollar program. Also, the Faller 3 B's remain as our school rules. Discipline data is being studied by staff and a discipline committee has been organized to explore school wide discipline, safety and climate. We have been sending out auto-dialer and email newsletters to assist with a tight budget by continuing to try and communicate with our families. The principal has discussed this with the office manager and the office manager has been working with her office staff to provide all visitors with a positive experience.

TITLE 1 PROGRAM IMPROVEMENT COMPONENTS

A Title I school that does not make AYP for two consecutive years in specific areas is identified for Program Improvement (PI) Each newly identified PI school must offer parents a school choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific NCLB requirements. For PI schools in years 2-5, the LEA must provide supplemental educational services or free tutoring, for eligible children from a state-approved provider selected by the parents.

Faller Elementary School was notified of Year 1 School Program Improvement Status in late September, 2011 and has entered Year 1 of Program Improvement.
Faller Elementary School met 14 out of 17 AYP criteria and did not meet AYP Criteria in the following areas:

Percent Proficient in Math:

	Percent Proficient	Target
School wide	65.7	68.5
Hispanic	48.6	68.5
Socioeconomically Disadvantaged	53.8	68.5

In order to revise the Single Plan for Student Achievement (SPSA) and increase student performance in the identified areas, a variety of tools and strategies were used including:

- Academic Program Survey
- English Learner Subgroup Self-Assessment (ELSSA)
- Inventory of Services and Supports (ISS)
- Consultation with staff. At several staff meetings at the beginning of the school year the staff reviewed the data and determined strengths and weaknesses in math. The staff also set up goal setting for all students. Starting in December, each grade level determined what standards would be taught to which students in focus groups held for 40 minutes, 4 days a week. Also teachers determined "target" students who they will be monitoring closely throughout the year.
- Consultation with parents. Progress reports/deficiency notices were sent home in October to 38% of the students who were not meeting grade level standards in math. Progress reports will be sent home in January and April as well. Teachers held parent conferences in November discussing with parents their student's academic progress including their progress in math. Parent teacher conferences will also be held in March for any student not meeting grade level standards.
- Consultation with district staff- PI Training and work sessions, Title 1 principal meetings, individual conferences, Illuminate trainings and data, ELA/ ELD textbook adoption support, meeting with our district staff on the Blue Ribbon school site visit.
- School Board Presentation on November 17, 2011 outlining Faller's plan to optimize progress in math and demonstrate growth.
- Consultation with outside agencies/ experts. The principal and projects teacher visited William Collier Elementary School, Lake Elsinore, a recent Blue Ribbon School award winner with an API of 882 and all subgroups scoring 71% or better in both math and ELA. Also the principal and projects teacher attended the training titled: Safe Harbor to Exit Program Improvement presented by Total School Solutions presenter Andrew Fisher.

Our school has identified the specific academic issues that resulted in PI identification:

- Math facts
- Math word problem solving
- Math vocabulary

As a result of these issues the following research-based strategies to strengthen math performance will be implemented:

- Math UNRAAVEL
- Math intervention groups both during the school day and after school
- Fidelity to the adopted math curriculum and its components

As a result of these issues the following policies and practices to strengthen math performance will be implemented:

- Staff identified the areas of need in math: facts, vocabulary and word problems
- New intervention math classes were designed for during and after school based on the identified need
- Teachers work in Professional Learning Communities developing and implementing SMART goals in math
- School wide use of math UNRAAVEL including during morning announcements
- Extra computer time used during recess on math facts
- Conduct two math simulation days
- Continue math progress reports to parents stressing math facts, math vocabulary and math word problems.

Extended day opportunities at this school include:

- After school Education and Safety programs
- One day a week after school intervention for grades 2 through 5 from 2:20-3:00. Teacher selected students work on math facts, the math adopted curriculum intervention component and math UNRAAVEL.

Professional Development- 10% of the school's Title 1 funds will be used to provide high quality professional development to address the reasons the school is identified for program improvement. Emphasis will be on professional development in mathematics as well as English/ language arts in order to continue to meet increasing AYP targets.

Parental Notification of PI identification/ School Choice and SES-
Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures. http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance

- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools
- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication
- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute
- Establish a School support Team or District/ School Liaison Team (DSLT)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Annual Objectives- Specific, measureable annual objectives are included in the SPSA revision.

Effective parental involvement strategies at this school include:

- Timely communication about parent involvement policies, compacts and program improvement requirements and options
- Additional parent night focusing on accessing our school web site and computer programs available to our students including

Implementation of this plan will begin immediately after approval of school site council and the local governing board.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
		x					1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	*personnel cost, materials*	*$2,000*	*EIA-LEP*	*Total of $13,556*	*principal and EL staff*	*Nov.*	*1*
x	x	x	x				2. Benchmark testing will provide teachers with data to analyze instructional strategies and pacing guide direction.	*personnel,*	*$500*	*Title 1 SLIBG*		*principal and staff*	*trimester*	*1*
x	x	x	x				3. Collaborate in Professional Learning Communities teams and grade levels on standards, benchmarks, and CST testing.	*personnel*	*$2000*	*Title 1 EIA*		*principal, staff*	*monthly*	*1*
x	x	x	x				4. Provide time and/or assistance for teachers to complete benchmark testing.	*personnel, materials*	*$1000*	*Title 1 SLIBG*		*principal, staff*	*trimester*	*1*
x	x	x	x				5. Identify effectiveness of current test prep materials for grades 2-5 and make recommendation for 2011-2012.	*materials*	*$2500*	*Title1 EIA*		*principal, clerk*	*Sept.*	*2*
							B. Staffing and Professional Development							
x	x	x	x				1. Training on Professional Learning Communities will be provided.	*personnel*	*$1000*	*Title 1 SLIBG*		*principal, staff*	*Sept.*	*1*
x	x	x	x				2. Training on effective teaching strategies such as CELL/ExLL, writing benchmarks, Step Up to Writing.	*personnel, materials*	*$500*	*Title 1 EIA*		*staff*	*all year*	*1*
x	x	x	x		x		3. Training on Illuminate, Edline, Smartboards/Enos, technology, RTI, Closing the Achievement Gap, and Program Improvement.	*equipment, personnel*	*$1000*	*Title 1 SLIBG*		*staff*	*Oct.*	*1*
							4. Teachers will participate in district wide ELA and math professional development.	*personnel*	*$1000*	*Title 1*		*Curriculum and Instruction*		*1*
x	x	x	x				5. Provide collaboration time to analyze curriculum, grade-level instruction and articulation between grade levels, differentiating instruction, and grouping of students for intervention.	*personnel*	*$500*	*Title 1 EIA* SLIBG		*principal, staff*	*monthly*	*1*
							C. Teaching and Learning							
x		x					1. A district EL project teacher will provide support	*supplies*	*$250*	*EIA-LEP*	*Total of $13,556*	*staff*	*all year*	*2*

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							through coaching and professional development.							
x	x	x					2. Provide intervention before, during and after school hours.	*personnel cost, materials*	*$5000*	*Title 1 ASES*		*staff*	*all year*	*1*
x	x	x	x				3. Promote the use of technology in the classroom using the Smartboards/Enos, sound systems and electronic student response systems.	*equipment*	*$5000*	*Title 1, GATE, EIA*		*staff, computer lab tech.*	*all year*	*2*
x	x	x	x				4. Collaborate with staff on pacing guides and yearly plans in all curricula.	*personnel*	*$500*	*Title 1*		*principal, staff*	*Sept.*	*1*
x	x		x		x	x	5. Collaborate with the preschool and the after school program on grade level standards and yearly academic plans.	*personnel, materials*	*$500*	*Title 1*		*staff*	*Sept.*	*2*
x	x	x	x		x		6. Update computers, software, networking, wireless and other technology to support and improve the instructional program, including purchasing projector and sound system in the multipurpose room.	*equipment*	*$15,000*	*Title 1 SLIBG, EIA*		*principal, staff, computer tech*	*all year*	*2*
x	x	x	x				7. Evaluate all supplementary instructional material and effective and usage. Eliminate redundant or ineffective programs and provide supplemental instructional material shown to be necessary for student achievement.		*$7000*	*SLIBG, GATE, EIA*		*staff*	*Sept.*	*3*
							D. Opportunity and Equal Access							
x		x					1. Specialized interventions will be provided to English Language Learners who are not progressing as measured on the CELDT test and CST.	*personnel costs and supplies*	*$9000*	*Title 1 EIA ELAP*		*Title 1 teachers, staff*	*all year*	*1*
					x	x	2. Counseling Services will be provided to focus on emotional, social and academic needs of students.	*counselor*	*$9000*	*Title 1* EIA	*$18,139 $18,026*	*counselor*	*all year*	*1*
				x			3. Library book purchase	*materials*	*$5000*	*Title 1 EIA*		*library staff*	*Dec.*	*2*
					x	x	4. Provide auxiliary services for students and parents through Student Assistant Team, volunteers, orientation programs (kindergarten, 5th grade), ASES, and outside agency referrals (College Community Services, Family Resource Center, Kern Regional Center).	*Personnel, supplies*	*$2000*	*Title 1*		*principal, staff, clerk*	*all year*	*2*
					x	x	5. Provide assemblies, activities and programs that are motivational and educational.	*personnel, contracts*	*$2000*	*Title 1 SLIBG*		*contractor, staff, office*	*all year*	*3*
x			x		x	x	6. Assist in funding classroom field trips including Camp	*personnel,*	*$5000*	*Title 1,*		*principal,*	*all year*	*2*

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							Keep.	*materials*		*GATE*		*staff*		
					x	x	7. Explore school-wide approaches to reduce negative behaviors including bullying. Purchase behavior data management software.	*supplies*	*$400*	*Title 1*		*principal, staff, counselor*	*Feb.-May*	*2*
						x	8. Replace outdated, damaged furniture and/or purchase new desks, chair, bookshelves, tables, file/storage cabinets as necessary for site growth	*materials*	*$7000*	*Gen Fund, Title 1, SLIBG*		*principal, staff, clerk*	*May*	*3*
						x	9. Replace damaged and old playground materials such as bins to store toys, trucks, wagons, and sand play equipment.	*materials*	*$3000*	*SLIBG*		*principal, staff*	*March*	*3*
							E. Parent, Student and Community Involvement							
		x					1. Translation/interpreting services (Spanish) will be provided to assist students and parents.	*personnel, interpreter*		*EIA-LEP*	*Total of $13,556*	*interpreter*	*all year*	*1*
					x	x	2. Family Nights will be provided.	*supplies*	*$500*	*Title 1*		*principal, staff, PTO volunteers*	*Sept. Jan. March*	*2*
		x	x		x	x	3. Provide opportunity for family and community involvement through the PTO, School Site Council, ELAC committee and parenting classes.	*Materials, supplies*	*$850*	*Title 1 PTO SLIBG*		*principal, staff, office clerk, volunteer*	*All year*	*1*
						x	4. Continue to purchase new emergency/first aid supplies for all classrooms, media room, cafeteria and the front office.	*supplies*	*$6000*	*SLIBG*		*principal, staff, office clerk*	*May*	*2*
						x	5. Purchase an additional 200 folding chairs for our newly enlarged multipurpose room.		*$5000*	*SLIBG*		*principal, staff*	*May*	*3*
					x		6. Support extra curricula activities with funding assistance: i.e. Jr. Audubon Society, 4/5 Basketball Program, Battle of the Books, Student Council, Chess Team.	*materials, supplies*	*$1000*	*Title 1 SLIBG GATE EIA*		*principal, office clerk*	*all year*	*3*
					x		7. Purchase risers for our new stage	*materials*	*$5000*	*SLIBG PTO*		*principal, office clerk*	*May*	*3*

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)
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. Kinds of Data to Collect: • 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	Melissa Christman, Betsy Parsons and Marie Johnson	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.	Data and activity analysis: February, May and September

SCHOOL SITE COUNCIL
Elementary

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

Sample Elementary Council Compositions

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

Classroom Teachers
1. Betsy Parsons
2. Tricia Ricks
3. Andrea Miller

Principal
1. Melissa Christman

Other School Personnel
1. Lisa John 2. Charisse MacGregor

Parent or Community Members	
1. Noelani Benavidez	6. Michelle Runnells
2. Valerie Fox	
3. Tina Halterman	
4. Sondra Hertz	
5. Marie Johnson	

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Mrs. Melissa Christman	x			
Mrs. Jennifer Williams				x
Mrs. Saray Ortega				x
Mrs. Johanna Diaz			x	
Mrs. Marina Romero			x	
Mrs. Karla Nevarez			x	
Mrs. Amalia Ortiz			x	
Number of members of each category	1		4	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: _____
(type name)

SCHOOL SITE COUNCIL

RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   _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: 12/10/09

Attested:

Melissa Christman Typed name of school principal	Melissa Christman Signature of school principal (Use blue ink)	1-4-12 Date
Betsy Parsons Typed name of SSC chairperson	Betsy Parsons Signature of SSC chairperson (Use blue ink)	1-4-12 Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/27/2011

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

• State Accountability: Academic Performance Index (API)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
270	814	816	A	-2	Yes	No	No

Similar Schools

Median API	
822	828

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	24	No	773	786			
American Indian or Alaska Native	3	No					
Asian	8	No		878			
Filipino	6	No					
Hispanic or Latino	74	Yes	740	749	5	-9	No
Native Hawaiian or Pacific Islander	3	No					
White	152	Yes	851	841	A	10	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	162	Yes	764	769	5	-5	No
English Learners	39	No	721	698			
Students with Disabilities	39	No	720	704			

In order to meet federal requirements of No Child Left Behind, a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
10/27/2011

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

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 14 of 17 AYP Criteria

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

Met 2011 AYP Criteria

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

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 14 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				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	281	281	100	Yes		278	278	100	Yes	
African American or Black	24	24	100	--		22	22	100	--	
American Indian or Alaska Native	3	3	100	--		3	3	100	--	
Asian	9	9	100	--		9	9	100	--	

Filipino	7	7	100	--		7	7	100	--	
Hispanic or Latino	78	78	100	Yes	ER	77	77	100	Yes	ER
Pacific Islander	3	3	100	--		3	3	100	--	
White (not of Hispanic origin)	157	157	100	Yes		157	157	100	Yes	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	172	172	100	Yes		169	169	100	Yes	
English Learners	40	40	100	--		40	40	100	--	
Students with Disabilities	40	40	100	--		40	40	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	270	146	54.1	Yes	SH	268	176	65.7	No	
African American or Black	24	13	54.2	--		22	11	50.0	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	8	--	--	--		8	--	--	--	
Filipino	6	--	--	--		6	--	--	--	
Hispanic or Latino	74	27	36.5	Yes	SH	74	36	48.6	No	
Pacific Islander	3	--	--	--		3	--	--	--	
White	152	95	62.5	Yes	SH	152	112	73.7	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	162	69	42.6	Yes	SH	160	86	53.8	No	
English Learners	39	14	35.9	--		39	16	41.0	--	
Students with Disabilities	39	13	33.3	--		39	20	51.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
816	814	-2	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

TITLE 1 SURVEY RESULTS- 2011

Number of surveys returned: results based on 248 families out of 465= 53 %

Percent of parents who agree or strongly agree

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
SCHOOL CULTURE	☹☹	☹	☺	☺☺	?
Parents are greeted warmly and courteously when they visit the school. **94%**	6	8	117	117	
The student discipline is appropriate in this school. **90%**	6	13	122	102	5
I am aware of classroom and school wide behavior, expectations, consequences and rewards. **95%**		8	115	122	3
My child feels safe at this school. **95%**		5	109	128	6
PARENT/COMMUNITY INVOLVEMENT	☹☹	☹	☺	☺☺	?
Parents are invited and encouraged to:					
• Visit the school **92%**	6	10	129	100	3
• Assist in class as a volunteer or aide **91%**	3	12	119	108	6
• Attend school functions such as parent/teacher conferences, family nights or other school events **97%**	1	3	108	133	3
• Serve on school and district committees **89%**	3	11	107	115	12
• Activities and meetings for parents are scheduled at times and places that are convenient for parents **93%**	2	8	116	116	6
HOME/SCHOOL COMMUNICATION	☹☹	☹	☺	☺☺	?
Parents are able to talk to someone at the school when they have concerns or questions. **94%**	4	5	104	131	4
Teachers and school communicate frequently with parents. **93%**	3	12	105	127	1
The monthly school newsletter provides valuable information to parents. **94%**		12	103	131	2
STANDARDS AND ASSESSMENT	☹☹	☹	☺	☺☺	?
This is a school with high academic standards for all students and all ability levels. **93%**	1	9	107	125	6
I know the standards my child must meet. **96%**		8	100	139	1

Parents are fully informed about their child's academic progress through progress reports or conferences. **97%**		5	102	140	1
TEACHING AND LEARNING	☹☹	☹	☺	☺☺	?
My child is making good progress in reading. **90%**	2	18	94	130	4
My child is making good progress in writing. **92%**	2	13	104	126	3
My child is making good progress in math. **95%**	1	6	118	120	3
My child has regularly assigned homework. **99%**		1	89	158	
My child is getting a good education. **97%**	1	5	105	136	1

Are you able to access the school handbook and monthly newsletters on line?
YES 171 **68%** NO 77 **31%**

TITLE 1 PARENT COMPACT

FALLER ELEMENTARY SCHOOL

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

SCHOOL-PARENT-STUDENT CONTRACT 2011-2012

***Faller Elementary School**, as a Title I school, is required to have a School-Parent-Student Contract outlining the responsibilities of each group. This contract was developed by the staff and School Site Council and reviewed on This contract is in effect during the **2011-2012** school year.*

SCHOOL RESPONSIBILITIES:

The staff at Faller Elementary School agrees to:

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

Principal:_____
Teacher:_____

PARENT / GUARDIAN RESPONSIBLITIES:

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

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

Parent/Guardian Signature:

_____

STUDENT RESPONSIBILITIES:

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

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

Student:_____
Grade:_____
(Print Name)_____
Date:_____

TITLE 1 PARENT INVOLVEMENT POLICY

Faller Family Involvement Policy

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

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

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

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

2. **Title I Family Meetings:**

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

3. **Family Trainings:**

   These are opportunities to help families develop skills to use at home that support their children's academic efforts and social development. They provide families with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

4. **Family Support:**

   A) Homework

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

   1) Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.

2) Agree upon a regular study time and stick to it.
3) See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, Etc.)
4) Ask to see what your child has done each night and that it is returned to the teacher. Show interest in what he or she does at school.
5) Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

B) Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and families should work together to help children understand the meaning and importance of good citizenship and responsible behavior. Students earn Faller sun dollars by following the Three BE Rules: Be Safe, Be Respectful, Be Responsible. Specific rights, rules and responsibilities regarding student behavior are detailed on the Student Rights and Responsibilities page of the District Student/Family Handbook. Faller also has its own handbook available on line or a requested hard copy.

C) Faller Family Visitations

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom, library, or computer lab. The school welcomes any adult family member who wishes to help at our school. The following visitation guidelines will help minimize disruption of the class.
1) Schedule your visit with the classroom teacher and school office in advance.
2) Please leave younger children at home to lessen distractions.
3) The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
4) When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.
5) Before leaving campus, please check out through the office.

D) After School Program

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

E) Family Participation

Family members are urged to involve themselves in one or more school or district committees. These committees meet monthly (in most cases) to plan for student activities and academic programs, to discuss family and staff concerns, to approve categorical program budgets, and to enhance family understanding and skills. Without family participation, our many extra programs could not exist, and our students would not be nearly so successful. Notices about meetings and activities of the activities listed below will be sent home regularly. Family members wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.
1) Faller Parent Teacher Organization – This parent-teacher organization (PTO) plans student activities and raises funds for the "extras" as needed at the school site.
2) School Site Council – This group of family members and Faller staff determines school improvement goals and prioritizes budget expenditures for some categorical programs.
3) English Language Advisory Council (ELAC) – This group of English Language family members and staff assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The district ELAC helps set district English Language program goals and plans for the spending of extra funding provided by the state for this purpose.

Other opportunities for participation include:

Jr. Olympics	FAME	Winter Program	Fall Carnival
PTO	Family Nights	Field Trips	
School Site Activities	Pride Day	School/Classroom Volunteer	

Reviewed by School Site Council on 11-10-11

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
ELL	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
Mathematics	K-5	*Houghton Mifflin California Math* (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	*History-Social Science for California*	Scott Foresman	2006
Science	K-5	*California Science* (series)	Pearson/Scott Foresman	2008
Music	K-5	*California Spotlight on Music* (series)	Macmillan/McGraw-Hill	2008
Art	K-5	*SRA Art Connections* (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Faller Elementary School
State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	**$32,228**	**0**	**$32,228**
ASES 6010	**$112,500**	**0**	**$112,500**
EIA-SCE 7090	**$88,001**	**$31,582**	**$41,750**
EIA-LEP 7091	**-**	**-**	**$14,669**

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	**$208,513**	**$18,139**	**$185,374**

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. The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

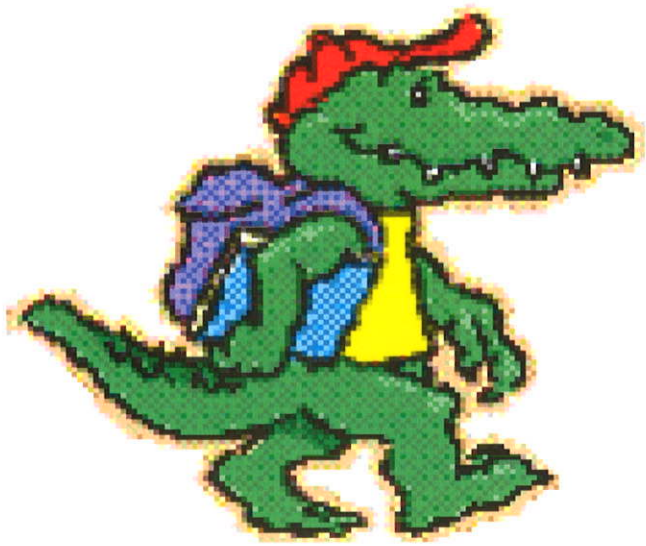
Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT GATEWAY SCHOOL

15-73742-6110712
CDS Code



Date of this Plan: December 5, 2011

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Lisa Decker

Position: Principal

Telephone Number: (760) 384-3228

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

E-mail address: ldecker@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

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

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

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

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

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

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

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

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

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

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

SCHOOL GOALS

Smart Goal Criteria

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

1) **English Language Arts:**
   a) During the 2011-2012 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 5%, as measured by the Content Standards Test (CST)

2) **Mathematics:**
   a) During the 2011-2012 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 5%, as measured by the Content Standards Test (CST)

3) **English Language Learners and EL Development:**
   a) During the 2011-2012 school year at least 56% of EL students will advance at least one proficiency level as measured by the California English Language Development Test (CELDT)

4) **GATE:**
   a) During the 2011-2012 school year all GATE students will continue to score advanced in English Language Arts and Math as measured by the Content Standards Test (CST)

5) **Library**
   a) During the 2011-2012 school year all students will check out and read an average of 50 books as measured by the Destiny database to increase reading comprehension as measured by the Content Standards Test (CST)
   b) During the 2011-2012 school year all students will be taught what reference materials are and how to use them effectively as measured by the Content Standards Test (CST)

6) **School Climate/ Safety**
   a) During the 2011-2012 school year the number of office referrals for all students will decrease by 5% as measured by the Aeries discipline log and SWIS data

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

- To monitor student progress on curricular embedded assessments?

- To modify instruction?

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

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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

Staffing and Professional Development

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

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

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, 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 professional learning community meetings bimonthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams bimonthly. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

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

Our school gives 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. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

__1__ Principal
__4__ Classroom teachers
__2__ Other staff
__7__ Parents and community members

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

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

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

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

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

DATA ANALYSIS

KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?

- There was a 31 point decrease for our socioeconomically disadvantaged students so they are performing 37 points lower than the school wide population
- Our Hispanic students are performing 18 points lower than the school wide population, which is a 20 point decrease from last year
- Our EL students decreased 34 points but students with disabilities increased by 59 points
- Our white population showed a 10 point decrease but continues to outperform other subgroups

What does the data by grade level show?

