

The Single Plan for Student Achievement

School: Inyokern Elementary School
CDS Code: 15-73742-6009609
District: Sierra Sands Unified School District
Principal: Bonnie Kaufman
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Inyokern Elementary School's Vision and Mission Statements

VISION

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

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

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The first permanent building was constructed in 1939. At that time the principal lived in a house on the school grounds.

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

Our success with elementary school students has been validated by awards we have received. We are a No Child Left Behind Blue Ribbon School, a California Distinguished School, and a Title I Academic Achievement Award School. And this year, Inyokern Elementary School was the only school in Kern County that exited Program Improvement. Through the After School Education and Safety Grant from the State of California, we offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to receive homework assistance, tutoring, and standards-based enrichment activities until 6 p.m. each weekday.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

Per contract, there are formal observations every two years for teachers. There are periodic walk-throughs and feedback is given.

Analysis of Current Instructional Program

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

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

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and 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. The Student Assistance Team (SAT) meets at least three times each month. A Professional Learning Community (PLC) is being built at Inyokern and we are meeting formally for professional development as well as for collaborations. At this time four out of nine staff members have attended 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 as 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.

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

Students are assessed in English Language Arts, Math, and Reading Fluency four times each year. Students also take themed district developed benchmark assessments in Math and English Language Arts that are part of the trimester report cards. State testing and benchmark results are posted in Illuminate and student progress is monitored through the reports that are available. Students not at grade level are referred to small group instruction with our projects teacher in Targeted Assisted Groups or TAG. Students with IEPs are monitored closely by our Resource teacher so goals can be met.

Staffing and Professional Development

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

Teacher recruitment, hiring and evaluation focus on meeting ESEA criteria. As a result, 100% of staff and administration meet the requirements for being highly qualified.

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

Focus for Professional Development for this year includes the Academic Program Survey (APS), intensive instruction on the common core state standards, grade level collaboration for assessment and curriculum development. A number of teachers and the principal have been trained in Professional Learning Communities and all but two of our teachers have had the Instructional Materials Based Training (IMBT) for the Treasures ELA adoption. The district has plans to have IMBT training during this school year.

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

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

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

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

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

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

Teaching and Learning

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

All teachers use state adopted textbooks & 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. Teachers use vertical articulation to collaborate together using data from the benchmark assessments, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to meet legal requirements and meet the individual needs of students. Protected uninterrupted time for ELA is provided as follows kindergarten is 60 minutes, Grades 1 through 3 is 2.5 hours, and Grades 4 through 5 is 2 hours. In Math, protected uninterrupted time in kindergarten is 30 minutes and Grades 1 through 5 is 60 minutes.

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

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

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

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

All students have sufficient textbooks and instructional materials.

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

Inyokern uses many different programs with fidelity to raise student achievement. Technology based programs include: Accelerated Math, Accelerated Reading, Education City (ELA, Math, and Science), and Starfall. We also use Curriculum Associates, Standards Plus, TAG groupings, and Counselor time. Intervention is provided during the school day as well as after school. During the After School Education and Safety (ASES) Program tutoring is offered using classroom teachers who work with High Desert Leapin' Lizards Club tutors to increase student success.

Parental Involvement

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

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

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

Our school communicates with parents through:

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

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

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

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

At 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. Other community involvement includes Parent / Teacher Organization (PTO), Family Nights, Inyokern Rotary Club, Project Teacher support, Teacher led Interventions, and the use of Paraprofessionals.

Funding

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

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

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Inyokern is geographically isolated from other district schools. Many students are Socio Economically Disadvantaged, however with the support provided by the school and district our students perform well.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	130	113	108	97	83	76	4	2	5	0	1	2
Growth API	796	841	873	816	862	890						
Base API	767	797	841	808	818	862						
Target	5	3	A	A	A	A						
Growth	29	44	32	8	44	28						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	23	22	21	14	12	7	96	83	83	21	18	14
Growth API	728	753	800	704	687		776	814	853	665	692	802
Base API	669	728	753	597	704	688	721	777	814	647	665	693
Target							5	5	A			
Growth							55	37	39			
Met Target							Yes	Yes	Yes			

Conclusions based on this data:

1. Our population is decreasing in most subgroups. Our growth API is at 800 or above for all subgroups included in the 2013 data. All of the API subgroups grew including 110 points in our Students with Disabilities! This growth is a result of the concerted effort by staff and our continued implementation of Targeted Ability Groups or TAG.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	--	100	100
Number At or Above Proficient	68	72	77	55	56	55	--	--		--	--	
Percent At or Above Proficient	52.3	63.7	71.3	56.7	67.5	72.4	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	8	10	12	4	3		46	46	55	6	4	7
Percent At or Above Proficient	34.8	45.5	57.1	28.6	25.0	--	47.9	55.4	66.3	28.6	22.2	50.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1. Our participation was 100% in all subgroups. We have improved in our three significant subgroups. The largest improvement was 10.9% at or above proficient for our Socioeconomically