- Third (4 points) and fifth grade (4 points) showed growth in ELA and fourth grade showed growth in math (9 points)
- Writing is an area of concern school-wide
- Fifth grade students were 72% proficient or advanced in science which is a decrease of 14 points
- Second grade dropped 15 points in ELA and 9 points in math
- Third (2 points) and fifth (21 points) dropped in math

What causes this result?

- Fifth grade students were lacking positive behavior skill sets and study skills to help make them successful which infringed on academic learning time
- Third grade used supplemental materials to fill gaps in the adopted curriculum including Buckle Down for test prep and Standards Plus. Additional homework was assigned to address ELA topics covered each week.
- A lack of reading endurance still adversely affects student performance
- A relationship exists between student discipline and poor test performance due to time out of class, possible lack of parental support, and lost instruction time
- Editing skills need to be taught to reflect knowledge in writing
- Less emphasis was placed on math intervention than ELA

What are the needs?

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

2. AYP

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

- No subgroups met the growth target in ELA but school-wide, African Americans, white and ELs did in math
- Socioeconomically disadvantaged students are performing 10.8 points below the school-wide population in ELA and 8.4 points lower in math
- Our white population is performing 2 points higher in ELA than the school-wide population and .2 points lower in math

What causes this result?

- Intervention classes were too large and not as effective
- Out of date ELA materials were being supplemented to fill curriculum gaps by teachers

What are the needs?

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

3. CELDT- English Language Learners

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

- 87% of first graders, 56% of second graders, 50% of fourth graders, and 16% of fifth graders showed growth
- 3 out of 12 (25%) EL students in 3rd-5th grade are potential candidates for re-designation

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

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

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

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

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

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

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

- Our data reflects that there is a need to focus on the instructional needs of our Beginners (8%), Early Intermediates (26%), and Intermediates (35%). We use the ELA and ELD standards to drive instruction based on each student's English Proficiency Level.
- Target EL students scoring basic or below to move them to proficient so they can reclassify
- Teachers need CELL and ExLL supplies to implement strategies
- More leveled readers for small group instruction

4. GATE

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

- All GATE students scored advanced in math and in ELA

What causes this result?

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

What are the needs?

- Continue acceleration and enrichment for GATE students

5. Professional Development

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

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

6. School Climate/ Safety Surveys and Other Input

- Data gathered from staff, SSC, PTO, and ELAC showed a concern about the increased number of behavior problems and the lack of parental support
- School surveys (monitoring and mapping) concerning bullying identified hot spots and supervision was altered to address areas of need

What are the needs?

- Implement the universal expectations and positive behavior support components
- Educate parents about the universal expectations
- Conduct student assemblies about character traits

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X	X	X		1. Attend district advisory committees							
		X					2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site			EIA-LEP	Total of $10,452	staff	yearly	
							B. Staffing and Professional Development							
X		X					1. Send teachers to Benchmark Writing Training	substitutes		Title III				
X	X	X	X	X	X		2. Grade level collaboration	paper, ink	$1000	SLIBG		staff	bimonthly	5
X	X	X					3. Support students through floating tutor		$14,000	Title I		tutor	4 days/wk	1
					X		4. Support students through counseling services focused on improving behavior			Title 1 EIA	$13,854 $13,898	counselor	1 day/wk	1
X		X					5. Send 3 or more teachers to Step Up to Writing	substitutes		3010	$110/ day	staff	yearly	
X	X	X					6. Send teachers to training (i.e. Linda Mood, Bell)	substitutes, registrations	$10,000	Title I		staff	yearly	1
							C. Teaching and Learning							
X	X	X	X	X			1. Library resources aligned to standards	materials	$500	SLIBG		librarian	daily	3
X		X					2. Continue Incentive Program for Accelerated Reader	tags, chains	$2000	SLIBG		principal	monthly	3
X	X	X	X				3. Implement standards-based computer software (i.e. Kids College and Math Facts in a Flash) language and math programs	licenses	$9000	EIA Title I		principal	January	3
X		X					4. Book Nook for parents and teachers	books, shelving, labels, bins	$10,000	Title I		staff	January	3
			X				5. GATE enrichment/acceleration activities	materials, tickets, busing	$1500	SLIBG GATE		staff	yearly	
X	X	X	X		X		6. Maximize learning and increase time on task	Ed. materials, videos, DVDs	$5000	Title I		staff	yearly	
		X					7. A district EL project teacher will provide support through coaching and professional development			EIA-LEP	Total of $10,452	project teacher	yearly	

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							D. Opportunity and Equal Access							
X	X	X	X	X			1. Increase books in the library and classrooms		$1500 $5000	SLIBG Title I		Librarian staff	yearly	3
X		X					2. Teachers will fill out ELD profiles on EL students					staff	yearly	
X	X	X					3. Intervention before/after school and lunch	stipends, materials	$5000 $10,000	SB1370 Title I		principal	yearly	4
X	X	X	X	X	X		4. Continue Attendance Incentive Program	tags, chains	$2000	SLIBG		principal	monthly	4
X	X	X					5. Continue Homework and Reading Club	stipends, materials	$4000	SLIBG		staff	yearly	4
					X	X	6. Improve playground facilities	Tetherball, soccer goals	$2000	SLIBG		staff	yearly	4
X	X					X	7. Transition 4th & 5th grade students into middle school	planners	$600	SLIBG		staff	August	3
	X						8. Continue 3rd grade math facts incentive program	medals	$500	SLIBG		staff	yearly	3
X	X	X					9. Use supplemental programs/materials-Standards Plus to re-teach standards	books, Leapsters,	$10,000	EIA Title I		staff	yearly	3
X	X	X	X				10. Utilize technology in classrooms to enhance delivery of instruction	15 Hover cams, 4 laptops	$15000	SLIBG Title I		principal	yearly	2
							E. Parent, Student and Community Involvement							
X	X	X	X		X		1. Conduct Parent Conferences	paper	$500	SLIBG		staff	trimester	
X	X	X	X	X	X		2. Hold ELAC Committee and SSC meetings	paper, ink	$500	SLIBG EIA	$150	staff	monthly yearly	
X	X	X					3. Create homework lending library for parents	materials	$5000	Title I		staff	January	3
X		X		X			4. Translation/interpreting services (Spanish) will be provided to assist students and parents			EIA-LEP	Total of $10,452	translator	yearly	
				X	X		5. Use newsletters to inform parents and gather information from parents	paper, ink	$500	SLIBG Title I		staff	monthly	
					X		6. Conduct school climate/safety surveys	Paper, ink	$500	Title I		principal	yearly	
X	X				X		7. Parent training and Family Nights	materials	$10,000	SLIBG Title I		Counselor, teachers	6 times a year	1

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
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. Kinds of Data to Collect: • 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	Lisa Decker, Bill Griset, Kelly Karakas, Sara Olson, Mary Campbell, and Maryann Lupton	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.	Data and activity analysis: February, May and September

SCHOOL SITE COUNCIL
Elementary

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Bill Griset
2. Kelly Karakas
3. Sara Olson
4. Mary Campbell

Principal
1. Lisa Decker

Other School Personnel
1. Maryann Lupton 2. Brianne Hardwick

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

(b)

Parent or Community Members
1. Kelly Curtis
2. Catherine Benson
3. James Bell
4. Jill Kallberg
5. Kerrie Whiteside
6. Rainnie Blanton
7. Melissa Brooks

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
Janet and Ricardo Deleon			X	
Anthony and Marcela Lomeli			X	
Chris and Kayo Robinson			X	
Thuy Tran			X	
Armando and Maryadel Holguin			X	
Angel and Heike Irizarry			X	
Eduardo and Elsa Lara			X	
Marisela Mejia			X	
Sixto and Adriana Castro			X	
Nayibe Alzoza			X	
Jose and Carmen Perez			X	
Christopher Sliwa and Leticia Zuniga			X	
Roberto and Adelina Castaneda			X	
Jose and Deyda Rosales			X	
Lisa Decker	X			
Number of members of each category	1		25	

(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: Sara Rizwan

SCHOOL SITE COUNCIL

RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   _X_ English Learner Advisory Committee

   ___ Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other *(list)*

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This plan was adopted by the School Site Council at a public meeting on: December 5, 2011

Attested:

Lisa Decker Typed name of school principal	Lisa Decker Signature of school principal (Use blue ink)	12-5-11 Date
Brianne Hardwick Typed name of SSC chairperson	Brianne Hardwick Signature of SSC chairperson (Use blue ink)	12/5/11 Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

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

• State Accountability: Academic Performance Index (API)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
275	851	862	A	-11	Yes	Yes	Yes

Similar Schools

Median API	
846	844

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	19	No					
American Indian or Alaska Native	3	No					
Asian	6	No					
Filipino	4	No					
Hispanic or Latino	61	No	833	853			
Native Hawaiian or Pacific Islander	1	No					
White	178	Yes	856	866	A	-10	Yes
Two or More Races	2	No					
Socioeconomically Disadvantaged	125	Yes	814	845	A	-31	Yes
English Learners	27	No	845	879			
Students with Disabilities	32	No	761	702			

In order to meet federal requirements of No Child Left Behind, a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

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

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 12 of 17 AYP Criteria

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

	Met 2011 AYP Criteria			
	Participation Rate		Percent Proficient	
GROUPS	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	No	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	Yes
Pacific Islander	--	--	--	--
White	Yes	Yes	No	Yes
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 12 of 17 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	293	293	100	Yes		293	292	100	Yes	
African American or Black	21	21	100	--		21	21	100	--	

American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	8	8	100	--		8	8	100	--	
Filipino	4	4	100	--		4	4	100	--	
Hispanic or Latino	63	63	100	Yes	ER	63	63	100	Yes	ER
Pacific Islander	1	1	100	--		1	1	100	--	
White (not of Hispanic origin)	189	189	100	Yes		189	188	99	Yes	
Two or More Races	2	2	100	--		2	2	100	--	
Socioeconomically Disadvantaged	135	135	100	Yes		135	135	100	Yes	
English Learners	29	29	100	--		29	29	100	--	
Students with Disabilities	33	33	100	--		33	33	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
GROUPS	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	275	166	60.4	No		274	194	70.8	Yes	
African American or Black	19	11	57.9	--		19	15	78.9	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	6	--	--	--		6	--	--	--	
Filipino	4	--	--	--		4	--	--	--	
Hispanic or Latino	61	30	49.2	No		61	40	65.6	Yes	Y2
Pacific Islander	1	--	--	--		1	--	--	--	
White	178	111	62.4	No		177	125	70.6	Yes	
Two or More Races	2	--	--	--		2	--	--	--	
Socioeconomically Disadvantaged	125	62	49.6	No		125	78	62.4	No	
English Learners	27	14	51.9	--		27	20	74.1	--	
Students with Disabilities	32	13	40.6	--		32	18	56.2	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
862	851	-11	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

TITLE 1 PARENT SURVEY

Gateway became a Title 1 school in 2011-2012 and did not conduct a parent survey in 2010-2011. A survey will be conducted in spring 2012.

TITLE 1 PARENT COMPACT

GATEWAY ELEMENTARY HOME-SCHOOL COMPACT FOR STUDENT SUCCESS

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

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

INVOLVEMENT OF PARENTS IN THE TITLE 1 PROGRAM

Gateway School does the following:

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

BUILDING CAPACITY FOR INVOLVEMENT

Gateway School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children
   - Parent/teacher conferences
   - Back-to-School
   - Family Nights
   - Weekly newsletters and reports sent by teachers to parents
2. Provides materials and training to help Title 1 parents work with their children to improve their children's achievement
   - Family Nights
   - Publications - Helping Children Learn, Firm, Fair & Consistent
   - Parenting Classes
   - Parent/teacher conferences
3. Educates staff, with the assistance of Title 1 parents, in the value of parent contributions and how to work with parents as equal partners
   - Principal/Title 1 teacher phone call/teacher conference
   - SSC, PTO, parent survey
4. Coordinates and integrates the Title 1 parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
   - All programs aligned in Single Plan for Student Achievement
   - Family Nights
5. Distributes to Title 1 parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand
   - School forms, report cards - available in Spanish
   - Most documents from district office available in Spanish
   - Weekly newsletter - translated if needed
6. Provides support for parental involvement activities requested by Title 1 parents
   - Review annual surveys, work with PTO & SSC to provided activities requested by parents

ACCESSIBILITY

Gateway School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

PARENT INFORMATION AND RESOURCE CENTERS (PIRCS)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto CA. http://www.nationalpirc.org/directory/CA-7.htm

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
ELL	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
Mathematics	K-5	*Houghton Mifflin California Math* (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	*History-Social Science for California*	Scott Foresman	2006
Science	K-5	*California Science* (series)	Pearson/Scott Foresman	2008
Music	K-5	*California Spotlight on Music* (series)	Macmillan/McGraw-Hill	2008
Art	K-5	*SRA Art Connections* (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Gateway Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500 7395	**$27,935**	**0**	**$27,935**
EIA-SCE 7090	**$49,982**	**$24,350**	**$18,968**
EIA-LEP 7091	**-**	**-**	**$6,664**

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Targeted Assistance Program 3010	**$108,888**	**$13,854**	**$95,034**

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.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT INYOKERN ELEMENTARY SCHOOL

15-73742-6009609
CDS Code

Date of this Plan: November 28, 2011

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Virginia Cornell

Position: Principal

Telephone Number: 760 499-1683

Address: 6601 Locust Street, Inyokern, CA 93527

E-mail address: vcornell@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

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

MISSION

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

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

SCHOOL GOALS

Smart Goal Criteria

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

1) **English Language Arts:**
   a) Increase proficiency of all 2-5 students in ELA from 52.3% to 57.3% (5% increase) as measured by the CST performance and reported on the Accountability Progress Report with particular emphasis on Socioeconomically Disadvantaged students.

2) **Mathematics:**
   a) Increase proficiency of all 2-5 students in Math from 54.6% to 59.6 (5% increase) as measured by the CST performance and reported on the Accountability Progress Report with particular emphasis with Socioeconomically Disadvantaged students.

3) **English Language Learners and EL Development:**
   a) A 5% increase from 62% of all English Language Learners advancing one level on the CLEDT test annually to a minimum of 67% of all English Language Learners advancing one level annually as measured by the October 2012 CLEDT test data.

4) **GATE:**
   a) By May of 2011, 100% of the GATE students will achieve advanced or proficient in their identified academic area, as measured by the California State Test (CST)

5) **Library/Media Center**
   a) By May 2011, each first and second student will check out and read a minimum of 30 books as measured by Destiny database. In grades 3-5 will read a minimum of 20 chapter books. Progress will be measure by Destiny database.

6) **School Climate/ Safety**
   a) Decrease the number of suspensions from the 2010-11 school year Aeries Assertive Discipline Log by a minimum of 10% from 31 suspensions in the 2011-12 school year to 28 or less suspensions in the 2011-12 school year.

7) **Parent Involvement**
   a) Increase parent access to core materials and technology designed to support student learning at home by adding an additional family night changing the number of nights offered from five in the offered in 2010-11 to six offered in 2011-12.
   b) Obtain 80% or higher family participation rate on the 2012 Title I Annual Survey.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

Standards, Assessment, and Accountability

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

- To monitor student progress on curricular embedded assessments?

- To modify instruction?

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

In addition students at Inyokern Elementary School are tested using Early Literacy, STAR Reading, and STAR Math four times a year. Tests are administered in August, November, March, and May. The data gained by these assessments at the beginning of the school year and prior to each reporting period combined with district benchmark data allows us to monitor and track student progress. The data gathered allows us to make data driven instructional decisions to support students whether the student needs intervention or acceleration. A Professional Learning Community (PLC) is being built at Inyokern. At this time four out of nine staff members have attending a PLC three day conference. Time for collaboration is being made by limiting "nuts and bolts" staff meeting to once a month transforming all of the remaining staff meetings to collaboration sessions. Illuminate, our district student test data provider, is used a key tool to provide data in order to monitor student progress on curricular embedded assessments.

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Inyokern School's staff development includes English Language Arts, English Language Development, Math, Professional Learning Communities, Response to Intervention, and Illuminate. Staff development is a combination of out of district professional development seminars, in-district training, site level professional development study groups, and classroom observations of success strategies. Specific examples of staff development opportunities includes PLC workshops, RTI Workshop Series, Accelerated Learning Symposium, Intensive Summer ELA Treasures training, STELLAR district training to support Comprehensive Early Literacy (CELL) and Extended Literacy Learning (ExLL), Step Up to Writing training and Illuminate training.

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

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

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

Our teachers have grade level meetings monthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Inyokern's collaboration

meetings are cross grade level meetings due to the small size of our school. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. By the end of the year three out of seven classroom teachers will be trained in Professional Learning Communities techniques.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

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

Teaching and Learning

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

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

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements and meet the individual needs of students. Protected uninterrupted time for ELA is provided as follows kindergarten is 60 minutes, Grades1 through 3 is 2.5 hours, and Grades 4 through 5 is 2 hours. In Math protected uninterrupted time is kindergarten is 30 minutes and Grades 1 through 5 is 60 minutes. See "Inyokern Instructional Minutes Schedule for 2011-12" located directly after Planned Improvements In Student Performance in this document.

10. Explain your lesson-pacing schedule.

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

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.
Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Family Nights
- Monthly Principal's Coffee Meetings ~ Donuts and Dialogue
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings

- PTO
- School Newsletter/Information through Internet and Automated phone system
- EdLine and school web pages
- Home-School Communicator
- Take Home Tuesdays
- School Calendar Magnets

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

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

__1__ Principal
__3__ Classroom teachers
__1__ Other staff
__5__ Parents and community members

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

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

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0
Summer training in the ELA Adoption is scheduled for June 2012.

DATA ANALYSIS
KEY FINDINGS

1. **API**

What does the data by subgroup and proficiency level show?

- Inyokern's API increased by 29 points from 767 to 796.
- White students grew eight points from an API of 808 to 816.
- Socioeconomically disadvantaged students increased dramatically by 55 points from a base API of 721 to an API of 776.

What does the data by grade level show?

- ELA proficient/advanced CST results by grade level are as follows: second grade 59%, third grade 20%, fourth grade 61%, and fifth grade 53%
- We experienced a significant drop in third grade proficiency levels from 52% to 20%. The other grades posted moderate to significant increase in percentages. For example, second grade increased from 27% proficient/advanced to 59% proficient/advanced for a growth of 32%
- Math proficient/advanced CST results by grade level are as follows: second grade 48%, third grade 46%, fourth grade 54%, and fifth grade 52%
- We experienced a dramatic loss in third grade. Third grade dropped 32 points from 78% to 46% proficient/advanced.

What causes this result?

- We can credit the increases to school day and after school interventions and closely monitored student achievement.
- There are two factors which negatively affected our scores. One factor was that 60% of our second through 5th grade classes were combination classes. The other factor is that our third grade teachers had a high number of absences due to family emergencies.

What are the needs?

- Professional development in areas such as Professional Learning Communities, technology training on how to make the most of a "Smart Classroom" which is equipped with a smartboard, data projector, document projector, and voice lift system, Math, and English Language Arts
- Active Beginning Teacher Support and Assessment (BTSA) for new teachers.
- A professional learning community needs to be built.

2. **AYP**

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

- In 2011 eleven out of thirteen criteria for were met. That is an increase from 2010 of only nine out of thirteen criteria met.
- In English Language Arts on the 2011 CST, we did not meet our AYP target through Safe Harbor.
- In Math on the 2011 CST, we made Safe Harbor for our Socioeconomically Disadvantaged. We did not meet the target or Safe Harbor for Schoolwide and White therefore Inyokern has entered Year 1 of Title I Program Improvement.

What causes this result?

Again a high percentage of combination classes and a high number of teacher absences in third grade effected our student achievement. A loss of nine teachers over a two year period due to budget cuts made the 2010-11 school year our second rebuilding year.

What are the needs?

We need to focus on building our Professional Learning Community. We also need to focus on professional development in the area of English Language Arts and Math.

3. **CELDT- English Language Learners**

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

Our CELDT data shows a total school growth of 62% in CELDT scores from 2009-10 to 2010-11.

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

The CELDT data shows ELL students performing at 4% Beginner, 29% Intermediate, 47% Intermediate, 5% Early Advanced, and 0% Advanced. First, fourth, and fifth grade students all showed growth from the previous year.

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

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

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

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

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

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

4. GATE- Gifted and Talented

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

All GATE students tested at advanced in English Language Arts, Math, and Science (5th grade only).

What causes this result?

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

What are the needs? No needs were noted.

5. Professional Development

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

It is goal to have 100% of Inyokern's instructional staff trained in CELL and ExLL. Teachers are currently enrolled in the training or are trained and are taking the STELLAR follow up training. The majority of teachers are also trained in Step Up to Writing, but some teachers have changed grade levels. Teachers need training in Professional Learning Communities, Math and Reading strategies.

6. School Climate/ Safety Surveys and Other Input

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

The survey shows that the majority of parents are pleased with the staff, instruction, curriculum, policies, and positive school climate at Inyokern Elementary School. The approval rating for each question ranged from 92% to 99%. Discipline data is available from Aeries and will be used to analyze school safety and climate.

If there is additional input, what does it show?

Parents like having the After School Education and Safety (ASES) program on campus. The survey also shows that the amount of homework given meets district standards and that most students can complete their homework independently or with minimal help.

What are the needs?

The survey ratings show that parents feel that our school, programs, and supplemental services meet their needs.

TITLE 1 PROGRAM IMPROVEMENT COMPONENTS

Inyokern Elementary

A Title I school that does not make AYP for two consecutive years in specific areas is identified for Program Improvement (PI) Each newly identified PI school must offer parents a school choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific NCLB requirements. For PI schools in years 2-5, the LEA must provide supplemental educational services or free tutoring, for eligible children from a state-approved provider selected by the parents.

Inyokern Elementary School was notified of Year 1 School Program Improvement Status in late September, 2011 and has entered Year 1 of Program Improvement.
Inyokern Elementary School met 11 out of 13 AYP criteria and did not meet AYP Criteria in the following areas:

- Math Schoolwide 54.6 (target 68.5%)
- Math White 58.8 (target 68.5%)

In order to revise the Single Plan for Student Achievement (SPSA) and increase student performance in the identified areas, a variety of tools and strategies were used including:

- Academic Program Survey
- English Learner Subgroup Self-Assessment (ELSSA)
- Inventory of Services and Supports (ISS)
- Consultation with staff – Completed our Academic Program Survey, used Illuminate as a tool to sort and gather student test data, investigated student test data with staff in collaboration sessions, reviewed all aspects of our curriculum, support programs, staffing, and daily schedule in order to make informed decisions for our SPSA
- Consultation with parents – Held Annual Title I meeting, we examined our Title I Annual Survey results, met with parents in informal sessions (monthly open meetings with parents), and formal meetings such as SSC and PTO in order to gather parent feedback.
- Consultation with district staff- PI Training and work sessions, Title 1 principal meetings, individual conferences, Illuminate trainings and data, ELA/ ELD textbook adoption support

Our school has identified the specific academic issues that resulted in PI identification:

- A need for targeted on-going school day and after school intervention programs
- A need to investigate and purchase SBE approved math intervention program Math Expressions by Houghton Mifflin as needed for targeted interventions
- A need to support the technology needed to allow the implementation and use of math support programs such as Renaissance Place's Accelerated Math and Math Facts in a Flash
- A need for staff development in Math Response to Intervention has been identified.

As a result of these issues the following research-based strategies to strengthen math performance will be implemented:

- At least 50% of collaboration time will be spent on Math
- Instructional minutes and interventions have been tailored to match state requirements as listed in the Academic Program Survey.
- Strategic and Intensive math interventions offered to identified students using SBE approved materials and research based supplemental materials.
- Through the Professional Learning Community (PLC) process, identification of the academic needs of students is a fluid process based regular site and district benchmark assessments.
- Expand the focus of our PLC to Math as well as ELA.

As a result of these issues the following policies and practices to strengthen math performance will be implemented:

- Staff development in Math Response to Intervention will be offered through Solution Tree and the information gathered will be used through our Professional Learning Community process to improve our math program
- Time to collaborate provided through the reduction of staff meetings and the implementation of Fine Arts Mini Experiences (FAME)
- Students have been identified for intensive and strategic interventions with instructional minutes and programs adjusted to meet student academic needs.
- Copies of Math Expressions from Houghton Mifflin have been ordered for review

Extended day opportunities at this school include:

- After school Education and Safety programs
- After school math intervention classes were offered in the fall of 2011 and will begin again in the winter of 2012.
- School day intervention for math facts for 4th and 5th grade have been established

Professional Development- 10% of the school's Title 1 funds will be used to provide high quality professional development to address the reasons the school is identified for program improvement. Emphasis will be on professional development in mathematics as well as English/ language arts in order to continue to meet increasing AYP targets.

Parental Notification of PI identification/ School Choice and SES-
Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures. http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin' Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance
- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools

- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication
- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute
- Establish a School support Team or District/ School Liaison Team (DSLT)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Annual Objectives- Specific, measureable annual objectives are included in the SPSA revision.

Effective parental involvement strategies at this school include:

- Timely communication about parent involvement policies, compacts and program improvement requirements and options
- Annual Title I Meeting
- Monthly open meetings with principal called "Donuts & Dialogue"
- Mid Trimester Student Progress Reports to mailed to the parents of each student
- Take Home Tuesdays established as a weekly schoolwide news notification day
- Home School Communicator folders for each student to increase home school communication
- Use of School Messenger (automated dialer) to as another means of notifying parent of important involvement opportunities.

Implementation of this plan will begin immediately after approval of school site council and the local governing board.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
		X					1. EI data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	*Personnel*		*EIA-LEP*	*Total of $6,379*	*Staff*	*yearly*	*1*
X	X	X	X	X	X		2. Attend district advisory committee meetings	*No expense*				*Staff*	*yearly*	*1*
X	X	X	X				3. Collaboration in PLC teams to review student progress towards state standards and grade level benchmark exams.	*Paper, toner, Substitutes &, art supplies for FAME to add additional collaboration time*	*$3,000*	3010/ 7090		*Staff*	*weekly*	*1*
							B. Staffing and Professional Development							
X		X					1. To train all teachers in CELL & ExLL strategies.	*Personnel*				*District EL staff*	*All year*	*1*
X	X	X	X		X		2. Support students through counseling services focused on BOYS' TOWN SOCIAL SKILLS, STEPS TO RESPECT and SECOND STEP curriculum.	*Personnel*		3010/ 7090	*$8,892 $8,843*	*Counselor*	*yearly*	*1*
X	X	X	X		X		3. To train all teachers in Step Up to Writing Training	*Personnel*				*District office staff*	*All year*	*1*
X	X	X			X		4. To send a minimum of two teachers to the district autism training.	*Substitutes*	*$200*			*SELPA* Principal	*As offered*	*3*
X	X	X					5. Targeted staff development in the area of PLC, ELA, Math, RTI, AR, AM, Professional Book Study groups, & observations of successful practices	*Travel & Substitutes*	*$7,036*	3010/ 7090		*Staff*	*2nd & 3rd trimester*	*1*
X	X	X					6. Small group intervention within the school day provided by a paraprofessional on as needed basis	*Paraprofessional*	*$1,000*	3010/ 7090		*Staff*	*All Year*	*2*
X	X	X	X				7. Staff after school ASES program with credentialed personnel to deliver intervention services	*Personnel*	*$6,000*	3010/ 7090		*Staff*	*Oct to May*	*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.	*Personnel*		*EIA-LEP*	*Total of $6,379*	*EL District staff*	*yearly*	*2*
X	X	X	X				2. Replace up to one-fourth of the computer lab computers in order to keep lab up to date.	*Computers*	*$8,100*	3010/ 7090		*Staff*	*January*	*1*
X	X	X	X				3. Purchase one smart board for Room 15 so that all teachers and students have access to smart technology.	*ENO SmartBoard*	*$1000*	3010/ 7090		*Staff*	*August*	*1*
X	X	X	X	X			4. Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading.	*Paper and Toner*	*$3,000*	3010/ 7090		*Staff*	*yearly*	*1*
X	X	X	X	X			5. Enhance standards based learning with web based learning program such as Education City, World Book On-line, Starfall, Renaissance Place and IXL Math.	*School licenses for web based programs*	*$3,000*	3010/ 7090		*Staff*	*yearly*	*1*
X		X					6. Enhance a leveled book library to support CELL & ExLL instructional strategies.	*Books, Book cases, supplies*	*$500*	3010/ 7090		*Staff*	*yearly*	*1*
X	X	X					7. Support standards based learning with supplemental curriculum such as Read Naturally and Step Up to Writing.	*Supplemental curriculum*	*$1,000*	3010/ 7090		*Staff*	*yearly*	*1*
X	X	X					8. Support intervention classes with supplemental materials and supplies such as Treasures Triumphs and Buckle Down Math.	*Intervention supplies*	*$2,000*	3010/ 7090		*Staff*	*Oct to May*	*1*
X	X	X	X		X		9. Three standards based assemblies to teach concepts in an different format addressing different learning styles	*Outside contractors*	*$2000*	3010/ 7090		*Staff*	*Sept, Oct, Feb*	*2*
							D. Opportunity and Equal Access							
X		X	X				1. Increase AR books in the library particularly with .2 to 1.0 books, high interest/low vocabulary books, award winning books, and corresponding AR labeling supplies.	*Books and AR supplies*	*$5,000*	*3010 /7395*		*Librarian*	*yearly*	*1*
X		X	X				2. Support the GATE reading program Battle of the Books (BOB) by providing multiple copies of BOB books.	*BOB Books*	*$500*	*3010 GATE*		*Staff*	*January*	*2*
X	X	X	X	X			3. Promote the Accelerated Reading and Math with	*Supplies*	*$2,000*	3010/		*Staff*	*yearly*	*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			
							art/laminating supplies to celebrate student achievement.			7090				
X	X	X	X	X	X		4. Promote communication to parents through newsletters, monthly calendars,	*Paper, toner & Personnel*	*$5,000*	3010/ 7090		*Clerk*	*yearly*	*1*
X	X	X					5. Provide intervention to students within the school day.	*Personnel*	*$30,446*	3010/ 7090		*Principal* ASES Intervention Teachers		*1*
X	X	X	X				6. Provide a staffed computer lab for students.	*Personnel*	*$5,788*	3010/ 7090		*Computer Aide*	*yearly*	*1*
X	X	X	X				7. Promote student attendance and promote positive behavior	*Personnel Supplies*	*$4,633*	*7395*		*Clerk*	*yearly*	*1*
X		X	X				8. Support schoolwide Reading is Fundamental Program with additional books and activity supplies	*Books & supplies*	*$1000*	3010/ 7090		*Staff*	*yearly*	*1*
					X		9. Provide each family with annual magnetic calendar to promote home to school communication	*Calendar*	*$300*	*3010*				*1*
X	X	X	X				10. Support hands-on learning on standards based educational field trips	*Travel and related fees*	*$5,000*	*7395 7090 3010*		*Staff*	*yearly*	*2*
X	X	X	X		X		11. Promote school attendance and achievement through student recognition	*Award tags*	*$400*	3010/ *7395/ 0000*		*Clerk II*	*monthly*	*1*
X	X	X	X		X		12. Provide schoolwide assemblies three times a year focusing on academic achievement and positive behavior	*Contractor Assemblies Fees*	*$2000*	3010/ 7090		*Staff*	*yearly*	*2*
X	X	X					13. Provide an after school bus to make after school interventions classes available to all students	*Bus transportation fees*	*$3000*	3010/ 7090		*Site and District staff*	*yearly*	*2*
							E. Parent, Student and Community Involvement							
X		X			X		1. Translation/interpreting services (Spanish) will be provided to assist students and parents.	*Personnel*		*EIA-LEP*	*Total of $6,379*	*Translator*	*yearly*	*1*
X	X	X	X	X	X		2. Provide educational and entertaining family nights in order to foster each family's involvement in school.	*Supplies, child care &*	*$1,500*	3010/ 7090		*Staff*	*yearly*	*1*

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
								refreshments						
X	X	X	X	X	X		3. Conduct SSC Meetings	*Paper/toner*	*$100*	*3010*		*Principal*	*monthly*	*1*
					X		4. Conduct annual Title I school climate/safety survey	*Paper/toner*	*$150*	*3010*		*Principal*	*annually*	*1*

Inyokern Instructional Minutes Schedule 2011-12

Grade Level	RLA 60-K, 150 1-3 120 4-5	RLA Strategic 30 minutes	ELD 30-60	RLA Intensive 2.5 – 3.0	Math K 30 min 1-5 60 min	Math Strategic 15-30 min	Math Intensive 15-30 min
Kindergarten	**60 min** 8:30 to 9:30	**60 min** 10:15 to 11:15	**30 min** 11:15 to 11:45	n/a	**30 min** 9:30 to 10:00	**30 min** 1:15 to 1:45	n/a
First Grade	**150 min** 10:20 to 11:05 & 12:30 to 2:20	**40 min** 9:20 to 10:00	**40 min.** 9:20 to 10:00 with Project Teacher	n/a	**60 min** 9:00 to 9:20 11:05 to 11:15	**30 min** 8:30 to 9:00	n/a
Second Grade	**150 min** 8:30 to 10:15 1:45 to 2:20	**75 min** 10:30 to 11:45	**45 min** 10:30 to 11:15 with Project Teacher		**60 min** 12:45 to 1:45	**15 min** 12:30 to 12:45	n/a
Third Grade	**120 min** 8:15 to 10:15	**90 min** 10:30 to 12:00	**45 min** 11:30 to 12:15 With Project Teacher	n/a	**75 min** 1:00 to 2:15	**15 min** 12:00 to 12:15	n/a
Fourth Grade	**120 min** 9:45 to 10:15 10:30 to 11:30	**45 min** 11:30 12:15	**45 min** 11:30 to 12:15 With Project Teacher	n/a	**70 min** 8:45 to 9:45 1:00 to 1:20	**30 min** 8:15 to 8:45	n/a
Fifth Grade	**120 min** 10:45 to 11:30 1:00 to 2:15	**45 min** 11:30 to 12:15	**45 min** 11:30 to 12:15 With Project Teacher	**ASES**	**60 min** 8:30 to 9:30	**30 min** 9:30 to 10:00	**15 min** 10:00 to 10:15

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)
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. Kinds of Data to Collect: • 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	Virginia Cornell Julie Ann Pennix Brianne Cofield Patty Jacobson Tami Piatt	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.	Data and activity analysis: September, February, and May

SCHOOL SITE COUNCIL
Elementary

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Brianne Cofield
2. Patty Jacobson
3. Tami Piatt

Principal
1. Virginia Cornell

Other School Personnel
1. Tacie Bull

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

(b)

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

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
Virginia Cornell	X			
Jennifer Williams		X		
Saray Ortega				X
*				
Number of members of each category	1	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.)

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: _____

***Under number of required students. Will reactive ELAC if EL students is 20 or greater.**

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   ___ English Learner Advisory Committee

   ___ Other *(list)*

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This plan was adopted by the School Site Council at a public meeting on: November 29, 2010.

Attested:

Virginia L. Cornell — Signature of school principal — Date: 11-28-11

Suzanne Clark — Signature of SSC chairperson — Date: 11-28-11

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

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

• State Accountability: Academic Performance Index (API)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
130	796	767	5	29	Yes	Yes	Yes

Similar Schools

Median API	
783	775

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	4	No					
American Indian or Alaska Native	3	No					
Asian	0	No					
Filipino	1	No					
Hispanic or Latino	23	No	728	669			
Native Hawaiian or Pacific Islander	0	No					
White	97	Yes	816	808	A	8	Yes
Two or More Races	1	No					
Socioeconomically Disadvantaged	96	Yes	776	721	5	55	Yes
English Learners	14	No	704	597			
Students with Disabilities	21	No	665	647			

In order to meet federal requirements of No Child Left Behind, a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

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

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 11 of 13 AYP Criteria

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

Met 2011 AYP Criteria

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

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 11 of 13 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	138	138	100	Yes		138	138	100	Yes	

African American or Black	4	4	100	--	4	4	100	--
American Indian or Alaska Native	4	4	100	--	4	4	100	--
Asian	0	0	--	--	0	0	--	--
Filipino	1	1	100	--	1	1	100	--
Hispanic or Latino	23	23	100	--	23	23	100	--
Pacific Islander	0	0	--	--	0	0	--	--
White (not of Hispanic origin)	104	104	100	Yes	104	104	100	Yes
Two or More Races	1	1	100	--	1	1	100	--
Socioeconomically Disadvantaged	100	100	100	Yes	100	100	100	Yes
English Learners	14	14	100	--	14	14	100	--
Students with Disabilities	22	22	100	--	22	22	100	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	130	68	52.3	Yes	SH	130	71	54.6	No	
African American or Black	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	23	8	34.8	--		23	9	39.1	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White	97	55	56.7	Yes	SH	97	57	58.8	No	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	96	46	47.9	Yes	SH	96	49	51.0	Yes	SH
English Learners	14	4	28.6	--		14	4	28.6	--	
Students with Disabilities	21	6	28.6	--		21	9	42.9	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
767	796	29	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

2010-11 ANNUAL INYOKERN SCHOOL TITLE 1 SURVEY

Results are based on 108 out of 132 families responding to the survey.

	SCHOOL CULTURE	Yes	No
1.	I am greeted warmly and courteously when I visit school.	93%	7%
2.	My child feels safe at school.	94%	6%
3.	My child and I find Inyokern School to be a clean, well-maintained, and a pleasant place to learn.	98%	2%
4.	High academic standards are taught to students in a positive school atmosphere.	95%	5%
5.	Inyokern School's discipline program provides a safe environment for my child	93%	7%
	STANDARDS & ASSESSMENT		
6.	I am aware of the State Standards my child must meet.	99%	1%
7.	I understand clearly how my child's work will be evaluated.	98%	2%
8.	I am fully informed about my child's progress through regular progress reports and parent teacher conferences	99%	1%
	PARENT & COMMUNITY INVOLVEMENT		
9.	Activities for parents are scheduled at times and places that are convenient for parents.	87%	13%
10.	Meetings are conducted in a language that parents understand	97%	3%
11.	I feel welcome at Inyokern School and feel free to discuss issues with the principal.	94%	7%
12.	My child's teacher communicates with me and responds to my individual needs.	93%	7%
13.	Inyokern School maintains good school/parent communications (via newsletters, parent conferences, flyers, school website, marquees, and phone system).	94%	6%
	SCHOOL SERVICES		
14.	Sierra Sands Unified School District's transportation department provides safe and reliable bus service.	97%	3%
15.	Is the magnetic school calendar provided at the beginning of the school year a useful tool for you?	99%	1%
16.	Does our After School Safety and Education Program offered at the Boys and Girls Club meet your family and child's needs?	97%	3%
	HOMEWORK		
17.	My child spends an average of: **15 min (12) 30 min (38) 45 min (30) 1 hr+ (28)**	**n/a**	n/a
18.	Overall, my child does homework: **independently (20) with minimal help (74) with maximum help (10)**	**n/a**	n/a

TITLE 1 PARENT COMPACT

INYOKERN SCHOOL HOME-SCHOOL COMPACT

This compact was developed by Inyokern Staff and School Site Council. The compact was approved on November 4, 2011.

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Key 1 Parenting

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

Key 2 Communication

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

Key 3 Volunteering

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

Key 4 Learning at Home

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

Key 5 Decision Making

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

Key 6 Collaborating with the Community

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

Reviewed and approved by School Site Council on November 4, 2011

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	California Treasures (series)	Macmillan/McGraw-Hill	2010
ELL	K-5	California Treasures (series)	Macmillan/McGraw-Hill	2010
Mathematics	K-5	Houghton Mifflin California Math (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	History-Social Science for California	Scott Foresman	2006
Science	K-5	California Science (series)	Pearson/Scott Foresman	2008
Music	K-5	California Spotlight on Music (series)	Macmillan/McGraw-Hill	2008
Art	K-5	SRA Art Connections (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Inyokern Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	**$12,238**	**0**	**$12,238**
ASES 6010	**$87,750**	**0**	**$87,750**
EIA-SCE 7090	**$33,926**	**$14,862**	**$14,107**
EIA-LEP 7091	**-**	**-**	**$4,957**

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010$	**101,291**	**$8,982**	**$92,310**

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.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LAS FLORES SCHOOL

15-73742-6009625
CDS Code

Date of this Plan: January 5, 2012

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Michelle Acosta

Position: Principal

Telephone Number: 760-375-8431

Address: 348 Rowe Street, Ridgecrest, CA 93555

E-mail address: macosta@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

SCHOOL GOALS

Smart Goal Criteria

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

1) **English Language Arts:**
   a) During the 2011-2012 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 5%, as measured by the Content Standards Test (CST) in April 2011

2) **Mathematics:**
   a) During the 2011-2012 school year the percentage of 2nd-5th grade students scoring proficient or advanced will increase by 5%, as measured by the Content Standards Test (CST) in April 2011

3) **English Language Learners and EL Development:**
   a) EL students will advance at least one proficiency level as measured by the California English Language Development Test (CELDT) during the 2011-12 school year.

4) **GATE:**
   a) During the 2011-2012 school year all GATE students will continue to score advanced in English Language Arts and Math as measured by the Content Standards Test (CST)

5) **Library**
   a) By December 2011, reference materials will be ordered for the library.
   b) During the 2011-2012 school year all students will be taught what reference materials are and how to use them effectively as measured by the Content Standards Test (CST)

6) **School Climate/ Safety**
   a) The update School Safety Plan will be reviewed by staff, approved by the School Site Council and submitted to the Personnel office by February, 2012.

7) **Other goals (optional)**

a) Technology: Order 40 additional laptops by December 2011 to complete the second phase of mini-computer labs in remaining classrooms. Laptops will be installed by January 2011.
b) Technology: Scanning cameras for each classroom will be ordered by December 2011. (8, 11, 19, 20, 23, 24.)Implement grade level-sponsored Family Fun Nights on a monthly basis (minimum seven). Cameras will be installed by January 2011.
c) Testing Support:
   Establish budget with PTO and order all supplies for Night of the Stars by August 2011.
   Notify all invited students for Night of the Stars by September 12, 2011.
   Host two Night of the Stars by September 2011.

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 Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching.

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Specifically, at Las Flores, we administer benchmarks in August to determine baseline data. A child study team meeting is conducted in September to discuss the performance and needs of individual students. Based on this data, intervention groups are formed for the trimester. Each trimester, the data is updated and Child Study Team meets to again discuss the performance and needs of individual students. Intervention groups are then formed.

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

Staffing and Professional Development

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

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

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

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

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

Grade level collaboration is built into our Media Center Schedule. Additionally, monthly collaboration time is provided in lieu of a staff meeting time to review benchmark assessments, analyze results, plan re-teaching and examine the progress of intervention group students. Teachers also meet monthly collaborate in cross grade level teams in these monthly meetings. Teachers have received Illuminate training to assist in their analysis of student data.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

Teaching and Learning

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

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

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

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

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted.
Our school gives 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.
Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?
Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

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

Involvement

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

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

Our school communicates with parents through:

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

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?
Our School Site Council meets state requirements for parity and consists of (number):
__1__ Principal

__1__ Other staff
__3__ Classroom teachers
__5__ Parents and community members

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

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).
Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0
All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS
KEY FINDINGS

1. API

What does the data by subgroup and proficiency level show?
We have three subgroups that are numerically significant, white, Hispanic/Latino and social economically disadvantaged. Our white subgroup continued to score above the statewide performance target of 800 with a score of 866, a 43 point gain. The Hispanic/Latino subgroup declined by 8 points with a score of 784. Our socio economically disadvantaged subgroup score gained 17 points with a score of 797.

What does the data by grade level show?
In 2nd grade 67% of students are proficient or advanced in Language Arts and 84% in Mathematics.
In 3rd grade 46% of students are proficient or advanced in Language Arts and 72% in Mathematics.
In 4th grade 66% of students are proficient or advanced in Language Arts and 72% in Mathematics.
In 5th grade 60% of students are proficient or advanced in Language Arts and 63% in Mathematics.

What causes this result?
Across the district there is a drop in 3rd grade Language Arts scores. We attribute that to the fact that at 3rd grade they are reading the test on their own, whereas 2nd grade has parts of the test read aloud to them. Gain in ELA is attributed to implementing the curriculum with increased fidelity as well as our intervention pyramid implemented within the 2010-11 school year.

What are the needs?
Targeted ELA intervention is needed to address academic deficiencies, over all grade levels, and particularly 3rd grade and 5th grade. 5th grade mathematics intervention is needed to address academic proficiency with individualized monitoring of student progress.

2. AYP

What does the data by subgroup show in English Language Arts and Mathematics?
Hispanic, White, and Socioeconomically Disadvantaged sub groups met their 2011 AYP criteria in ELA through Safe Harbor. All sub groups met their 2011 AYP criteria in mathematics.

What causes this result?
Teachers participated in District-wide review of the state's Academic Program Survey (APS). This helped improve adherence to instructional minutes as well as implementing adopted curriculum with fidelity. In addition, the Child Study Team trimester meetings, targeting individual performance, and intervention caused the students' mastery of standards to increase.

What are the needs?
Continued professional development is needed in CELL/ExLL. Continued implementation of targeted intervention groups and a Projects Teacher is ongoing. Illuminate training and technology to support analysis of student data is needed.

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?
In grades K-1, 47% or 7/15 of English Learners are Beginners. In grade 2, 29% or 2/7 of English Learners are Early Advanced or Advanced. In grades 3-4, no students have met the reclassification criteria; . 4/7 or 57%are at the Immediate level. There are 2 English Learners in grade 5 this year. Both students are at the Intermediate level.

What does the CELDT data by skill area/grade level show?
In grades K-2, our CELDT data indicates a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate. In grades 3-5, our CELDT data indicates a need for instruction to focus on English Language Development standards for

Intermediate, Early Advanced, and Advanced. Currently, our teachers use the ELD progress profile to design standards-based ELA and ELD lessons that meet the needs of English Learners. This is provided through the CELL/ExLL workshops.

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

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?
Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Our site is making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria.
Our teachers continue to provide leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

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

Grades	B	EI	I	EA	A
K	2	2	2	0	0
1	5	4	0	0	0
2	2	1	2	2	0
3	0	1	3	0	0
4	0	2	1	0	0
5	0	0	2	0	0
Total	9	10	10	2	0

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

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?
100% or 5/5 of our GATE students performed at the advanced levels in both ELA and math.

What causes this result?
Identifying and enhancing our curriculum to meet the needs of the GATE students. They have many opportunities throughout the day to expand their knowledge through the Intervention Laptop lab and *Read About* program. In addition, they utilize our Accelerated Reading and Math programs.

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

6. Professional Development.

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

Strengths—Staff who were trained in "Closing the Achievement Gap" shared and implemented the best practices, school-wide. Staff who have been Cell/Exll trained and are now modeling strategies for the District.
Needs—Ongoing training in Cell/Exll, UNRAAVEL testing techniques, "Closing the Achievement Gap" training, and Standards Plus training. All staff members would benefit from additional training in EL strategies.

7. School Climate/ Safety Surveys and Other Input
What does the climate survey by teacher, parent, and student show?
Teacher—Teachers feel that Las Flores is a safe school.
Parent—Parents feel welcome and well-informed.
Students—Students feel connected and feel that at least one or more adults on campus who care about their successes.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X				1. Examine disaggregated data from CST, benchmarks, and report cards. Identify performance gaps through Child Study Team meetings.	Copying Release time	$2,000	SLIBG/ Title 1		Principal/ Staff	August/ November/March	1
X	X	X	X				2. Increase test scores for our significant sub groups through focused analysis of individual student performance	Staff training and release time	$5,000	SLIBG/ Title 1		Principal/ Staff	ongoing	2
X	X	X	X				3. Increase test scores through a review of standards utilizing Curriculum & Associates' Practice and Mastery materials.	materials	$2675	EIA 7090		Principal/ Staff	Jan.- March	3
X	X	X	X				4. Purchase Standard Plus consumables to promote review and mastery of standards.	materials	$5000	SLIBG		Principal/ Staff	ongoing	4
		X					5. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.			EIA-LEP	Total of $9,484	Principal/ EL Staff	ongoing	5
							B. Staffing and Professional Development							
X	X	X	X				1. All staff trained in Illuminate.	Release time	$1000	SLIBG/ Title 1	District	Principal/ Staff	ongoing	1
X	X	X	X				2. All staff trained in Treasure's (new ELA adoption).	Stipend	$10000		District	Principal/ Staff	ongoing	2
X	X	X					3. Train the Student Success team in current best practices	Conference, travel costs	$650		District (PI)	Principal/ Staff	ongoing	3
							C. Teaching and Learning							
X	X	X	X			X	1. Hire support staff for Intervention Lab to provide additional intervention support for at risk students.	salary	$12000	Title 1		Principal/ Staff	August 2011	1
X	X	X	X				2. Purchase classroom computers, earphones, mice, and surge protectors to support mastery of standards and within-the-classroom intervention programs	materials	$35000	EIA			Dec.	2
X	X	X					3. Continue Incentive Program for Accelerated Reader	Pencils/other	$250	SLIBG		principal	weekly	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			
							and Accelerated Math	supplies						
X	X	X					4. A district EL project teacher will provide support through coaching and professional development.			EIA-LEP	Total of $9,484	EL staff	ongoing	4
							D. Opportunity and Equal Access							
X	X	X					1. Implement lunchtime and after school intervention	Stipends, materials, curriculum	$7500	SLIBG/ Title 1		Principal/ Staff	Oct.-Feb.	1
					X	X	2. Counseling Services will be provided to focus on emotional, social and academic needs of students.	*counselor*	$9000	Title 1 EIA	$12,269 $12,611	counselor	all year	1
X	X	X	X				3. Provide homework folders for all students to improve school to home communication and homework completion	Materials	$600	SLIBG		Principal/ Staff		2
							E. Parent, Student and Community Involvement							
X	X	X	X		X	X	1. Host testing incentive "Night of the Stars" in September	Materials, refreshments	$2,000	SLIBG/ Title 1		Principal/ Staff	Sept.	1
X	X	X			X	X	2. Continue to provide monthly Family Nights to increase parent involvement. Target Title 1 parents to increase awareness and involvement	Materials, refreshments	$2,060	SLIBG/ Title 1		Principal/ Staff	monthly	2
X	X	X			X		3. Parent education on standards and how to enhance student learning	Child care, materials, refreshments	$500	SLIBG/ Title 1		Principal/ Staff	ongoing	3
X		X			X		4. Translation/ interpreting services (Spanish) will be provided to assist students and parents.	Salaries/ benefits		EIA-LEP	Total of $9,484	EL Staff	ongoing	4

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
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. Kinds of Data to Collect: • 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	Michelle Acosta Lorraine Beeson Margaret Bergens Rebecca Rios	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.	Data and activity analysis: September, February, and March

SCHOOL SITE COUNCIL

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

Sample Elementary Council Compositions

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

(a)

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

Principal
1. Michelle Acosta

Other School Personnel
1. Janna Chilbes

(b)

Parent or Community Members
1. Denise Allen (term ends 2012)
2. Dave Truesdale (term ends 2012)
3. Penny Bolt (term ends 2013)
4. Emily Lane (term ends 2013)
5. Colleta Baker (term ends 2013)

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Mrs. Yaneth Cazares			X	
Mark Podzon			X	
Mrs. Rosalba			X	
Michelle Acosta	X			
Margaret Bergens		X		
Jennifer Williams				X
Number of members of each category	1	1	3	1

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

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

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

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   _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: January 5, 2012

   Attested:

Michelle Acosta
Typed name of school principal

Michelle Acosta
Signature of school principal

1-5-12
Date

Denise Allen
Typed name of SSC chairperson

Denise Allen
Signature of SSC chairperson

1-5-12
Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

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

• State Accountability: Academic Performance Index (API)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
271	850	817	A	33	Yes	No	No

Similar Schools

Median API	
831	821

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	10	No		794			
American Indian or Alaska Native	2	No					
Asian	9	No					
Filipino	5	No					
Hispanic or Latino	51	Yes	784	792	5	-8	No
Native Hawaiian or Pacific Islander	2	No					
White	192	Yes	866	823	A	43	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	117	Yes	797	780	5	17	Yes
English Learners	20	No					
Students with Disabilities	24	No					

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

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

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 of 17 AYP Criteria

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

	Met 2011 AYP Criteria			
	Participation Rate		Percent Proficient	
GROUPS	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	--	--	--	--
White	Yes	Yes	Yes	Yes
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 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				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	281	281	100	Yes		281	281	100	Yes	
African American or Black	10	10	100	--		10	10	100	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	9	9	100	--		9	9	100	--	

Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	54	54	100	--	ER	54	54	100	--	ER
Pacific Islander	2	2	100	--		2	2	100	--	
White (not of Hispanic origin)	196	196	100	Yes		196	196	100	Yes	
Two or More Races	3	3	100	--		3	3	100	--	
Socioeconomically Disadvantaged	126	126	100	Yes		126	126	100	Yes	
English Learners	25	25	100	--		25	25	100	--	
Students with Disabilities	26	26	100	--		26	26	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % Met all percent proficient rate criteria? Yes				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	271	163	60.1	Yes	SH	271	208	76.8	Yes	
African American or Black	10	--	--	--		10	--	--	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	9	--	--	--		9	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	51	24	47.1	Yes	SH	51	37	72.5	Yes	
Pacific Islander	2	--	--	--		2	--	--	--	
White	192	123	64.1	Yes	SH	192	149	77.6	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	117	53	45.3	Yes	SH	117	83	70.9	Yes	
English Learners	24	14	58.3	--		24	19	79.2	--	
Students with Disabilities	23	5	21.7	--		23	19	82.6	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
817	850	33	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

TITLE 1 SURVEY RESULTS

Las Flores Title I 10-11 Parent Survey Results

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

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

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

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

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

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

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

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

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

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

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

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

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

Area of suggested over-all improvement: Parents would like more written communication, translator available in office. Some parents concerned about too much homework. Would like to see like afterschool activities for the younger grades.

Perceived strengths/likes: Many commented on liking the end of year carnival that reinforced good behavior/good testing skills/strategies.

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

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

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

STUDENT RESPONSIBILITIES:

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

PARENT RESPONSIBILITIES:

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

SCHOOL RESPONSIBILITIES:

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

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

Student signature Parent signature date School signature date

PLEASE DISCUSS WITH YOUR CHILD, AND SIGN.

SUGGESTIONS FOR IMPLEMENTATION OF AGREEMENT:

STUDENTS:

Take advantage of every opportunity to learn.

Actively participate in classroom discussions and projects.

Listen carefully to lessons and directions.

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

Spend time at home completing homework, reading and studying.

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

Tell your parents what you learned in school.

See that school notes and newsletters to parents get home.

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

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

PARENTS:

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

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

Talk with your child about his/her activities daily.

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

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

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

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

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

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

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

Limit TV viewing and help select worthwhile programs.

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

TITLE 1 PARENT INVOLVEMENT POLICY

LAS FLORES ELEMENTARY SCHOOL
TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY

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

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Las Flores School does the following:

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

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
ELL	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
Mathematics	K-5	*Houghton Mifflin California Math* (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	*History-Social Science for California*	Scott Foresman	2006
Science	K-5	*California Science* (series)	Pearson/Scott Foresman	2008
Music	K-5	*California Spotlight on Music* (series)	Macmillan/McGraw-Hill	2008
Art	K-5	*SRA Art Connections* (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Las Flores Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	$25,565	0	$25,565
EIA-SCE 7090	$65,296	$22,095	$31,969
EIA- LEP 7091	-	-	$11,232

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	$200,786	$12,269	$188,517

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.
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PIERCE ELEMENTARY SCHOOL

15-73742-6009294
CDS Code

Date of this Plan: December 12, 2011

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person:	Pam Barnes
Position:	Principal
Telephone Number:	(760) 499-1675
Address:	674 N. Gold Canyon St. Ridgecrest, CA 93555
E-mail address:	pbarnes@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

Pursue Individual Excellence Relentlessly in a Caring Environment.

SCHOOL GOALS

Smart Goal Criteria

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

1) **English Language Arts:**
   a) Increase proficiency of all 2-5 students in ELA from 48.8% to 53.8% (5% increase) as measured by their CST performance and reported on the Accountability Progress Report with particular emphasis on our English Learners.
   b) Increase proficiency of all 2-5 students in each subgroup by 5%:
      i) Hispanic subgroup from 46.2% to 51.2%
      ii) White subgroup from 45.2% to 50.2%
      iii) Socioeconomically Disadvantaged subgroup from 44.1% to 49.1%
      iv) English Learners subgroup from 33.3% to 38.3%

2) **Mathematics:**
   a) Increase proficiency of all 2-5 students in Math from 69.1%to 74.1% (5% increase) as measured by their CST performance and reported on the Accountability Progress Report with particular emphasis on Socioeconomically Disadvantaged students.
   b) Increase proficiency of all 2-5 students in each subgroup by 5%:
      i) Hispanic subgroup from 63.4% to 68.4%
      ii) White subgroup from 73.8% to 78.8%
      iii) Socioeconomically Disadvantaged subgroup from 64.6% to 69.6%
      iv) English Learners subgroup from 65.1% to 70.1%

3) **English Language Learners and EL Development:**
   a) By October 2012 the number of ELL students in grades 2-5 scoring early advanced or above on their CELDT tests will increase by 5% (baseline 9.5%). At least 56% of ELL students (grades 1-5) will advance one level on CELDT performance (2010-11 baseline= 38.1%).

4) **GATE:**
   a) By May 2012, 100% of GATE students will achieve proficient or advanced in their identified academic area, as measured by their CST performance.

5) **Library**
   a) By May 2012, each K-2 student will check out and read a minimum of 40 books as measured by Destiny database.
   b) By May 2012, each 3-5 student will check out and read a minimum of 15 chapter books as measured by Destiny database.

6) **School Climate/ Safety**
   a) By January 2012, all poles on both blacktops will be painted bright yellow to improve visibility.
   b) Maintain attendance rates of 85% of capacity for both the Before School Program and the After School Program as determined by daily attendance averages on their end of year reports.

7) **Parent Involvement**
   a) Increase the number of Family Nights from 4 to 5.
   b) Offer parents of EL students the opportunity to participate in the Latino Family Literacy Program.
   c) Obtain 80% return rate on annual Title I parent surveys. .

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?
- **To monitor student progress on curricular embedded assessments?**
- **To modify instruction?**

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and CST blueprints, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching.

Teachers use benchmark results in Language Arts and Mathematics as well as weekly formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Pierce teachers also use STAR Early Literacy, STAR Reading and STAR Math assessments to modify instruction to meet the academic needs of individual students.

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

Staffing and Professional Development

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

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

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

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

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

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

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

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. District teachers who are not in compliance are supported with Title funding

and assisted with individual plans in order to attend staff development and take required courses or exams in order to become NCLB highly qualified.

Opportunity and Equal Education Access and Funding

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

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

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

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

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core State standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST and CMA assessments, and formative 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. Pacing guides are being refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted.

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

Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

- School Compacts for Student Success
- Parent informational meetings and visitations
- Back To School Barbecue, Back-To- School Night, Lights on After School, and Open House
- Superintendent's Council
- Parent /Teacher Conferences twice a year
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- Gifted and Talented Education (GATE) Parent Meetings
- English Language Advisory Committee (ELAC) Meetings
- PTO
- Helping Children Learn newsletter sent home each month
- EdLine and school web pages
- Automated phone system
- Annual Parent Surveys (Title I and ELAC)

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

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

__1__ Principal
__3__ Classroom teachers

__1__ Other staff
__5__ Parents and community members

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

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

In the summer of 2011, all Pierce teachers attended two days of instruction for their newly adopted ELA adoption. (Treasures by Macmillan/McGraw Hill) All elementary teachers in the district will be required to attend intensive ELA training (AB 472) in June 2012. In addition to ELA training, one Pierce teacher received intensive training on State Board of Education adopted mathematics instructional materials. This teacher received Houghton Mifflin Math Training AB 472 during the summer of 2008.

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

1. API - Schoolwide our API fell by 11 points from 824 in 2010 to 813 in 2011.

What does the data by subgroup and proficiency level show?

Subgroup	2010	2011	Growth	% Proficient/Above
Hispanic	782	795	+13	46.2 % ELA 63.4 % Math
White	854	824	-30	45.2 % ELA 73.8 % Math
Socioeconomically Disadvantaged	796	793	-3	44.1 % ELA 64.6 % Math
English Learners	787	773	-14	33.3 % ELA 65.1 % Math

What does the data by grade level show?

Grade Level	2010 - ELA (Prof./Above)	2011 - ELA (Prof./Above)	2010 - Math (Prof./Above)	2011 - Math (Prof./Above)	2010 - Science (Prof./Above	2011 - Science (Prof./Above)
2nd	78 %	52%	89 %	77%		
3rd	38 %	30%	71%	75%		
4th	62 %	56%	58 %	62%		
5th	50 %	58%	62 %	64%	48%	50%

What causes this result?
Overall, Pierce students lost ground this year dropping 11 API points from their 2010 high score of 824. Students in the Hispanic subgroup at Pierce actually improved with 4.3% more students scoring proficient and above for English/Language Arts. Unfortunately our other 3 subgroups (White students, English Learners, and Socioeconomically Disadvantaged students) all lost ground in English Language/ Arts. In English/Language Arts students in grades 2, 3, and 4 all showed significant drops and will be targeted for intervention this year. Staff felt that the drop at 4th grade reflected the difficulties of teaching a 4th/5th grade combination class. At all grade levels in English/Language Arts students are struggling with the vocabulary and writing conventions sections of the CST. Staff feels that this is a reflection of the background of our students who are both disadvantaged and English learners. Students in all Pierce subgroups have vocabulary deficits which hamper progress in English/Language Arts. As for Math, all subgroups lost ground in math. Staff has now realized that their concentration on English/Language Arts may have allowed students to slip in their math scores. While second graders lost significant ground in Math, all other grades showed improvement. Fifth graders also showed improvement in Science with 50% of our students scoring proficient or advanced. While not a statistically significant subgroup, our students with disabilities made excellent progress improving their percentage of students scoring proficient or above by 19.1% for English/Language Arts and by 6.5% in Math.

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

2. AYP – Pierce School met only 14 of 21 AYP criteria for 2011.

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

Subgroup	ELA % Proficient/Above	Math % Proficient/Above
Hispanic	46.2 %	63.4 %
White	45.2%	73.8 %
Socioeconomically Disadvantaged	44.1%	64.6 %
English Learners	33.3 %	65.1 %

What causes this result?
For spring 2011 the AYP target for ELA was 67.6%. No group of students at Pierce School made the target for ELA this year. The largest drop was in our subgroup of white students. Staff felt that we neglected targeting white students for interventions and concentrated too much on Hispanic and English Learners. We continue to see that difficulties with vocabulary and written conventions sections of the ELA Content Standards Test cause these results. Staff also feels very strongly that our Open Court curriculum does not address the needs of our students. We believe the new Macmillan/McGraw Hill adoption with it's emphasis on vocabulary will help bring about improved student achievement. For spring 2011 the AYP target for Math was 68.5%. As noted in the chart above, only our white students met the math target. White students are still out performing our other subgroups. Staff feels that our students are performing better in math due to their math curriculum and materials being much better aligned to the content standards.

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

3. CELDT- English Language Learners

What does the overall CELDT data, by grade level, show?
61% of our English Learners are at the Intermediate, Early Advanced, or Advanced level. (This is an increase of 2% over last year. All of our Beginners are in Kindergarten and 1st grade. Our English language learners are fairly evenly dispersed between all grade levels. In general, not enough of our ELL students in grades 2-5 are making enough growth to exit the ELL program in a timely manner. We still have too many students in the Intermediate level.

	Beg.	E. Int.	Int.	E. Adv.	Adv.	Total
K	4	5	1	0	0	**10**
1	4	9	4	0	0	**17**
2	0	2	6	2	0	**10**
3	0	3	13	1	0	**17**
4	0	2	8	1	0	**11**
5	0	0	8	1	0	**9**
Total	8	21	40	5	0	**74 ELL**

What does the CELDT data by skill area/grade level show?
In grades K-2, our English learners have better listening skills than speaking skills. We need to encourage them to be more verbal and work on vocabulary development. In grades 3-5, our English learners are more adept at speaking and understanding English than they are in reading and writing in

English. We need to provide them with more academic language skills, more vocabulary development, and more reading practice.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?
Our teachers are providing leveled ELD instruction based upon the ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group intervention within the school day. Our new ELA adoption has a wealth of ELD materials and curriculum to support instruction.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?
Our school has identified the students who potentially could be reclassified because they have met some of the reclassification criteria. Currently Pierce has 14 students in grades 3-5 that have the potential to be reclassified this year. These students will be monitored closely and will receive targeted instruction through our new ELA adoption to enable them to reclassify as soon as possible.

What are the needs by proficiency level, grade level and skill area?
We need to continue our efforts to utilize CELL/ExLL strategies along with Academic Language Development to meet the instructional needs of our English Language Learners. Our literacy coaches and our part time ELD coordinator will also provide assistance to teachers and small group intervention during Reading/Language Arts classroom instruction. Our English learners need vocabulary development, reading comprehension strategies, and more practice with their writing skills. Fortunately, our new ELA adoption contains a wealth of ELD materials for students at all proficiency levels and all grade levels. Teachers will continue to use the ELD progress profiles to help integrate ELA and ELD standards.

4. GATE

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

In 2011, Pierce had 3 fourth graders (currently 5th graders) who were officially designated Gifted and Talented (GATE) by the SSUSD GATE Committee. 100% of these students scored proficient or above in English Language Arts and Math.

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

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

5. Professional Development

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

6. School Climate/ Safety Surveys and Other Input

Each spring parents are asked to complete a Title I survey about Pierce School. The results of our most current survey, from the 2010-2011 school year, is on page 22 of this document. Discipline data is available from Aeries and will be used to analyze school safety and climate.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	*Math*	*ELD*	*GATE*	*Library*	*Climate*	*Other*			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
		X					1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	Supplies	$500	EIA LEP 7091	Total of $11,762	EL office personnel & coordinator J. Williams, J. Toler, & K. Sarrett	Sept. & Nov. and as data comes out after testing	*1*
X	X	X	X			X	2. Provide CST test preparation materials for teachers and students in grades 2-5. (Some of these materials will also be used for intervention.)	Student and Teacher materials	$3200	3010		Principal	Order in fall for use prior to STAR Testing in April	*1*
X	X	X				X	3. Provide budgeting and data analysis assistance to the principal and school staff. (25% of clerk position)	Personnel	$9,000	3010		Clerk R. Wendt	Ongoing whole school year.	1
							B. Staffing and Professional Development							
X	X	X	X		X	X	1. Project Teacher will provide literacy support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide math intervention.	Personnel	$55,228	3010		Project Teacher B. Johnson	Ongoing whole school year.	1
					X	X	2. Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies through the Second Step Program. Counselor also provides Parenting classes for 7 weeks each year.	Personnel and supplies	$25,000	3010 7090	$15,263 $15,641	Title I Counselor C. Bodnar	Ongoing whole school year.	1
X	X	X	X		X	X	3. Computer Paraprofessional will provide computer instruction for students, assist teachers with assessments, and maintain equipment in the computer lab. Will also provide instruction for the Before School Program.	Personnel	$34,000	3010 6010-66		Computer Para-profess. G. deHaan	Ongoing whole school year.	2
X	X	X	X		X	X	4. Adequately staff and supply the Before School Program and the ASES After School Program.	Personnel Supplies	$100,000	6010-66 6010		BSP and ASES personnel	Ongoing whole school year.	1
							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. A district EL project teacher will provide support through coaching and professional development.	Personnel		EIA LEP 7091	Total of $11,762	EL Coordinator J. Williams	Ongoing whole school year.	2
X	X	X					2. Classroom paraprofessional will provide classroom assistance for struggling students and will provide instruction for Before School Program.	Personnel	$25,000	6010-66 3010		Classroom Para-Profess. C. Bockhahn	Ongoing whole school year.	1
X	X	X					3. Intervention teachers will provide additional phonics instruction for first and second grade students who are struggling and at risk of retention. (during school)	Personnel	$10,000	7090		Teachers not hired yet.	Jan. through May	1
X		X					4. Intervention teachers will provide additional reading/language arts instruction for ELL students. (before school)	Personnel	$5000	Interv. funds		Teachers not hired yet.	Jan. through March	1
X		X					5 .Intervention teacher will provide additional reading/language arts instruction for ELL students. (during school)	Personnel	$10,000	7091		Teachers not hired yet.	Jan. through March	1
X	X	X	X				6. Provide paper, printer cartridges, and scan cards for supporting Accelerated Reading, and Accelerated Math in the classrooms.	Supplies	$2000	3010		Principal	Ongoing as needed during school year	1
X	X	X	X		X		7. Provide student incentives for achievements in academic, behavioral, and attendance.	Paperback books, dog tags and chains, monthly attendance tags, and certificates.	$500	0500-7395		Principal	Ongoing as needed during school year	2
					X	X	8. Purchase art supplies to continue our Art Program for students in grades 1-5. This program provides enrichment for students who may not have a chance to otherwise excel at school.	Supplies	$250	0500-7395 6010-66		Principal C. Bockhahn		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	9. Purchase P.E. equipment and supplies to support the teaching of SPARK P.E. curriculum in grades 1-5. Replace worn out or broken equipment.	Playground and/or P.E. equipment	$500	0500-7395		Principal	Ongoing as needed during school year.	2
							D. Opportunity and Equal Access							
X		X	X	X	X		1 . Purchase RIF books and materials which are given to students 3 times a year.	Paperback books and supplies	$2200	3010 RIF		Librarian Project Teacher	Oct. Jan. & Mar.	*2*
X		X	X	X	X		2. Purchase books to support Battle of the Books program. Pay Battle of the Book fees for competition in spring.	Paperback books	$500	3010		Librarian Project Teacher	Order in May for next school year.	*3*
X	X	X	X				3. Replace older computers/monitors in the classrooms to provide up to date technology to support student learning and achievement. (Only as needed when something breaks.)	Technology Equipment (Computers & peripherals)	$500	3010 0500-7395		Principal Tech. Dept.	As decided by staff & school site council as funding permits.	1
X	X	X	X				4. Support staff use of Eno boards, projectors, etc. with replacement of tech items as necessary due to wear and tear in the classroom.	Technology Equipment	$500	010 0500-7395		Principal Tech. Dept.	As decided by staff & school site council as funding permits.	1
							E. Parent, Student and Community Involvement							
X	X	X	X	X	X	X	1. Translation/ interpreting services (Spanish) will be provided to assist students and parents.	Personnel and supplies	$200	EIA LEP 7091	Total of $11,762	Translators S. Ortega & S. Castro	Ongoing whole school year.	*1*
X	X	X	X		X	X	2. Purchase subscription to Helping Students Learn for monthly newsletter sent home to parents. (English and Spanish versions)	Subscription, paper, and printing	$400	3010		Principal	Renew in May– paper & printing	*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			
													monthly	
					X		3. Provide paper, printer cartridges, and other supplies necessary to keep parents/families/community members informed since more than 100 of our families do not have access to computers. (Meeting reminders, flyers home, etc.)	Supplies	$1000	3010		Principal	Ongoing as needed	*1*
					X	X	4. Purchase emergency supplies to replace out dated supplies.	Supplies	$250	0500-7395		Principal	As needed and as funding permits.	*1*

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
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. Kinds of Data to Collect: • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, ELAC, and students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results	Pam Barnes Barb Johnson Julie Frisbee Judy Williamson Jennifer Williams	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.	Data and activity analysis: February, May and September

SCHOOL SITE COUNCIL
Elementary

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Ms. Kristi West
2. Ms. Judy Williamson
3. Mrs. Robyn Loftis

Principal
1. Mrs. Pam Barnes

Other School Personnel
1. Mrs. Elaine LoPresti

R

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

(b)

Parent or Community Members
1. Mrs. Kiahna Williams
2. Mrs. Marla Cosner
3. Mrs. Cora Lukens
4. Mrs. Michelle Lara
5. Mrs. Shainna Spratt
Interpreter: Mrs. Sandra Castro (as needed)

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Mrs. Pam Barnes	X			
Mrs. Jennifer Williams				X
Mrs. Sandra Castro				Interpreter
Mrs. Erika Espindola			X	
Mrs. Teresa Ontiveros			X	
Mrs. Norma Villa			X	
Number of members of each category	1		3	1

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

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

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   _X_ English Learner Advisory Committee

   ___ Advisory Committee for Special Education Programs

   _X_ Gifted and Talented Education Program Advisory Committee

   _X_ Other – PTO Board

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This plan was adopted by the School Site Council at a public meeting on: December 12, 2011

Attested:

Pam Barnes Typed name of school principal	Pam Barnes Signature of school principal	12-12-11 Date
Kiahna Williams Typed name of SSC chairperson	K Williams Signature of SSC member	12-12-11 Date

SCHOOL DATA

2010 -11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
11/29/2011

2011 Growth API Links:

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

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

Met Growth Targets

Schoolwide: Yes
All Student Groups: No
All Targets: No

Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	207		813	824	A	-11	
Black or African American	16	No	802				
American Indian or Alaska Native	6	No					
Asian	4	No					
Filipino	2	No					
Hispanic or Latino	93	Yes	795	782	5	13	Yes
Native Hawaiian or Pacific Islander	2	No					
White	84	Yes	824	854	A	-30	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	161	Yes	793	796	4	-3	No
English Learners	63	Yes	773	787	5	-14	No
Students with Disabilities	23	No	718	695			

School Report
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
11/29/2011

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

Direct Funded Charter School: No

Made AYP: No

Met 14 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Mathematics Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	230	230	100	Yes		230	230	100	Yes	
Black or African American	20	20	100	--		20	20	100	--	
American Indian or Alaska Native	6	6	100	--		6	6	100	--	
Asian	6	6	100	--		6	6	100	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	101	101	100	Yes		101	101	100	Yes	
Native Hawaiian or Pacific Islander	2	2	100	--		2	2	100	--	
White	93	93	100	Yes	ER	93	93	100	Yes	ER
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	180	180	100	Yes		180	180	100	Yes	
English Learners	69	69	100	Yes	ER	69	69	100	Yes	ER
Students with Disabilities	27	27	100	--		27	27	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No: Valid Scores	Number At or Above	Percent At or Above	Met 2011 AYP	Alternative Method	Mathematics Target 68.5 % Met all percent proficient rate criteria? No: Valid Scores	Number At or Above	Percent At or Above	Met 2011 AYP	Alternative Method

		Proficient	Proficient	Criteria			Proficient	Proficient	Criteria
Schoolwide	207	101	48.8	No		207	143	69.1	Yes
Black or African American	16	10	62.5	--		16	11	68.8	--
American Indian or Alaska Native	6	--	--	--		6	--	--	--
Asian	4	--	--	--		4	--	--	--
Filipino	2	--	--	--		2	--	--	--
Hispanic or Latino	93	43	46.2	Yes	SH	93	59	63.4	No
Native Hawaiian or Pacific Islander	2	--	--	--		2	--	--	--
White	84	38	45.2	No		84	62	73.8	Yes
Two or More Races	0	--	--	--		0	--	--	--
Socioeconomically Disadvantaged	161	71	44.1	No		161	104	64.6	No
English Learners	63	21	33.3	No		63	41	65.1	No
Students with Disabilities	23	9	39.1	--		23	13	56.5	--

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
824	813	-11	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point

TITLE 1 SURVEY RESULTS

SIERRA SANDS UNIFIED SCHOOL DISTRICT
PIERCE ELEMENTARY SCHOOL PARENT SURVEY RESULTS FOR 2010-2011

101 Parent surveys turned in and counted.

Answers in **bold** are the total percentages when you add the Strongly Agree and Agree columns together.

Please rank each statement using the following rating scale:

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
SCHOOL CULTURE	☺☺	☺	☹	☹☹	?
Parents are greeted warmly and courteously when they visit the school.	73% **98%**	25%	1%	1%	0%
Parents are encouraged to participate in their child's education.	73% **99%**	26%	0%	0%	1%
My child feels safe at this school.	71% **96%**	25%	4%	0%	0%
Student discipline is appropriate in this school.	59% **92%**	33%	4%	1%	3%
Positive behavior is acknowledged frequently.	61% **93%**	32%	5%	0%	2%
My child has opportunities to develop respect, responsibility, and problem solving skills.	66% **96%**	30%	2%	0%	2%
My child and I find that the school is well maintained and a pleasant place in which to spend time.	70% **98%**	28%	2%	0%	0%
It is evident that there are high standards, positive messages, and high expectations of everyone at this school	69% **99%**	30%	1%	0%	0%
PARENT/COMMUNITY INVOLVEMENT	☺☺	☺	☹	☹☹	?
Parents are invited and encouraged to:					
• Visit the school	71% **98%**	27%	1%	0%	1%
• Assist in class as a volunteer or aide.	69% **94%**	25%	2%	0%	4%
• Attend school functions such as parent/teacher conferences, family nights or other school events	74% **98%**	24%	1%	0%	1%
• Serve on school and district committees.	64% **95%**	31%	2%	1%	2%
Activities and meetings for parents are scheduled at times and places that are convenient for parents.	61% **96%**	35%	0%	1%	3%

HOME/SCHOOL COMMUNICATION	☺☺	☺	☹	☹☹	?
Parents are able to talk to someone at the school when they have concerns or questions.	70% **95%**	25%	4%	0%	1%
Teachers communicate frequently with parents.	61% **91%**	30%	5%	1%	3%
The monthly school newsletter and calendar provide valuable information to parents.	68% **97%**	29%	0%	0%	3%
Materials are provided to parents in their home language.	75% **97%**	22%	1%	0%	2%
If a parent needs a translator, the school tries to accommodate that need.	58% **76%**	18%	0%	0%	24%
STANDARDS AND ASSESSMENT	☺☺	☺	☹	☹☹	?
This is a school with high academic standards for all students and all ability levels.	60% **93%**	33%	4%	0%	3%
I know the standards my child must meet.	67% **98%**	31%	1%	0%	1%
I understand clearly how my child's work will be graded.	64% **96%**	32%	3%	0%	1%
Parents are fully informed about their child's academic progress through progress reports or conferences.	70% **99%**	29%	0%	0%	1%
TEACHING AND LEARNING	☺☺	☺	☹	☹☹	?
All students have equal opportunity to learn at this school.	72% **94%**	22%	4%	0%	2%
My child is making good progress in reading.	57% **92%**	35%	6%	1%	1%
My child is making good progress in writing.	60% **95%**	35%	2%	2%	1%
My child is making good progress in math.	63% **95%**	32%	4%	0%	1%
My child has regularly assigned homework.	74% **100%**	26%	0%	0%	0%
My child is getting a good education.	74% **99%**	25%	1%	0%	0%

TITLE 1 PARENT COMPACT

Pierce Elementary
Compact for Student Success
(Revised 4/19/2011)

Pierce School Staff Will:

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

Pierce Parents Will:

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

Pierce Students Will:

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

TITLE 1 PARENT INVOLVEMENT POLICY

Pierce Elementary School
Parent Involvement Policy
(Revised 4/19/2011)

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

The Pierce School Community holds the following beliefs:

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

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

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

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

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

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

Pierce Parents Can Be Involved:

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

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
ELL	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
Mathematics	K-5	*Houghton Mifflin California Math* (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	*History-Social Science for California*	Scott Foresman	2006
Science	K-5	*California Science* (series)	Pearson/Scott Foresman	2008
Music	K-5	*California Spotlight on Music* (series)	Macmillan/McGraw-Hill	2008
Art	K-5	*SRA Art Connections* (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Pierce Elementary School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	$21,592	0	$21,592
BEFORE SCH PROG 6010-66	$37,500	0	$37,500
ASES 6010	$97,119	0	$97,119
EIA-SCE 7090	$51,713	$27,403	$17,990
EIA-LEP 7091	-	-	$6,320

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Schoolwide Program 3010	$169,877	$15,263	$154,614

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.
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT RAND ELEMENTARY SCHOOL

15-73742-6009971
CDS Code

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Date of this Plan: December 12, 2011

Contact Person:	Virginia Cornell
Position:	Principal
Telephone Number:	760 499-1864
Address:	P.O. Box 157 37400 St. Elmo Street Johannesburg, CA 93528
E-mail address:	vcornell@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

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

MISSION

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

SCHOOL GOALS

Smart Goal Criteria

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

1) **English Language Arts:**
   a) The second and third grade ELA goal is to have 67.6% of our students reach the proficient level or higher on the CST administered in April 2011.

2) **Mathematics:**
   a) The second and third grade Math goal is to have 68.5% of our students to reach the proficient level or higher on the CST administered in April 2011.

3) **English Language Learners and EL Development: currently not applicable**
   a) The goal is to provide the necessary academic instruction and support for each individual ELL student so that he/she progresses by one CELDT level as measured by the annual CELDT test.

4) **GATE: currently not applicable**
   a) GATE students are not identified until fourth grade or later.

5) **Library:**
   a) By May of 2012, each first and second grade student will have checked out and read a minimum of 30 books. During the same time period each third grade student will have checked out and read a minimum of 20 chapter books. Student progress towards this goal will be measured by the Destiny database.

6) **School Climate/ Safety:**
   a) The goal is to create a physically and emotionally safe school climate by reporting needed school repairs through School Dude and by using a positive discipline program for each child. The success of these actions will be measured by the Assertive Discipline Log and school accident reports.

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

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

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

- To monitor student progress on curricular embedded assessments?

- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching.

Teachers use benchmark results in Language Arts and Mathematics, as well as classroom formative assessments, to monitor and modify instruction and plan interventions. The teacher also works with other grade level teachers to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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

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

Staffing and Professional Development

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

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

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

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

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

The teacher collaborates with Rand teachers at district grade level meetings during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students.

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

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

Opportunity and Equal Education Access and Funding

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

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

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

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

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. The teacher 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. Pacing guides are being refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted.

Our school gives 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.

Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

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

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

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

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

Involvement

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

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

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

Our school communicates with parents through:

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

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

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

__1__ Principal
__1__ Classroom teachers
__1__ Other staff
__2__ Parents and community members

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

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

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0
All teachers receive training during the year of implementation of newly adopted curriculum. Intensive summer training for the ELA adoption will be held in summer 2012.

DATA ANALYSIS

KEY FINDINGS

Analyze the data provided using the questions below.

1. **API ~ There is no API for Rand due to small number of students tested.**
   What does the data by subgroup and proficiency level show?
   What does the data by grade level show?
   What causes this result?
   What are the needs?

2. **AYP ~ AYP results for Rand cannot be analyzed due to the small number of students tested.**
   What does the data by subgroup show in English Language Arts and Mathematics?
   What causes this result?
   What are the needs?

3. **CELDT- English Language Learners ~ There are currently no English Language Learners at Rand.**
   What does the overall CELDT data, by grade level, show?
   What does the CELDT data by skill area/grade level show?
   How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?
   How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?
   What are the needs by proficiency level, grade level and skill area?
4. **GATE ~ There are no identified GATE students at Rand (identification occurs at 4th grade).**
   What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?
   What causes this result?
   What are the needs?

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

The teacher at Rand has a strong background in presenting well developed standards based lessons which result in a high percentage of students reaching proficient or advanced level on state testing. A wide variety of professional development opportunities are available at district level and from workshops offered across the state. A strength of our district is that we have trained teachers as "trainers" in a variety of instructional strategies such as Step Up to Writing, Comprehensive Early Literacy (CELL), and Extended Literacy Learning (ExLL) so that classroom teachers may receive training locally with follow-up training and mentoring readily available.

6. **School Climate/ Safety Surveys and Other Input ~** 100% of the parents responded to the annual school climate survey and they were 100% in agreement with every survey question.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X				1. Attend district advisory committee meetings.					*Staff*	*Yearly*	*2*
		X					2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.			EIA 7091	Total $199	*Principal EL Staff*	*ongoing*	*5*
							B. Staffing and Professional Development							
X		X					1. Faculty to have ongoing CELL support training					*Staff*	*Yearly*	*2*
X	X	X					2. Provide option for teacher to attend autism training.					*Staff*	*Yearly*	*2*
X	X	X					3. A district EL project teacher will provide support through coaching and professional development.			EIA 7091	Total $199	*EL staff*	*ongoing*	*5*
							C. Teaching and Learning							
X	X	X					1. Support standards based learning with technology, supplies and equipment.	*Supplies*	*$1,500*	*3010 7395*		*Staff*	*Yearly*	*2*
X	X	X	X				2. Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading.	*Paper & toner*	*$500*	*3010 7395*		*Staff*	*Yearly*	*1*
							3. CELL supplies	*Book tubs, markers, chart paper etc.*	*$300*	*3010 7395*		*Staff*	*January*	*1*
							D. Opportunity and Equal Access							
X		X					1. Increase the number of .5 to 1.5 level Accelerated Reader (AR) library books and purchase the corresponding AR supplies.	*Books & AR supplies*	*$2,000*	*3010 7395*		*Staff*	*January*	*1*
X	X					X	2. Provide field trips for students to provide experiential learning in order to counteract isolation	*Field trips*	*$2,000*	*3010 7395*		*Staff*	*3-4 times per year*	*2*
							E. Parent, Student and Community Involvement							

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
X	X	X					1. Offer informative family nights.	*Supplies & refreshments*	*$150*	*3010 7395*		*Staff*	*Yearly*	*2*
X		X			X		2. Translation/ interpreting services (Spanish) will be provided to assist students and parents as needed.	Salaries/ benefits		EIA 7090	Total $199	*EL Staff*	*ongoing*	*4*
X	X	X	X				3. Conduct annual school climate/safety survey	*Paper & toner*	*$50*	*7395*		*Principal*	*Spring*	*2*

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
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. Kinds of Data to Collect: • 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	Mrs. Cornell Mr. Meech	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.	Data and activity analysis: February, May and September

SCHOOL SITE COUNCIL

Elementary

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Donnie Meech
2.
3.

Principal
1. Virginia Cornell

Other School Personnel
1. Dianne Maidment

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

(b)

Parent or Community Members
1. Luci Meech
2. Judy Dietrichson
3.
4.
5.

Parent or guardian cannot be employed at the site

Site Level ELAC MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
There are no English Language				
Learners currently enrolled at Rand School.				
Number of members of each category	1	1	2	1

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

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

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

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   ___ English Learner Advisory Committee

   ___ Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other *(list)*

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. This plan was adopted by the School Site Council at a public meeting on: November 15, 2009.

Attested:

Virginia Cornell — Virginia Cornell — Signature of school principal — 12/12/11 — Date

Luci Meech — Luci Meech — Signature of SSC chairperson — 12/12/11 — Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

School: Rand Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009971
School Type: Elementary

In 2011, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

School Overview

2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

School: Rand Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009971
School Type: Elementary

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 4 of 4 AYP Criteria

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

	Met 2011 AYP Criteria			
	Participation Rate		**Percent Proficient**	
GROUPS	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 4 of 4 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	4	4	100	Yes	EN	4	4	100	Yes	EN
African American or Black	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	1	1	100	--		1	1	100	--	
Pacific Islander	0	0	--	--		0	0	--	--	
White	3	3	100	--		3	3	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	4	4	100	--		4	4	100	--	
English Learners	0	0	--	--		0	0	--	--	
Students with Disabilities	1	1	100	--		1	1	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.7 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % 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	4	--	--	Yes	CI	4	--	--	Yes	CI
African American or Black	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	1	--	--	--		1	--	--	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White	3	--	--	--		3	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	4	--	--	--		4	--	--	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	1	--	--	--		1	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
			N/A	

TITLE 1 SURVEY RESULTS
2010-11 Annual Rand Title I Parent Survey

Questions	Yes	No	Not Always
1. I am greeted warmly and courteously when I visit school.	100%	0	0
2. My child feels safe at school.	100%	0	0
3. My child and I find Rand School to be a clean, well-maintained, and pleasant place to learn.	100%	0	0
4. High academic standards are taught to students in a positive atmosphere.	100%	0	0
5. Rand School's discipline program provides a safe environment for my child.	100%	0	0
6. I am aware of the State Standards my child must meet.	100%	0	0
7. I understand clearly how my child's work will be evaluated	100%	0	0
8. I am fully informed about my child's progress through regular progress reports and parent teacher conferences.	100%	0	0
9. Activities for parents are scheduled at times and places that are convenient for parents.	100%	0	0
10. Meetings are conducted in a language parents understand.	100%	0	0
11. I feel welcome at Rand School and free to discuss issues with the principal.	100%	0	0
12. My child's teacher communicates with me and responds to my individual needs.	100%	0	0
13. Rand School maintains good school/parent communications	100%	0	0

TITLE 1 PARENT COMPACT
RAND SCHOOL HOME-SCHOOL COMPACT

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____

TITLE 1 PARENT INVOLVEMENT POLICY

Keys to Success

Rand's School, Family, & Community Involvement Plan

Key 1 Parenting

- Parenting Classes

Key 2 Communication

- Parent-Teacher-Student Compact
- Teacher/Parent Communicator Folders
- School Website www.ssusd.org
- Principal Open Door Policy
- Annual School Survey (Spring)
- Back-to-School Night & Open House
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels

Key 3 Volunteering

- Parent Volunteer Welcomed
- Community Volunteers Welcomed

Key 4 Learning at Home

- World Book on-line
- Textbook On-line or CD connections for parents
- Referrals to community agencies as needed

Key 5 Decision Making

- Rand School Site Council (SSC)
- Community Forum with SSUSD School Board Members

Key 6 Collaborating with the Community

- Community wide events
- PeaceBuilding as a community
- Partners with community organizations

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
ELL	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
Mathematics	K-5	*Houghton Mifflin California Math* (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	*History-Social Science for California*	Scott Foresman	2006
Science	K-5	*California Science* (series)	Pearson/Scott Foresman	2008
Music	K-5	*California Spotlight on Music* (series)	Macmillan/McGraw-Hill	2008
Art	K-5	*SRA Art Connections* (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Rand Elementary School
State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	**$513**	**0**	**$513**
EIA-SCE 7090	**$1,168**	**$199**	**$969**
EIA-LEP 7091	**-**	**-**	**0**

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: Targeted Assistance Program-3010	**$6,641**	**0**	**$6,641**

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.

The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

RICHMOND SCHOOL

15-73742-6009328
CDS Code

Date of this Plan: 12-09-11

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person:	Joan Paine
Position:	Principal
Telephone Number:	760-446-2531
Address:	1206 Kearsarge Avenue, Ridgecrest, CA 93555
E-mail address:	jpaine@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS

MISSION

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

DISTRICT GOALS 2010-2013

1. Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.

3. Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.

4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

NCLB PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Our vision is for Richmond School to be recognized as a safe place where all children can achieve the academic and life skills necessary to excel in life and where learning is celebrated daily through attendance, attitude, and achievement.

MISSION

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- develop responsibility and proper citizenship
- demonstrate respect for self and others
- acquire academic skills and the knowledge and self-motivation to learn
- apply critical thinking and express creativity.

These goals will be accomplished through:

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

SCHOOL GOALS

Smart Goal Criteria

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

1) **English Language Arts:**
   Increase proficiency of all K-5 students in language arts by 3%, as measured on California Standards Test (CST).

2) **Mathematics:**
   Increase proficiency of all K-5 students in mathematics by 3%, as measured on the CST.

3) **English Language Learners and EL Development:**
   During the 2011-12 school year, at least 56% of EL students will advance at least one proficiency level as measured by the California English Language Development Test (CELDT). (2010-11 Baseline 23.3%)

4) **GATE:**
   During the 2011-2012 school year, all Gifted and Talented Education (GATE) students will continue to score advanced in English Language Arts and math, as measured on the CST.

5) **Library**

   a) During the 2011-2012 school year, all students will check out and read an average of 50 books All students will check out an average of 50 books as measured by the Destiny database to increase reading comprehension as measured by the CST.
   b) During the 2011-12 school year, all students will be taught what reference materials are and how to use them effectively, as measured on the CST

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

Standards, Assessment, and Accountability

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

- To monitor student progress on curricular embedded assessments?

- To modify instruction?

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

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Star Early Literacy, Star Reading, Star Math, CARS/STARS, Rewards, and phonemic awareness assessments are used at our site to evaluate students and plan intervention groups. Bi-monthly collaboration and weekly grade-level meetings allow the staff to work as a professional learning community to analyze assessment data, plan instructional strategies for individual students, and develop targeted assistance groups.

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

Staffing and Professional Development

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Richmond School's staff development has been predominantly in the area of English Language Arts, English Language Development and academic vocabulary, through trainings such as CELL/ExLL, Step Up to Writing, Treasures, Houghton-Mifflin Math, PLC, and Illuminate. Staff development for 2011-12 will focus on improving student achievement overall in math through peer coaching, professional development in-services, and professional learning community disaggregation of formative student performance data on math benchmark exams and CST scores in math. Additionally, a high priority group of students will be formed for participation in the Accellus program in math and English Language Arts. These students will be added and exited based on performance in benchmark tests in English Language Arts and math.

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. We currently have 1 teacher in the BTSA program.

Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, the site Project Teacher, and site curriculum and classroom management experts. They support site teachers by offering model lessons, and providing feedback on best practices, providing professional development in research-based instructional strategies, classroom and classroom management, and student behavior interventions. In addition, technology trainings and staff professional development days are used to train on topics such as Illuminate, Aeries, Accellus, benchmark tests/ analysis, and textbook adoptions in order to

assist teachers in planning instruction. Peer coaches in math with opportunity for teacher hourly pay are planned for five hour-long professional development sessions after school during the spring semester 2011-12.

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

Our teachers have grade-level meetings twice a month during which time they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. They also meet to collaborate in cross-grade-level teams. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies. Collaboration meetings allow counselor, speech teacher, support instructional staff, special education teachers, and regular education teachers to share information in all areas: assessment, curriculum, instruction, standards, and special needs. We currently have 4 out of 25 certificated staff members trained in PLC (Professional Learning Communities). Peer coaches in math with opportunity for teacher hourly pay are planned for five hour-long professional development sessions after school during the spring semester 2011-12.

5. How do you ensure that all teachers are NCLB/ESEA (No Child Left Behind/ Elementary and Secondary Education Act) compliant?

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

Opportunity and Equal Education Access and Funding

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

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

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 flexible reading groups, Targeted Assistance Groups, Title I intervention, paraprofessional support, and before school intervention. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are 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 (School Site Council) on a yearly basis for discussion and approval.

A project teacher is provided for struggling students to pre-teach and/or re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading, writing, and/or math. Counselors provide support through social groups and Boys Town, Second Step, and Steps to Respect programs. We achieve 80% participation rate in the Title I Annual Parent Survey.

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, which adhere to California content standards, grade-level expectations, and the district pacing calendar. Teachers use blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams and PLC collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

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

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

10. Explain your lesson-pacing schedule.

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

Our school gives four (beginning of the year plus three trimester benchmark assessments) during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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. Our SARC/Curriculum and Instruction/Textbooks has 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 in May, 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 opportunities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

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

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

- District Nurse
- Resource Teachers, Special Education Teachers, Title I/Projects Teacher
- Peer tutors, cross-age tutors
- Instructional aides: Accelerated Reader, computer, classroom
- Parent volunteers
- School Counselor
- Translator
  China Lake Police Department is available to assist with attendance and/or student discipline issues.
- School Attendance Review Board (SARB)
- Others: Family Resource Center, PTO, community and parent volunteers for Lunch Clubs, Career Lunch Program

Our school communicates with parents through:

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

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

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

__1__ Principal
__3__ Classroom teachers
__1__ Other staff
__5__ Parents and community members

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

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

Administrators receiving intensive training on State Board of Education adopted instructional materials= 0
Teachers receiving intensive training on State Board of Education adopted instructional materials= 8
All teachers receive training during the year of implementation of newly adopted curriculum. Intensive summer training of the ELA Adoption is scheduled for June 2012.

DATA ANALYSIS

KEY FINDINGS

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

1. API

What do the data by subgroup and proficiency level show?

- Richmond API increased 7 points to 827.
- Broken into numerically significant subgroups the white subgroup has decreased 2 points from 842 to 840; socioeconomically disadvantaged group increased 5 points from 760 to 765; students with disabilities increased 5 points from 664 to 669, and Hispanic or Latino students increased 26 points from 768 to 794.

What do the data by grade level show?

- English Language Arts Proficiency Level – Grade level percent of students at or above proficient: 2nd – 69%, an increase from 58%; 3rd – 43%, the same as 2010; 4th - 77%, up from 72%; 5th – 56%, down from 65% the previous year.
- Mathematics Proficiency Level – All but second grade showed a decrease in their scores: second – 78%, an increase from 67%; third - 70%, a decrease from 76%; fourth – 80%, a decrease from 82%; fifth – 67%, a decrease from 71%.

What caused this result?

- Some of the decreases seen in the API between 2009 and 2011 may not be numerically significant (less than a 5% change). Richmond's API remains a high 827 and significant growth occurred when viewing the data over a two year period (2009 to 2011).API growth of 51 points occurred in 2009 and it is not uncommon for slight settling of scores in the year following large growth.
- Richmond has a strong staff that has a grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration which are all contributing factors for improving student success. In addition, beginning of the year and trimester benchmarks were used to guide instruction throughout the year.
- Intervention strategies and program being used include Targeted Assistance Groups (TAG) and intervention programs using CARS/STARS, AR, AM, REWARDS, REWARDS PLUS, REWARDS WRITING, Standards Plus, Math Facts in a Flash, FASST Math, and Study Island.
- The Richmond staff is continuing to look at how staff changes and larger class sizes may have affected student performance on 2011 CSTs.

What are the needs?

California Standards Test - Identified areas of weaknesses by grade level include:

Language Arts

2nd word analysis, writing strategies, written conventions

3rd reading comprehension, word analysis, written conventions

4th writing strategies, written conventions

5th written and oral conventions

Math

2nd place value, math facts, algebra and functions

3rd math facts, measurement and geometry

4th statistics and probability

5th measurement and geometry Science – Earth Science

2. AYP

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

- As a result of AYP performance of students with disabilities in math on the Spring 2011 CST, Richmond Elementary School has entered Year 1 of Program Improvement.
- This year, Richmond met 20 out of 21 AYP Criteria for federal accountability purposes.
- English Language Arts – All numerically significant student subgroups met the Annual Measurable Objectives (AMOs) target of **67.6% through the Safe Harbor method**: School wide (**60.1%**), white (**63.6%**), Hispanic (**54.5%**), Socio-economically disadvantaged (**49.6%**), and Students with Disabilities (**45.7%**). With only 17 students taking the test, Black or African American is not a statistically significant subgroup, nor is English Learners with 31 students.
- Mathematics – With the target of **68.5%** proficient or above for mathematics, subgroups proficient or above the target were: School wide (**71.1%**), and white (**73.8%**).
- Two significant subgroups, socio-economically disadvantaged (**61.5%**) and Hispanic (**63.6%**) **met the target through the Safe Harbor Method.** Richmond demonstrates strong performance in mathematics by students. **Students with Disabilities was the only subgroup not making the target in math (42.0%- down from 45.2% in 2010) at this time.**
- **Meeting the AMO through Safe Harbor Method means that** the school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.
- Performance by Student Group: AMAO Scores for English Language Arts and Math showed growth in several subgroups: Hispanic grew by 26 points from 768 to 794; socio-economically disadvantaged grew 5 points from 760 to 765; and school wide grew 7 points from 820 to 827. Two groups did not show growth: white dropped 2 points from 842 to 840 and students with disabilities only grew 5 points from 664 to 669, with an expected growth target of 7.

What caused this result?

- Richmond's AYP, when viewed over a two year period showed safe harbor for subgroups. Overall performance in mathematics has dropped for Richmond.
- Richmond has a strong staff that has a grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration which are all contributing factors for improving student success. In addition, beginning of the year and trimester benchmarks were used to guide instruction throughout the year.
- Intervention strategies and program being used include Targeted Assistance Groups (TAG) and intervention programs using AR, AM, REWARDS, REWARDS PLUS, REWARDS WRITING, Standards Plus, Math Facts in a Flash, FASST Math, and Study Island. Accellus will be added for selected high priority benchmark students and special education students.
- The Richmond staff is continuing to look at how staff changes and larger class sizes may have affected student performance on 2011 CSTs.

What are the needs?

- Continued focus on grade-level standards, researched-based instructional strategies and programs, and support of technology in the curriculum.
- Collaboration time with emphasis on individual student needs, grade-level standards, curriculum and instruction, and assessment results.

The AYP and API system tracks the school and student subgroups from one point in the year. Richmond staff has developed a process to assess and track the progress of individual students and classes throughout the school year. Teachers have identified what scores indicate meeting or exceeding grade level as well as what

constitutes 'at risk' for ELA, specifically in phonemic awareness, decoding, fluency, and comprehension, and in math. Teachers are able to identify *individual students* who are at risk of not meeting grade-level expectations and *areas* of the curriculum which may be weak throughout the class or grade level. Collaboration time is provided for staff to review assessments and plan curriculum and instruction accordingly.

3. **CELDT- English Language Learners**

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

- In grades K 75%, of English Learners are Beginners or Early Intermediate while 25% are Intermediate. In grade 1, 78.5% of English Learners are Beginners or Early Intermediate, while 21.% are Intermediate. In grade 2, 45% of English Learners are Beginner or Early Intermediate; 9% are Intermediate; 27% are Early Advanced, and 18% are Advanced. In grade 3, 22% are Beginners and Early Intermediate; 78% are Intermediate. In grade 4, 20% are Beginners; 40% are Early Intermediate; 30% are Intermediate, and 10% are Early Advanced. In grade 5, 50% are Beginners and Early Intermediate and 50% are Intermediate.

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

- In grades K-5, our CELDT data indicate a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate levels.

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

- Our teachers are providing leveled ELD instruction by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group instruction within the school day. Teachers have been attending ongoing ELD training to support ELD instruction.

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

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

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

Grades	B	EI	I	EA	A
K	8	3	3	0	0
1	4	2	2	0	1
2	1	4	1	3	2
3	1	1	7	0	0
4	2	4	3	0	0
5	0	3	3	0	0
Total	16	17	19	3	3

- Our data reflect that there is a need to focus on instructional needs of our Beginners, Early Intermediates, and Intermediates in grades K-5. In grades 3-5, additional focus will be on students who are potentials for reclassification. We use the ELA and ELD standards to drive instruction based upon the students' English Proficiency Level.

4. **GATE**

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

- Students who are identified as GATE have continued to score advanced/advanced on the STAR assessment.

What causes this result?

- These results demonstrate that student selection for the GATE program is valid. The academic program provided for GATE students is rigorous and challenges students to succeed.

What are the needs?
- Continued opportunities and challenges for students.

5. HIGH SCHOOL – N/A

6. Professional Development

What are the strengths and needs of the site professional development?
- Richmond staff members serve on the District Professional Development Committee to give input on the needs of the staff. The district provides a continuum of professional development activities to meet the needs of the staff. In service is provided as new textbook adoptions are put into place. Support for new teachers is provided through the BTSA mentoring program. Richmond teachers are participating in Boys Town, CELL/ExLL, Open Court, Smart Board, Step Up to Writing, Houghton-Mifflin math, ELA Treasures adoption training, differentiated instruction, Autism, CPI, and technology.

- Staff has indicated continued interest in the following staff development: technology, Step Up to Writing refresher, ADD/ADHD, behavior/classroom management; PLC.

7. School Climate/ Safety Surveys and Other Input

What does the climate survey by teacher, parent, and student show?
Parents responding to the 2010 survey indicated:
- their child feels safe at school (97%)
- the school has high academic standards for all students (97%)
- the recognition programs (Super Stars, AR, AM awards, etc.) are motivating to students (96%)
- they feel fully informed about their child's academic progress (92%)
- the school offers parents opportunities for participation (98%)
- their child is getting a good education (96%)

Students reported in the 2010 survey that
- recognition programs such as Super Stars, AR, and AM served as positive incentive
- connection to the school and staff was an important facet of student achievement

What are the needs?
- Parents, staff, and School Site Council have discussed additional opportunities for parents to volunteer at school. Discipline data is available from Aeries and will be used to analyze school safety and climate.

TITLE 1 PROGRAM IMPROVEMENT COMPONENTS

A Title I school that does not make AYP for two consecutive years in specific areas is identified for Program Improvement (PI) Each newly identified PI school must offer parents a school choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific NCLB requirements. For PI schools in years 2-5, the LEA must provide supplemental educational services or free tutoring, for eligible children from a state-approved provider selected by the parents.

Richmond Elementary was notified of Year 1 School Program Improvement Status in late September, 2011 and has entered Year 1 of Program Improvement.
Richmond Elementary met 20 out of 21 AYP criteria and did not meet AYP Criteria in the following areas:
Students with Disabilities- 42.0 % proficient; Target is 68.5% proficient

In order to revise the Single Plan for Student Achievement (SPSA) and increase student performance in the identified areas, a variety of tools and strategies were used including:

- Academic Program Survey
- English Learner Subgroup Self-Assessment (ELSSA)
- Inventory of Services and Supports (ISS)
- Consultation with staff- Discussion, collaboration, professional development in math
- Consultation with parents- Meetings, discussions, parent survey
- Consultation with district staff- PI Training and work sessions, Title 1 principal meetings, individual conferences, Illuminate trainings and data, ELA/ ELD textbook adoption support

Our school has identified the specific academic issues that resulted in PI identification:

- Students with disabilities did not meet percentage proficient targets

As a result of these issues the following research-based strategies to strengthen math performance will be implemented:

- Data dissemination in professional learning communities
- Professional development in specific math strands

As a result of these issues the following policies and practices to strengthen math performance will be implemented:

- All teachers will teach a minimum of 60 minutes of math per day in grades 2-5; high priority group of students will be identified and will go to the computer lab for Accellus math intervention.

Extended day opportunities at this school include:

- Morning Intervention will focus on math standards for specific, identified students, in the fall and winter trimesters.

Professional Development- 10% of the school's Title 1 funds will be used to provide high quality professional development to address the reasons the school is identified for program improvement. Emphasis will be on professional development in mathematics as well as English/ language arts in order to continue to meet increasing AYP targets.

Parental Notification of PI identification/ School Choice and SES-
Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous.

The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures. http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin' Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance
- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools
- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication
- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute
- Establish a School support Team or District/ School Liaison Team (DSLT)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Annual Objectives- Specific, measureable annual objectives are included in the SPSA revision.

Effective parental involvement strategies at this school include:

- Timely communication about parent involvement policies, compacts and program improvement requirements and options
- School-wide, Title I parent meetings held annually
- Family nights held monthly

Implementation of this plan will begin immediately after approval of school site council and the local governing board.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, supplies, equip., travel)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							A. Standards, Assessment and Accountability							
X	X	X	X				1. Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified	Personnel Supplies Equipment	0	3010		Staff	Fall	x
X	X	X	X				2. Trimester benchmarks (phonemic awareness, decoding, fluency, comprehension, math skills) will be reviewed and analyzed	Personnel Supplies Equipment	0	3010		Staff	Fall Each tri.	x
X	X	X	X	X			3. Curriculum, instruction, and assessment will be aligned into a coherent system that will provide ongoing bi-monthly data on student progress, focusing on high quality instruction, and ensuring early intervention for students experiencing learning roadblocks	Personnel Supplies Equipment		3010 7395		Staff	Bi monthly	
		X					4. ELD data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level	Personnel		7091	Total of $10,623	District personnel	Fall	x
X	X	X	X		X		5. Collaboration time with PLC grade-level teams will focus on analyzing data, aligning standards, curriculum, grade-level instruction, and articulation between grade levels	Personnel FAME Supplies	$5000.	3010 7395		Principal	Bi monthly	x
							B. Staffing and Professional Development							
X	X	X	X		X		1. Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL/ExLL, Boys Town, CPI, RTI, Treasures, and Professional Learning Communities, and math instruction.	Personnel Travel	$8,000	3010 7395		Staff	Ongoing	x
		X					2. A district EL project teacher will provide support through coaching and professional development.	Personnel		7091	Total of $10,623	District personnel	Ongoing	
X	X	X	X	X	X		3. Projects staff will support programs and learning through direct instruction of specific small groups of students.	Project teacher, clerk, counselor	$152,993	3010 7395		SSC		
	X						4. Staff development will be provided to support math instruction: afterschool staff development sessions at hourly compensation rates for certificated staff, during the months	Curriculum and Instruction	8,000	3010				

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			
							of February and March, 2012.							
							C. Teaching and Learning							
X	X	X	X	X			1. High-quality direct instruction, research based programs will be offered for all students	Personnel Supplies	500	3010 7395		Teachers	Ongoing	x
X	X	X	X	X			2. Interventions/differentiated instructional strategies and supports that help students learn grade-level standards will be matched to student needs.	Personnel Equipment Supplies Technology	500	3010 7090		Staff	Nov	x
X	X	X	X	X			3. Before-school interventions will be offered for students who are at risk, based on assessment data. Sessions will be offered in the fall and spring semesters of the 11-12 school year.	Personnel Supplies		3010 7090	$5000.	Teachers	Jan/	
			X				4. Gifted students will be provide with increased academic rigor through differentiated instruction and programs such as AR, AM, Word Masters, REWARDS+ Standards Plus	Supplies Equipment	$500	3010		Teachers	ongoing	
		X					5. Direct English language development (ELD) instruction will be provided.	Supplies Equipment		6286		Teachers	daily	x
X	X	X	X	X	x		6. A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students	Personnel Supplies Equipment	555.31	3010		Media specialist, project teacher	Daily	x
X	X	X	X		X	X	7. Programs/assemblies, and field trips to supplement standards, will be scheduled, as funds allow	Supplies Travel	200			Principal Teachers	spring	
							D. Opportunity and Equal Access							
X	X	X	X				1. Differentiated instruction will be provided for all learners to make learning meaningful- but especially to help English learners, gifted and talented students, special education students, and those who have behavioral and social problems, through small group instruction and friendship circles instruction.	Personnel Supplies Equipment		3010		Teachers	daily	x
X	X	X	X				2. Early intervention and effective student support strategies will be offered using CARS/STARS supplemental curriculum materials.	Personnel	702.11	3010		Staff	Nov and on	x
X	X	X					3. Individualized educational programs will be aligned with state standards	Supplies Equipment	271.82	3010		Teachers	yearly	x

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, supplies, equip., travel)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
X	X	X	X		X		4. Students will be supported through counseling services focused on helping student behavior enhance access to the educational process. Counseling services/programs will be offered, including Steps to Respect, Second Step, and Friendship Circles.	Personnel Supplies		3010 7090	$14,793 $14,126	Counselor	2 X per week	x
							E. School Climate/Safety							
					X		1. A school wide discipline plan will be implemented: Richmond Pledge, Fight Free Program, Boys Town Social Skills/Classroom Management.	Supplies Equipment	872.20	3010		Staff	daily	x
					X		2. Assemblies, activities, programs to motivate/educate, recognition program-Super Stars will be scheduled Specific materials for the Super Stars programs: incentive items to motivate students to participate in Accelerated Reader and Accelerated Math programs. The Ned Show Assembly will be presented in October 2011.	Supplies Equipment	$2353.	3010		Principal	monthly	x
					X		3. Student affiliation, engagement, and responsibility will be encouraged through activities such as an attendance program, goal setting activities, jobs, lunch clubs, student newspaper, Winner's Circle, garden club, Birthday Book Club, Career Luncheon Program and field trip, Student Council, Cub Club, and cross-age/peer tutoring	Supplies Equipment	$555.	3010		Staff		
							F. Parent, Student and Community Involvement							
					X		1. Student education will be enriched by supporting family, school, community partnerships through the following opportunities: Parenting- Parenting classes Communicating Parent teacher conferences (including student led conferences), IEPs Translation/interpreting services Orientations to facilitate transitions (pre to Kdg, grade to grade level, 5th to middle school) Newsletter, Edline Parent activities Family Nights, Ice Cream Social Back-to-School Night, Christmas Program	Personnel Supplies Equipment	$3500.	3010		Staff SSC PTO Parent	Monthly	

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			
							Open House/Art Show/Science Fair Volunteering Classroom and school wide Lunch Clubs, Career Lunches Learning at Home Homework assistance, Study Island Decision Making District Instructional Advisory Committees PTO, School Site Council Superintendent's Council Collaborating with Community Lunch Club, Garden Club Career Luncheon Program and Field Trip Kiwanis Walk-a-Thon FAME							
		X				X	2. Translation/interpreting services. (Spanish) will be provided to assist students and parents	Personnel		7091	Total of $10,623	Staff SSC PTO Parents District personnel	As needed	x

Items marked with X have been determined to have highest priority

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

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

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

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

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
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. Kinds of Data to Collect: • 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	Principal Project Teacher	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.	Data and activity analysis: September, November, February, and May

SCHOOL SITE COUNCIL
Richmond Elementary School

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

Sample Elementary Council Compositions

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

(a)

Classroom Teachers
1. Susan Wood
2. Deborah O'Gara
3. Karina Irish

Principal
1. Joan Paine

Other School Personnel
1. Amy Self

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

(b)

Parent or Community Members
1. Ken Amster
2. Sarah Kowalski
3. Janelle Martinez
4. Laura Caroffino
5. Justin Kohut

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
Janelle Martinez			x	
Carmela Barrera			x	
Lourdes Rodriguez			x	
Jose Vasquez			x	
Susan Wood			x	
Ajab Dhar			x	
Jenny Rivero			x	
Joan Paine	x			
Amy Self		x		
Sarah Eyre		x		
Mary Howard				x
Number of members of each category	1	2	7	1

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

Parents of EL students voted on the issue of providing one council, the School Site Council, as the overseeing school advisory body at Richmond School. This council would be the advisory group for the English Learner program.

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

Name of the ELAC Parent Representative to SSC Janelle Martinez

SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply.)***

   ___ English Learner Advisory Committee

   ___ Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

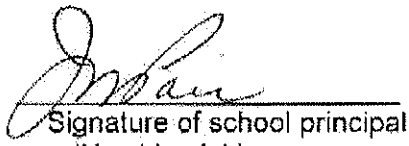
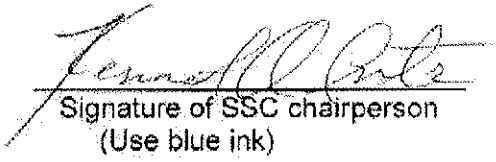
   _X_ Other (list) Richmond Staff

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This plan was adopted by the School Site Council at a public meeting on: 12-09-11

Attested:

Joan Paine Typed name of school principal	 Signature of school principal (Use blue ink)	12-09-11 Date
Ken Amster Typed name of SSC chairperson	 Signature of SSC chairperson (Use blue ink)	12-09-11 Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

School: Richmond Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009328
School Type: Elementary
Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
308	827	820	A	7	Yes	No	No

Similar Schools

Median API	
821	810

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	14	No	697	797			
American Indian or Alaska Native	2	No					
Asian	12	No	917	884			
Filipino	7	No					
Hispanic or Latino	68	Yes	794	768	5	26	Yes
Native Hawaiian or Pacific Islander	9	No		647			
White	196	Yes	840	842	A	-2	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	138	Yes	765	760	5	5	Yes
English Learners	30	No	729	730			
Students with Disabilities	84	Yes	669	664	7	5	No

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

School: Richmond Elementary
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009328
School Type: Elementary

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 20 of 21 AYP Criteria

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

Met 2011 AYP Criteria

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

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 20 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	328	327	100	Yes		328	326	99	Yes	
African American or Black	17	17	100	--		17	17	100	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	13	13	100	--		13	13	100	--	
Filipino	7	7	100	--		7	6	86	--	
Hispanic or Latino	70	69	99	Yes	ER	70	69	99	Yes	ER
Pacific Islander	9	9	100	--		9	9	100	--	
White	210	210	100	Yes		210	210	100	Yes	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	150	149	99	Yes		150	149	99	Yes	
English Learners	31	31	100	--		31	31	100	--	
Students with Disabilities	86	85	99	Yes	ER	86	85	99	Yes	ER

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	305	186	61.0	Yes	SH	304	216	71.1	Yes	
African American or Black	14	4	28.6	--		14	7	50.0	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	12	9	75.0	--		12	11	91.7	--	
Filipino	7	--	--	--		6	--	--	--	
Hispanic or Latino	66	36	54.5	Yes	SH	66	42	63.6	Yes	SH
Pacific Islander	9	--	--	--		9	--	--	--	
White	195	124	63.6	Yes	SH	195	144	73.8	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	135	67	49.6	Yes	SH	135	83	61.5	Yes	SH
English Learners	29	12	41.4	--		29	19	65.5	--	
Students with Disabilities	81	37	45.7	Yes	SH	81	34	42.0	No	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
820	827	7	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate - Not applicable

Title 1 Parent Survey
SIERRA SANDS UNIFIED SCHOOL DISTRICT
RICHMOND SCHOOL
Parent Survey 2010-2011

Percent of parents who agree or strongly agree:

	10-11 N=205
SCHOOL CULTURE	
Parents are greeted warmly and courteously when they visit the school.	85%
Parents are encouraged to participate in their child's education.	94%
My child feels safe at this school.	96%
The student discipline is appropriate in this school.	94%
Positive behavior is acknowledged frequently.	93%
The program of Super Stars, Student of the Month, attendance awards, AR and AM recognition is motivating to students.	95%
My child has opportunities to develop respect, responsibility, and problem solving skills.	94%
My child and I find that the school is well maintained and a pleasant place in which to spend time.	95%
There is a tone of high standards, positive messages, and high expectations of everyone at this school	96%
HOME/SCHOOL COMMUNICATION	
Parents know who to go to when they have concerns or questions.	94%
The school has a handbook that is given to all parents at the beginning of the year or upon request.	92%
The school newsletter provides valuable information to parents.	95%
Materials are provided to parents in a language they can understand.	95%
Someone is available in the school office who speaks the language of the parents.	79%
Teachers communicate often with parents.	91%
STANDARDS AND ASSESSMENT	
This is a school with high academic standards for all students.	94%
I know the standards my child must meet.	93%
I understand clearly how my child's work will be graded.	91%
Parents are fully informed about their child's academic progress through progress reports or conferences.	95%
TEACHING AND LEARNING	
All students have equal opportunity to learn at this school.	93%
My child is making good progress in reading.	91%
My child is making good progress in writing.	92%
My child is making good progress in math.	88%
My child has regularly assigned homework.	94%
My child is getting a good education.	92%

PARENT/COMMUNITY INVOLVEMENT	PARENTS
Parents are invited and encouraged to:	
• Visit the school	90%
• Welcome in the classrooms	84%
• Assist in class as a volunteer or aide.	84%
• Attend school functions such as parent/teacher conferences, family nights or other special school events	94%
• Serve on important committees.	89%
Activities for parents are scheduled at times and places that are convenient for parents.	93%
Meetings are conducted in a language that the parents understand.	93%
Richmond Family Nights: Ice Cream Social, Back-to-School, Family Craft-Movie-Museum-Library Nights, Famous Americans, Christmas Program, Open House/Science Fair/Art Show offered parents opportunities for participation.	96%

TITLE 1 PARENT COMPACT

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

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

STUDENT RESPONSIBILITIES

1. Come to school every day, on time, with the necessary books, materials, and attitude to learn. ***Strive for 'bell-to-bell' attendance for 180 days.***
2. Do your best work at all times.
3. Complete all class work and homework.
4. Read or be read to a grade appropriate number of minutes per day, four or more days per week.
5. Show respect and cooperation with all adults at school.
6. Know and follow school and classroom rules.
7. Respect and protect the rights of others to study and learn.

PARENT RESPONSIBILITIES

1. Assure daily, on-time attendance of your child. *Strive for 'bell-to-bell' attendance 180 days.*
2. Communicate to your child the importance of education.
3. Monitor completion of homework.
4. Ensure your child reads or is read to a grade appropriate number of minutes per day, four or more days per week.
5. Support district and classroom rules of acceptable behavior.
6. Read and respond to all school communication in a timely manner.
7. Work with the school to support your child's learning to ensure his/her success

SCHOOL RESPONSIBILITIES

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

The school developed and continually updates the school-parent compact with Title I parent input through the cooperation of parent organizations, PTO and SSC, and through input gained in the parent survey. The compact was most recently reviewed on November 4, 2011. A copy of the compact is in the Richmond Parent Information Handbook and Discipline Policy, which is made available to parents at the first of every school year or upon enrollment at Richmond.
Please discuss this compact with your child, sign, and return to school.

Student signature	Date	Parent signature	School signature

TITLE 1 PARENT INVOLVEMENT POLICY

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

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Richmond School does the following:

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

BUILDING CAPACITY FOR INVOLVEMENT

Richmond School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
   - Parent/teacher conferences
   - Back-to-School Night
   - Family Nights
   - Weekly newsletters and reports sent by teachers to parents
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
   - Family Nights
   - Publications- Home & School Connection
   - Parenting Classes
   - Parent/teacher conferences
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
   - Principal/Title I teacher phone call/teacher conference
   - SSC, PTO, parent survey
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
   - All programs aligned in Single Plan for Student Achievement
   - Family Nights
5. Distribute to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. (Title 1)
   - School forms, report cards – available in Spanish
   - Most documents from district office available in Spanish
   - Weekly newsletter – translated if needed
6. Provides support for parental involvement activities requested by Title I parents.
   - Review annual surveys, work with PTO & SSC to provide activities requested by parents

ACCESSIBILITY

Richmond School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. This includes providing information and school reports in a form and language parents understand.

- Translators are made available for IEPs, parent/teacher conferences and other meetings, if necessary
- KRC (Kern Regional Center) or case workers attend meetings with adult clients to assist in meetings
- Meetings are arranged off base for parents without base access

PARENT INFORMATION AND RESOURCE CENTERS (PIRCS)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PRIC2, Cal-PIRC at Cambridge Academies, Modesto, CA.
http://www.nationalpirc.org/directory/CA-7.htm
Reviewed November 4, 2011

INSTRUCTIONAL MATERIALS

ELEMENTARY SCHOOL

English	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
ELL	K-5	*California Treasures (series)*	Macmillan/McGraw-Hill	2010
Mathematics	K-5	*Houghton Mifflin California Math* (series)	Houghton Mifflin	2009
History/ Social Studies	K-5	*History-Social Science for California*	Scott Foresman	2006
Science	K-5	*California Science* (series)	Pearson/Scott Foresman	2008
Music	K-5	*California Spotlight on Music* (series)	Macmillan/McGraw-Hill	2008
Art	K-5	*SRA Art Connections* (series)	SRA/McGraw-Hill	2005

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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

Richmond Elementary School
State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	**$32,869**	**0**	**$32,869**
EIA-SCE 7090	**$39,981**	**$24,749**	**$11,272**
EIA-LEP 7091	**-**	**-**	**$3,960**

Federal Programs

	Total Allocation	Centralized Services	Site Budget
Title I: School wide Program 3010	**$149,782**	**$14,793**	**$134,989**

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.
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

GLOSSARY OF TERMS

Aeries – The student online database used in Sierra Sands Unified for attendance, student information, grading, and communication about students.

AM- Accelerated Math

API- Accountability Performance Index; The API is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, an LEA's (Local Education Agency), or a subgroup's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The API was established by the Public Schools Accountability Act, a landmark state law passed in 1999 that created a new academic accountability system for K-12 public education in California.

AR- Accelerated Reader

AYP- Adequate Yearly Progress- AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

BTSA- Beginning Teacher Support and Assessment", is a state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials.

CARS/STARS- A research based, reading development program used at Richmond Elementary School, written by Curriculum Associates, Inc. CARS stands for "Comprehensive Assessment of Reading Strategies" and STARS stands for "Strategies to Achieve Reading Success". CARS/STARS is used for small group instruction during the school day with identified students.

Categorical funding- Each year the Legislature and governor can express their priorities for K–12 education by directing dollars to specific categories of children, to a particular activity or educational program, or for a special purpose. The historical reasons for earmarking allocations are to: State Compensatory Education (SCE) services for educationally disadvantaged students as determined by the local educational agency (LEA).

Targeted financial support is commonly called "categorical aid" — and it is a 100-year tradition for federal and state governments in funding public schools.
the school year.

CELDT- California English Language Development Test

CELL- California Early Literacy Learning (CELL) is a comprehensive, research based, balanced approach for literacy teaching that provides teachers a systematic classroom instructional model in grades K-3.

EIA- The Economic Impact Aid (EIA) program is a state categorical program for kindergarten through grade twelve to support additional programs and services for English learners, limited English proficient (LEP) and, State Compensatory Education (SCE) services for educationally disadvantaged students as determined by the local educational agency (LEA).

ELA- English Language Arts

ELD- English Language Development; ELD instruction is based on goals that a student must meet in reading, writing, speaking and learning, as they move toward becoming fluent in English. Assembly Bill 748, enacted in 1997, requires that the test or tests assessing the progress of English learners toward achieving fluency in English be aligned with state standards for English-language development.

ER- Enrollment 50 to 99: Small schools and LEAs with 50 to 99 students enrolled have slightly adjusted participation rate criteria to account for the small numbers. These adjusted criteria also apply to numerically significant subgroups within a school or an LEA that has at least 100 students enrolled. Schools, LEAs, or subgroups with 50 students enrolled met participation rate criteria by having at least 47 students tested. Schools, LEAs, or subgroups with between 51 and 99 students enrolled met participation rate criteria by having a participation rate of at least 95 percent, but the rate was rounded up to the nearest whole number.

ESEA- (Elementary and Secondary Education Act) was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left behind Act (NCLB).

ExLL-ExLL (Grades 3-8) is a research based, balanced approach for literacy instruction that supports teachers in learning how to effectively teach reading and writing to students with a wide range of ability levels in the intermediate grades. It is aligned with the CELL framework and helps teachers learn how to integrate the individual elements into a seamless curriculum of classroom instruction.

IEP- A specially written educational plan for every special education student, which focuses on specific learning goals. The IEP is written by the special education teacher after assessing the student to learn their strengths and growth areas. The IEP is designed to help the student acquire learning standards by providing support in growth areas.

Illuminate- The data program that the school district uses to manage student testing data.

KRC- Kern Regional Center

NCLB- The No Child Left Behind Act, formerly and now ESEA.

PLC- Professional Learning Community; the act of teachers and staff working together collaboratively to improve student learning, understanding, and achievement.

RSP- A resource specialist program (RSP) is a form of special education, usually focused on a student having trouble in one or more areas of classroom learning. An RSP teacher is assigned to a student and works collaboratively with the classroom teacher to help a student succeed in the regular education classroom.

SARB- School Attendance Review Board; a panel of educators and community members who meet with students who have many unexcused absences and tardies

SARC- School Accountability Report Card; Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals.

SAT- Student Assistance Team; a SAT is a school team, which includes the parent and the students, when appropriate, in a positive, problem solving, intervention process. the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and support teachers and parents.

SH- Passed by safe harbor: The school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.

SSC- School Site Council; The SSC decides upon academic instructional programs and all related categorical resource expenditures for a school. A SSC is a school-community representative body made up of the principal, teachers, other school personnel, parents or community members, and students (at the secondary level). All schools that receive federal or state categorical funding are required to have a SSC to decide how to spend categorical funds.

STAR- Standardized Testing and Reporting (STAR) Program, which includes four components: California Standards Tests, California Modified Assessment, California Alternate Performance Assessment, and Standards-based Tests in Spanish. These tests were developed specifically to assess students' knowledge of the California content standards. The State Board of Education adopted these standards, which specify what all children in California are expected to know and be able to do in each grade or course.

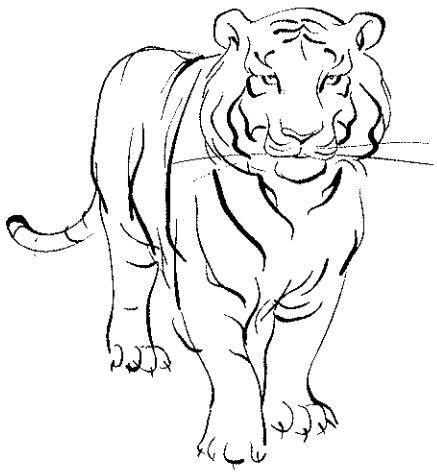
Title I – Federal funding to a school; The purpose of Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

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 15, 2011

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person:	Clara A. Finneran
Position:	Principal
Telephone Number:	(760) 499-1830
Address:	340 W. Church St. Ridgecrest, CA 93555
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The District Governing Board approved this School Plan on January 12, 2012.

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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 2011-12

- The James Monroe staff, leadership team, departmental teams, and grade level teams will develop norms, SMART goals, and course-by-course essential standards. The appropriate norms will be shared at the start of each meeting, SMART goal progress will be monitored, and essential standards will serve as a foundational element upon which curriculum, assessment and instruction (including specific intervention and enrichment) are provided.
- James Monroe staff members will collaborate as an entire staff, as grade level groups and as departmental groups in order to increase student performance. This performance increase will be evidenced by a minimum three percent increase in the number of students scoring proficient and/or advanced on the Math and ELA CST. Teachers will analyze assessment data in order to address specific areas for growth. Teachers will share and adjust instructional practices in order to meet student needs. Teachers will also share anecdotal evidence, and will use the Response to Intervention (RTI) pyramid and Student Assistance Team (SAT) referral process.
- The James Monroe staff will work together to maintain and enrich the school's positive culture. Student recognition and rewards for improvement/growth will increase. Communication among staff will increase. All meeting agendas and minutes will be e-mailed to the entire staff. Communication with parents/guardians and community members will increase through increased use of the autodialer and increased publicity in the local newspapers.

1) English Language Arts:

a) The English department will use essential standards to drive instruction. Based on student performance on formative and summative assessments, especially the Curriculum Associates benchmarks, teachers will adjust instruction and utilize Intervention/Enrichment (I/E) weeks to target

particular students. Teachers will see a minimum three percent increase in the number of students scoring proficient and/or advanced on the ELA CST.

b) 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 2011-2012 by at least three percent.

c) 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 2011-2012 by a minimum of three percent.

2) Mathematics:

a) The Math department will use essential standards to drive instruction. Based on student performance on formative and summative assessments, especially the Curriculum Associates benchmarks, teachers will adjust instruction and utilize Intervention/Enrichment (I/E) weeks to target particular students. Teachers will see a minimum three percent increase in the number of students scoring proficient and/or advanced on the Mathematics CST.

b) 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 2011-2012 school year. Because this is a majority of students, the department will make a concerted effort to address the needs of students who fall into two or more subgroups (i.e. white and socioeconomically disadvantaged), with the goal of improving CST scores of all subgroups in 2011-2012 by at least three percent.

c) Additionally, the department is also focusing on strands that present low scores across the grades: operations with fractions, algebra and functions, and measurement and geometry, with the goal of increasing performance on each of these strands by three percent.

d) A new course entitled Acquisition of Math Skills (AMS) will be implemented to address the needs of students who are two or more grade levels behind in mathematics. The ALEKS program (a computer-based, self-paced program) will be implemented for AMS and 8th grade Pre-Algebra.

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.

c) James Monroe will implement a newcomer class for beginning level EL students and/or those students whose English language development is minimal. Newcomer EL students will move from Murray to Monroe so that one teacher at one site can service these students. The newcomer class will be taught during the time in which students are enrolled in English and history. This course will address the particular needs of newcomers.

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 2011-2012 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 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, iPads, 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 two percent of these outdated books will be updated and/or replaced during the 2011-2012 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; last year there were 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, in its second year, has enhanced school culture.

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 in summer 2010. The spring semester 2011 saw an initial attempt to incorporate an intervention/enrichment period into the school day four times over the semester. This effort continued in fall 2011, with each student receiving intervention/enrichment in math or English for five days over three evenly spaced apart weeks. While this has been effective, as demonstrated by student performance data, it is extremely labor-intensive. Our staff has begun visiting high performing middle schools in an interest to gather information regarding how other schools address the intervention (and other) needs of students.
   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. A second section was added this year.
   d) Zero period PE was implemented last school year so that students may take more than one elective during the school day. School stakeholders have been pleased 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 (autodialer) system has been utilized so as to better communicate with parents and guardians. Edline has replaced Homework Hotline. However, it is not fully utilized by all teachers. Last school year inservices regarding Edline were offered to teachers, and there is still work to do in terms of the number of teachers utilizing Edline. PAMS (parent access to student grades and attendance) has been well received by parents, but many parents are unaware of its usefulness, so we will do some concerted outreach to ensure that more parents are aware of and utilizing this tool.

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 Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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 primarily related to the Professional Learning Communities model. Through utilizing this model, we have focused on the best practice of consistent data analysis through faculty trainings and meetings regarding effective instruction and assessment. Other staff development opportunities have been 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.

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 include the 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 Illuminate, 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 at least once monthly and department meetings at least 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. 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 Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

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

Categorical services focused on the underperforming student at this school include: 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. Essential standards have been collaboratively determined for each Math, English, Science and Social Studies course offered. 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 benchmark assessments in Math and English Language Arts 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. The district is researching a new adoption for English Language Arts/ ELL for grades 6-8 that will be implemented in 2012-2013 to address identified needs.

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/Enrichment Period (7 weeks)
- Student Assistance Team
- WEB Program
- Acquisition of Math Skills (AMS) course
- ALEKS (computer based math 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
- PAMS (Parent access to Aeries/teacher gradebooks)
- 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, one science teacher, and two history teachers have received training on Sate 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's 2011 Growth API is 739, a 23 point decrease from the 2010 Base API of 762. While the school stakeholders were disappointed with this decrease, we believe that we have some robust and comprehensive responses in place. James Monroe's 2010 Growth API was 760, which was a 14 point increase from the 2009 Base API of 746. School stakeholders would like to see the school's API rise above 800 within two years.

James Monroe's subgroup of Hispanic students decreased their API score from 729 to 702, a decrease of 27 points. White students decreased their subgroup API performance from 787 to 759, a decrease of 28 points. Socioeconomically disadvantaged students decreased their subgroup API performance from 715 to 697, a decrease of 18 points. With these marked decreases, particularly among subgroups, teachers recognize that their efforts, especially targeted efforts, must be adjusted.

The number of sixth grade students performing at or above proficient in English Language Arts decreased slightly from 2007-2008 (48%) through 2010-2011 (46%). Fifty two percent of 7th graders performed at or above proficient in English Language Arts in 2010-2011, the same percent that scored similarly in 2009-2010, and a 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. Zero sixth grade students scored at the far below basic level in 2011-2012. On the 7th grade writing assessment 83 percent of students scored a 6 or 8 (the highest two scores possible), and only one student scored a 2 (the lowest possible).

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. In 2010-2011 this number decreased to 33 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. In 2010-2011, 44 percent of 8th graders who took the Algebra I CST scored proficient or advanced. 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 supported teachers in learning about Illuminate. The district office has offered training that math and English teachers have attended. Administrators are available to help teachers disaggregate and analyze data. The principal and counselor made a binder for each teacher at the start of the school year with student CST scores by section (class period), with charts and graphs so that teachers could have this information at their fingertips and time was and continues to be allotted to examine this 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, during each school year, teachers submit names of "target students" who are in need of academic assistance. Administrators and the counselor at James Monroe divided the list of students, and meet with these students following each grading period (including progress reports), in order to ensure that these students were receiving the assistance that they need. Discussions with these students have included topics such as: study habits, Monroe promotion requirements and goal setting. For the 2011-2012 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 2012 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 9 of 17 AYP criteria. Forty two percent of students school-wide performed at or above proficient in mathematics, below the 2011 percent proficient target of 68.5% percent, but above the 40 percent who scored above proficient in mathematics in 2010. In addition, the African American subgroup (19% at or above proficient), the Hispanic subgroup (36%), White subgroup (43%), Socioeconomically Disadvantaged subgroup (33%), English Learners (29%), and Students with Disabilities (33%) fell below the 2011 percent proficient target in mathematics (however, all of these subgroups, with the exception of the white students exceeded their 2010 performance). 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 2011 percent proficient target of 67.6 percent. The subgroups that did not meet this 67.6 percent proficient target are: African American (30% at or above proficient), Hispanic (38%), White (51%), Socioeconomically Disadvantaged (39%), English Learners (31%), and Students with Disabilities (34%). The percent above proficient of the African American, Hispanic and White students saw a slight decrease, which is being addressed. 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?

Thirty two students took the CELDT test last year at James Monroe (whereas 41 took it in 2010). Of these students, the majority, 18, 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. And in 2010-2011, 31% scored in the advanced range, 25% in the early advanced range, 25% in the intermediate range, and 19% in the beginning range. 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. James Monroe staff recognizes that all English Language Learners require attention, particularly those at the beginning and early intermediate levels so that they advance one EL proficiency level per year, move toward proficiency on the CST and meet reclassification criteria.

This year we started a newcomer class, in which we have students from Monroe and Murray who are beginning English Learners. They are removed from their English and history classes in order to receive assisted academic instruction in English.

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).

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 2011-12 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. Several teachers will attend the state conference of English teachers and the principal attended the CDE Accountability conference. 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 2011, and have integrated their learning into the school culture. This year site visits to high performing middle schools are being arranged. One visit has occurred and at least two more will occur in collaboration with Murray. Teachers are inspired by what they have seen at other schools and are anxious to incorporate ideas into our efforts at Monroe.

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 science teachers utilize a specific prepared curriculum to discuss 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 Supplies	$200	Decentralized	N/A	Principal Teachers	By October 1	*1*
X	X	X					2. Faculty will utilize Illuminate 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	EIA LEP 7091	Total of $15,977	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 8th 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. The PLC Conference Summer 2012 will be a priority as will visiting other high performing middle schools.	Travel Substitutes	$5000	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

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
							C. Teaching and Learning							
X	X	X					1. Faculty will examine state standards on a regular basis in order to adjust instructional practices. Essential standards will be determined for each core course. Benchmark and formative 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	$3,000	SLIBG	N/A	Principal Library Specialist	By March 2012	2
X	X	X					5. A district EL project teacher will provide support through coaching and professional development.	Personnel Release Time	N/A	EIA LEP 7091	Total of $15,977	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 2012	1

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
	X	X			X		4. Implement AVID class. Explore option of AVID at 7th 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 activities.	Substitutes	$500	SB70 SLIBG	N/A	Principal	Ongoing	3
X	X	X	X		X		6. Pursue implementation of another half to full computer lab or laptop cart in order to better integrate technology in general and specific programs such as Acellus and ALEKS.	Supplies Equipment	$8,000	EIA	N/A	Principal District Technology Coordinator	By 02/2012	1
	X	X	X		X		7. 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				8. 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			X		9. Continue to implement ALAS classes.	Salary/Benefits				Principal	Ongoing	1
	X	X					10. Implement AMS (Acquisition of Math Skills) class. Implement use of ALEKS (computer-based, self-paced).	Teacher Salaries Supplies				Principal	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; Assist teachers with weekly updates of Edline during 2011-2012.	Infrastructure	N/A	N/A	N/A	Principal Volunteer Site Tech Coordinator	Ongoing	1
					X		4. Implement PAMS (parent access to teacher gradebooks, attendance). Offer training	Infrastructure	N/A	N/A	N/A	Principal Counselor District	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			
												Technology Staff		
					X		5. 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		6. Implement WEB (6th Grade orientation/integration program).	Substitute(s) Travel Training Cost Supplies	$3,000	EIA	N/A	Principal	By April, 2011	1
					X		7. 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		8. School-wide assemblies will be held four times a year to honor those who meet positive academic and behavioral expectations. Expansion of these assemblies into better developed rewards/incentives programs will be explored and initiated.	Supplies SLIBG Clerk	$250	SLIBG	N/A	Principal SLIBG Clerk	Ongoing	2
					X		9. Utilize School Messenger (Autodialer) to communicate with parents/guardians.	Infrastructure	N/A	N/A	N/A	Principal	Ongoing	2
					X		10. 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		11. Translation/interpreting services (Spanish) will be provided to assist students and parents.	Translators	N/A	EIA LEP 7091	Total of $15,977	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)
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. Kinds of Data to Collect: • 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	Principal Chairperson of Site Council	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.	Data and activity analysis: February, May and September

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. Maureen Flatebo
2. Cathy Melendez
3. Debby Null

Principal
1. Clara Finneran

Other School Personnel
1. Sara Baird

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

(b)

Parents or Community Members	Students
1. Denise Allen	1. Brendan Allen, 7th Grade
2. Melissa Bergh	2. Travis Bergh, 7th Grade
3. Lilia Magana	

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
Mechelle Ernst		X		
Tonya Wicker		X		
Ramiro Lugo			X	
Lilia Magana			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: Lilia Magana/Ramiro Lugo (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.)***

   _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 15, 2011.

Attested:

Clara A. Finneran
Typed name of school principal

Clara A. Finneran — 12/15/11
Signature of school principal (Use blue ink) — Date

Melissa Bergh
Typed name of SSC chairperson

Melissa A Bergh — 12/15/11
Signature of SSC chairperson (Use blue ink) — Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

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)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
494	739	762	5	-23	No	No	No

Similar Schools

Median API	
786	776

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	27	No	617	682			
American Indian or Alaska Native	6	No					
Asian	12	No	809	798			
Filipino	7	No		858			
Hispanic or Latino	127	Yes	702	729	5	-27	No
Native Hawaiian or Pacific Islander	9	No		762			
White	299	Yes	759	787	5	-28	No
Two or More Races	7	No					
Socioeconomically Disadvantaged	249	Yes	697	715	5	-18	No
English Learners	48	No	657	629			
Students with Disabilities	68	No	605	588			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

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 9 of 17 AYP Criteria

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

Met 2011 AYP Criteria

	Participation Rate		Percent Proficient	
GROUPS	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 Latino	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White	Yes	Yes	No	No
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 9 of 17 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	515	512	99	Yes		515	512	99	Yes	
African American or Black	28	28	100	--		28	28	100	--	
American Indian or Alaska Native	6	6	100	--		6	6	100	--	
Asian	12	12	100	--		12	12	100	--	

Filipino	7	7	100	--	7	7	100	--
Hispanic or Latino	137	137	100	Yes	137	137	100	Yes
Pacific Islander	10	10	100	--	10	10	100	--
White	308	305	99	Yes	308	305	99	Yes
Two or More Races	7	7	100	--	7	7	100	--
Socioeconomically Disadvantaged	264	261	99	Yes	264	261	99	Yes
English Learners	51	51	100	--	51	51	100	--
Students with Disabilities	69	69	100	--	69	69	100	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	493	231	46.9	No		493	198	40.2	No	
African American or Black	26	8	30.8	--		26	5	19.2	--	
American Indian or Alaska Native	6	--	--	--		6	--	--	--	
Asian	12	9	75.0	--		12	7	58.3	--	
Filipino	7	--	--	--		7	--	--	--	
Hispanic or Latino	127	48	37.8	No		127	46	36.2	No	
Pacific Islander	9	--	--	--		9	--	--	--	
White	299	151	50.5	No		299	128	42.8	No	
Two or More Races	7	--	--	--		7	--	--	--	
Socioeconomically Disadvantaged	248	97	39.1	No		248	82	33.1	No	
English Learners	48	15	31.2	--		48	14	29.2	--	
Students with Disabilities	68	23	33.8	--		68	23	33.8	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
762	739	-23	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

INSTRUCTIONAL MATERIALS

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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	$31,715	0	$31,715
EIA-SCE 7090	$106,612	$15,977	$67,070
EIA-LEP 7091	-	-	$23,585

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.
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MURRAY MIDDLE SCHOOL

15-73742-6009310
CDS Code

Date of this Plan: January 5, 2012

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: 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 12, 2012

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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.

ESEA 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 2011-2012, 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 78% at the proficient or advanced level of performance on the CST assessment by the spring of 2012.

2) Mathematics:
Improve Mathematics grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 78.2% at the proficient or advanced level of performance on the CST assessment by the spring of 2012.

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 78% proficient or advanced in ELA and 78.2% proficient or advanced in mathematics by the spring of 2012.

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 2012.

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. A 5% increase in circulation will be attained, a 10% increase in the use of the Accelerated Reading program will be attained and a 15% 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 specific to Murray include the STAR reading level and comprehension test, formative assessment created by departments, standard benchmarks and placement tests which are used to determine level placement in math classes. The results are also used to place students in either intervention or enrichment and to encourage students to attend after school tutorials and 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 PLC and 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 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 Illuminate, 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 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 some grade levels have attended training to learn to analyze data and design intervention strategies. We use our SLIBG funds to finance substitutes throughout the school 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 ESEA compliant?
Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 94% of our teachers are ESEA 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 ESEA 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 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. A school-wide program has been instituted this year to bring the students who are in need of intervention as determined by standardized benchmark assessment together as a group and work on the specific learning goals for those students. Further assistance though 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, AMS and AVID courses are funded by EIA to improve student performance. Paraprofessionals assist with special education students. Enrichment activities in and out of the school environment for the GATE students, Accelerated Reading and math programs, and ALEK and support for 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. I/E program teaching strategies, enrichment programs. 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. Counselors provide support through grants and work with all students and specifically at risk students, in particular 8th graders.

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 formative 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 instructual 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 4 (beginning of the year plus three quarter 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. The district is researching a new adoption for English Language Arts/ ELL for grades 6-8 that will be implemented in 2012-2013 to address identified needs.

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. Murray implemented Rachel's link. A group of 50, 7th and 8th graders team with 10 incoming new students to help with social and academic acclimation. 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 and instruction
- Resource Teachers: Special Education, AVID, ALAS, AMS
- 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:

- Weekly phone and email information messages to every family
- 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

- School Site Council
- ELAC meetings
- PTO
- 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 decreased 11 points from 790 to 779 school-wide and did not meet its 2011 API criteria. Murray did not meet its school-wide API growth target or all subgroup growth targets.
- ELA -% at or above proficient: Hispanic 39.1, White 57.3, SED 34.8 2011
- Math-% at or above proficient: Hispanic 34.8, White 53.5 SED 30.6 2011

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:	49%	49%	39%
• 8th grade Algebra I:			82%
• 8th grade History			62%
• 8th grade Science			80%

What caused this result?

- Formative and Summative assessment as well as Benchmarks are used to guide instruction throughout the year and to place students in intervention classes
- Grade-level focus on essential 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, and all others from 45 to 55.

What are the needs?

- Language Arts-Data indicates that Intervention for sub groups is needed to mostly the 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 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 9 of 17 AYP criteria in 2011

- English Language Arts – Murray did not meet AYP in either, Hispanic or SED for its school wide AYP 2011.
- Mathematics – Murray did not meet AYP in either, Hispanic or SED for its school wide AYP for 2011.

What caused this result?

- Lack of targeted instruction.
- Lack of teacher collaboration.
- Lack of essential standards.
- Lack of meaningful assessments.

What are the needs?

- Benchmarks are used to guide instruction throughout the year.
- Grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration are needed.
- 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
- Targeted intervention 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 ELA and 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.
- A new comer class was created for beginners to attend daily.

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.
- 8th Grade Students have a conference with the Counselor and Principal to guide the Student toward reclassification.

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

Grades	B	EI	I	EA	A
6	3	2	9	2	0
7	0	1	2	3	1
8	0	0	0	3	2
Total	3	3	11	8	3

- 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 Special Ed 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, Rachel's Link Club 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, instructional materials*	*$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*	*SLIBG, EIA,* ELA, Title II		*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*
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*

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	11. Student physical education assessment scores will be evaluated for improvement. 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.			*EIA LEP 7091*	*Total of $16,575*	*EL Office*		*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 and plans for special education students.	*Personnel*	*0*			*Teachers, Admin.*	*Monthly*	*5*
					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	*Supplies,*	*$2000*	*SLIBG,*		*Teachers, counselors,*	*Yearly*	*13*

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 coaching to align with the new adoptions of texts and materials, for example STELLAR, ExLL and Step up to Writing.	*personnel*		*EIA, Title IV*		*Admin.*		
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*
					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/AMS 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.			*EIA LEP 7091*	*Total of $16,575*	*EL Office*		
							D. Opportunity and Equal Access							

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	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/AMS, 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 5th graders prepare for the transition to middle school and discover enrichment programs available to them.	*Personnel, travel*	*$300*	*SLIBG*		*Admin., Teachers*	*Yearly*	*3*
x	x	x	x			x	7. Incoming 6th grade and new students will be provided with an on-campus orientation session and the Rachel's Link program to connect the students to school.	*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 *On Campus Suspension* 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	*Personnel, Character and safe schools*	*$3500*	*SLIBG, EIA, Title II,*		*Admin., Teachers, counselors*	*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			
							facilities; and access to adults and counseling programs and policies.	*education programs*		*Title IV*				
							15. Safe school Ambassadors and Rachel's Challenge groups will facilitate safety and a bully free school	*Student, staff training*	*$5000*	*SLIBG*	*Safe School*	*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*
x	x	x	x		x	x	3. Provide a 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*

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		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. Continue the AVID supported 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*
					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.			*EIA LEP 7091*	*Total of $16,575*	*EL Office*		

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)
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. Kinds of Data to Collect: • 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	Kirsti Smith, Principal Anthony Barnes, Teacher	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.	Data and activity analysis: February, May and September

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	3	1	1	5
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1.Roger Lacher
2.Anthony Barnes
3. Lisa Harper

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.Karen Grant	1.Michael Nelson
2.Jenn Holland	2.Jason Webb
3.Kathy Weed	3. Brooklyn Coolidge (Alternate)
4.Daniel Chapai (Alternate)	4.Tyler Hart (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		
Norma Villa			X	
Griselda Michel			X	
Number of members of each category	1	1	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- 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: November 17, 2011

Attested:

Kirsti Smith
Typed name of school principal

Signature of school principal
(Use blue ink)

1-5-2012
Date

Anthony Barnes
Typed name of SSC chairperson

Signature of SSC chairperson
(Use blue ink)

1-5-2012
Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

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)

Number of Students included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
574	779	790	5	-11	No	No	No

Similar Schools

Median API	
826	817

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	28	No	725	683			
American Indian or Alaska Native	10	No					
Asian	17	No	904	827			
Filipino	11	No	904	898			
Hispanic or Latino	115	Yes	719	736	5	-17	No
Native Hawaiian or Pacific Islander	7	No					
White	386	Yes	793	814	A	-21	No
Two or More Races	0	No					
Socioeconomically Disadvantaged	256	Yes	688	703	5	-15	No
English Learners	46	No	637	628			
Students with Disabilities	61	No	500	571			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

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 9 of 17 AYP Criteria

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

	Met 2011 AYP Criteria			
	Participation Rate		Percent Proficient	
GROUPS	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 Latino	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White	Yes	Yes	No	No
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 9 of 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				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	597	596	100	Yes		596	595	100	Yes	
African American or Black	31	31	100	--		31	31	100	--	
American Indian or Alaska Native	12	12	100	--		12	12	100	--	

Asian	18	18	100	--	18	18	100	--
Filipino	12	12	100	--	12	12	100	--
Hispanic or Latino	118	118	100	Yes	118	118	100	Yes
Pacific Islander	7	7	100	--	7	7	100	--
White	399	398	100	Yes	398	397	100	Yes
Two or More Races	0	0	--	--	0	0	--	--
Socioeconomically Disadvantaged	271	270	100	Yes	270	269	100	Yes
English Learners	47	47	100	--	47	47	100	--
Students with Disabilities	66	65	99	--	66	65	99	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	574	309	53.8	No		573	285	49.7	No	
African American or Black	28	12	42.9	--		28	7	25.0	--	
American Indian or Alaska Native	10	--	--	--		10	--	--	--	
Asian	17	14	82.4	--		17	15	88.2	--	
Filipino	11	9	81.8	--		11	9	81.8	--	
Hispanic or Latino	115	45	39.1	No		115	40	34.8	No	
Pacific Islander	7	--	--	--		7	--	--	--	
White	386	221	57.3	No		385	207	53.8	No	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	256	89	34.8	No		255	78	30.6	No	
English Learners	46	10	21.7	--		46	12	26.1	--	
Students with Disabilities	61	12	19.7	--		61	8	13.1	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
790	779	-11	Yes	

201 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

INSTRUCTIONAL MATERIALS

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

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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	**$38,251**	**0**	**$38,251**
EIA-SCE 7090	**$103,925**	**$16,575**	**$64,639**
EIA- LEP 7091	**-**	**-**	**$22,711**

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.
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT
SHERMAN E. BURROUGHS HIGH SCHOOL

1531367
CDS Code

Date of this Plan: December 12, 2011

The Single Plan for Student Achievement (SPSA) 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: 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 12, 2012.

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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) **ELL** -- Increase *essential* skills and performance of ELL students by:
   - Meeting Title III (EL/ LEP) Annual Measurable Achievement Objective (AMAO) targets at the site level.
   - Increasing student R-FEP success/transition, focusing on:
     - CELDT (reaching early advanced and advanced)
     - STAR (reaching proficient)
     - GPA (2.0 and above)

AMAO 1 – Percentage of ELs Making Annual Progress in Learning English

- 2012 Target = 56%
- 2011 BHS Results = 51.1% (47/92 students)

SMART Goal: The % of ELs making annual progress in Learning English will increase from 51.1% to 56% as measured by the CELDT given in October 2011.

AMAO 2 – Percentage of ELs Attaining the English Proficient Level

- 2012 Target = 45.1%
- 2011 BHS Results = 49.4%

SMART Goal: The % of ELs attaining the English Proficient Level will increase from 49.4% to 53.4% as measured by the CELDT given in October 2011.

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the Site Level

- 2012 ELA Target = 77.8%
- 2012 Math Target = 77.4%

SMART Goal: The % of ELs scoring at proficient or higher in ELA will increase from 27.3% to 37.3% as measured by the ELA CST given in April 2012.

SMART Goal: The % of ELs scoring at proficient or higher in mathematics will increase from 25% to 35% as measured by the Math CST given in April 2012.

2) **MATH** -- Improve *essential* mathematics skills by:
   - Decreasing percent of students scoring FBB, BB, or B by 10%

SMART Goal: The % of students scoring below proficient in mathematics will decrease from:

- 76% to 66% in General Mathematics
- 78% to 68% in Algebra I
- 59% to 49% in Geometry
- 59% to 49% in Algebra II
- 20% to 10% in H.S. Summative

as measured by the mathematics CSTs given in April 2012.

3) **ELA -- Improve *essential* reading comprehension and writing skills by:**
   - Decreasing percent of students scoring FBB, BB, or B by 10%

SMART Goal: The % of students scoring below proficient in ELA will decrease from:

- 37% to 27% in Grade 9
- 38% to 28% in Grade 10
- 50% to 40% in Grade 11

as measured by the ELA CST given in April 2012.

4) **GATE:**
   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:**
   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:**
   Provide a safe and productive school climate through the maintenance of a systematic citizenship accountability model.
7) **Other goals:**
   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 Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

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 third 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 Illuminate, 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. Additionally, we hold schoolwide collaboration days four times per year.

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, LINK Crew, and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. 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):

__1__ Principal
__3__ Classroom teachers
__1__ Other staff
__5__ 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?

After experiencing a banner year last year, we were very pleased to see continued growth in many areas. We did not grow by nearly the scale we saw in 2010; yet, 3 of 4 numerically significant groups grew (Hispanic/Latino by 10 points, White by 7 points, and Socioeconomically disadvantaged by 6 points). We did observe a 14 point loss among students with disabilities.

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 and 2010-2011 school years, many instructional improvements were made. Notably, we eliminated non-college prep coursework in English/language arts and social studies for 9^{th}-10^{th} grade. 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 continue monitoring 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. We need to determine effectiveness of programs, identify long term funding, and continue to provide professional growth for teachers taking on new assignments. Probably the most acute need is the improvement of student performance among students identified as English Learners.

2. AYP

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

Schoolwide, approximately 68% of students are performing at or above proficient in English-Language Arts; and approximately 59% in mathematics. In the school's largest subgroup, white/not of Hispanic origin, 75% are performing at or above proficient in English/Language Arts and 64% in mathematics. 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. We are currently formulating plans to offer a Saturday morning supplementary education program opportunity, called "BHS Boost," in order to engage students more actively in their learning experience at BHS. This is a major thrust because 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 and have been in the EL program for an extended length of time.

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?

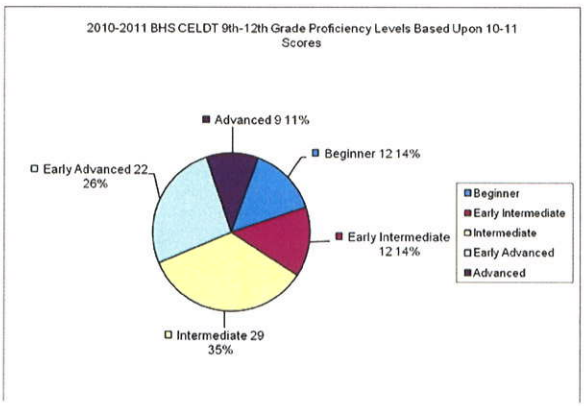
Our teachers are providing leveled ELD instruction based upon ELD progress profile which is a tool that ensures English Learners are acquiring English Language proficiency by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small intervention within the school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

Nine BHS students met the RFEP criteria during Fall 2011. Two BHS Sp Ed students met alternative reclassification criteria during the Fall of 2011.

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 but consistency in instruction is key.

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

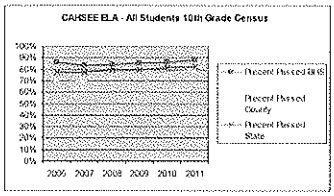
Analysis of CAHSEE Performance at BHS:

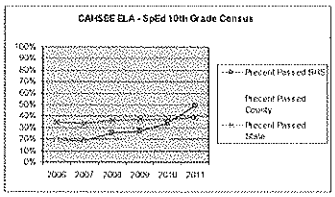
A review of the pass rates of 10th grade students over the past 5 years shows that we are outperforming county and state figures.

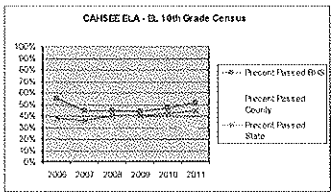
A review of the Special Education subgroup shows marked improvement from 2009 to 2010, and then from 2010 to 2011 in both math and ELA. While BHS has always posted higher pass rates in Kern County, this year we surpassed State pass rates.

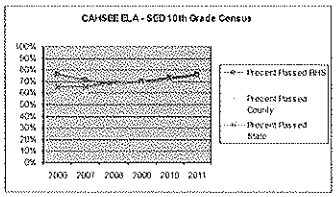
A review of the English Learner subgroup shows an uptick in performance in ELA, but an alarmingly sharp drop in math. Generally, in the last two years we posted pass rates higher than the county and the state, and demonstrate a continuing growth trend.

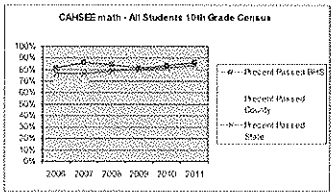
A review of the Socioeconomically Disadvantaged subgroup shows relatively flat performance from 2010 to 2011.

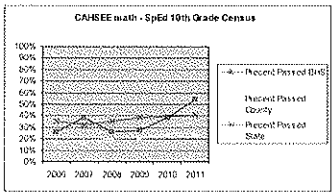


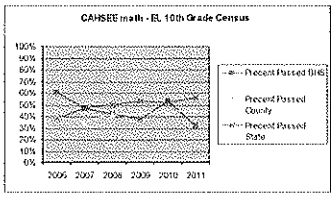


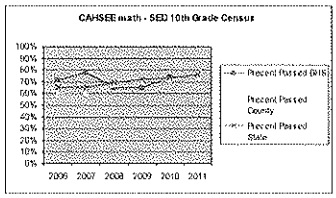












6. Professional Development-

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. Illuminate
2. Differentiated Instruction
3. Time To Teach
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	7091	Total of $35,029	EL Office	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	08/12	1
x	x					x	3. Faculty will utilize Illuminate 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 and increase in SPED.	Personnel, materials, prof. growth	$8,500	SLIBG		Principal, Math dept. chair	08/12	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	10/12	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 SB 70 grants		Principal, Coord. Special Projects	ongoing	1
							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					1. A district EL project teacher will provide support through coaching and professional development	Salary and benefits		7091	Total of $35,029	EL Office	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	05/12	2
x	x	x	x	x	x		4. Monitor elimination of non-college prep coursework in English department and social studies department for 9th-10th grade students. Identify support needs. Provide training, strategies.	Teacher time, texts	$3,000-5,000	SLIBG		Principal, Dept. Chair	08/12	3
x	x	x	x	x	x	x	5. Provide support to eleven teachers with up-to-date computer/projector/interactive whiteboard technology packages and PD to all teachers.	Personnel, supplies	$2000	EIA		Principal, school librarian	ongoing	3
							D. Opportunity and Equal Access							
x	x	x			x		1. Implement AVID class for 9th, 10th, and 11th grade students through staff professional development, materials, and stipend.	Salary, benefits, stipend, professional growth	$20,000	EIA-SCE		All teachers Admin.	08/12	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,		Teachers Coaches Staff Parents Counselors	ongoing	3
x	x						3. Continue a lunch and/or after school "Tech University" to increase student technology access.	personnel	$2,500	SLIBG		Admin School librarian	04/12	3
	x						4. Promote STEM education in all math classes. Send H.S. student representatives to 8th 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	04/12	2
							E. Parent, Student and Community Involvement							
		x					1. Translation/interpreting services (Spanish) will be provided to assist students and parents.			7091	Total of $35,029	EL Office	current	1

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	District Centralized Services			
					x	x	2. Provide parent and teacher training for use of Aeries/Eagle ABI "Parent Portal."	Teacher time	$2,500	EIA SLIBG		Principal, School librarian	ongoing	3
					x	x	3. Utilize *School Messenger* 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	05/12	1
					x	x	5. Continue Link Crew class/activities	Personnel, Equipment	$5,000	SLIBG, Comm. sponsor		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)
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. Kinds of Data to Collect: • 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	Dave Ostash, Principal Kathleen Konopak, SSC Chairperson	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.	Data and activity analysis: February, May and September

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. Mark Archer
2. Ernestina Palerm-Wilson
3. Randi Chappell

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. Brittany Byrne
2. Sandee Roberts	2. Gabriel Gutierrez
3. Kelly Curtis	3. Emily Boland, 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
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.)***

   _X_ English Learner Advisory Committee

   ___ Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

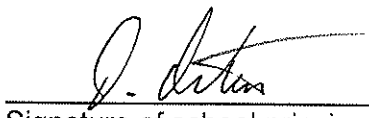
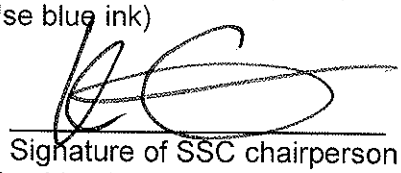
   ___ Other *(list)*

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 12, 2011_

Attested:

David Ostash Typed name of school principal	 Signature of school principal (Use blue ink)	12/12/11 Date
Kelly Curtis Typed name of SSC chairperson	 Signature of SSC chairperson (Use blue ink)	12/12/11 Date

SCHOOL DATA

• 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 10/27/2011

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)

	API				Met Growth Target		
Number of Students included in the 2011 Growth API	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1011	784	776	5	8	Yes	No	No

Similar Schools

Median API	
788	781

Subgroups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API 2011 Growth	Subgroup API 2010 Base	2010-11 Growth Target	2010-11 Growth	Met Subgroup Growth Target
Black or African American	61	No	678	656			
American Indian or Alaska Native	9	No		692			
Asian	29	No	854	867			
Filipino	26	No	894	795			
Hispanic or Latino	213	Yes	697	687	6	10	Yes
Native Hawaiian or Pacific Islander	11	No	847	683			
White	655	Yes	814	807	A	7	Yes
Two or More Races	7	No					
Socioeconomically Disadvantaged	352	Yes	696	690	6	6	Yes
English Learners	88	No	592	616			
Students with Disabilities	105	Yes	494	508	15	-14	No

In order to meet federal requirements of No Child Left Behind, a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010.

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 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

School Overview
2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

School: Burroughs High
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-1531367
School Type: High

Direct Funded Charter School: No

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 13 of 18 AYP Criteria

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

Met 2011 AYP Criteria

	Participation Rate		Percent Proficient	
GROUPS	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	Yes	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	Yes	Yes
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 13 of 18 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	368	360	98	Yes		368	359	98	Yes	
African American or Black	20	19	95	--		20	19	95	--	

American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	11	11	100	--		11	11	100	--	
Filipino	8	8	100	--		8	8	100	--	
Hispanic or Latino	80	79	99	Yes	ER	80	79	99	Yes	ER
Pacific Islander	5	4	80	--		5	5	100	--	
White	236	231	98	Yes		236	229	97	Yes	
Two or More Races	5	5	100	--		5	5	100	--	
Socioeconomically Disadvantaged	122	120	98	Yes		122	120	98	Yes	
English Learners	34	34	100	--		34	33	98	--	
Students with Disabilities	42	39	93	--		42	40	96	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 66.7 % Met all percent proficient rate criteria? No					Mathematics Target 66.1 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	350	237	67.7	Yes		348	206	59.2	No	
African American or Black	18	10	55.6	--		18	8	44.4	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	11	9	81.8	--		11	9	81.8	--	
Filipino	8	--	--	--		8	--	--	--	
Hispanic or Latino	74	31	41.9	No		74	31	41.9	No	
Pacific Islander	4	--	--	--		4	--	--	--	
White	227	171	75.3	Yes		225	144	64.0	Yes	Y3
Two or More Races	5	--	--	--		5	--	--	--	
Socioeconomically Disadvantaged	117	51	43.6	No		117	45	38.5	No	
English Learners	33	9	27.3	--		32	8	25.0	--	
Students with Disabilities	38	11	28.9	--		39	6	15.4	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
776	784	8	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate Goal: **90 Percent**

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
91.27	96.47	90.00	Yes	

2011 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.

INSTRUCTIONAL MATERIALS

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

Health	9	Health & Wellness	Glencoe	2008
SDC/SPECIAL EDUCATION DEPT				
SDC Mathematics	9	Pacemaker®: *Basic Mathematics, 3rd Ed*	Globe Fearon	2000
SDC Mathematics	12	Life Skills Math (SUPPLEMENTAL)	AGS	2003
RSP Mathematics	12	Math for the World of Work (SUPPLEMENTAL)	AGS	2002
Biology	9-12	Pacemaker: Biology, 3rd Ed	Globe Fearon	2004
FINE ARTS DEPT				
Art 1 & 2 (BHS)	9-12	Art in Focus 5th Ed	Glencoe/McGraw-Hill	2006
Art 1 & 2 (MHS)	9-12	Art Talk	Glencoe/McGraw-Hill	2005
Drawing 1-6	9-12	Creating and Understanding Drawing 4th Ed	Glencoe/McGraw-Hill	2006
Art; Ceramics; Drawing; Painting	9-12	Gardner's Art Through the Ages 12th Ed	Thomson/Wadsworth	2005
SUPPLEMENTAL ART TEXTS:				
	9-12	Exploring Painting	Davis Publications	2003
	9-12	Acrylic Painting: A Complete Guide	Dover publications	
	9-12	Pouring Light: Layering Transparent Watercolor	North Light Book	

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

2011-2012

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	$93,609	0	$93,609
EIA-SCE 7090	$308,387	$35,029	$202,285
EIA-LEP 7091	-	-	$71,073

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.
The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase 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.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:
EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage ($134,450), CELDT Testing and EL Teacher Certification costs ($20,397)
EIA- SCE- Counselor (Elementary only) - $82,785
Title 1- Counselor (Elementary only) $83,300, Homeless $11,515, Professional Development $115,148, School Choice/ SES $69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) $60,527
Title III Projects Teacher (0.14 FTE)
A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.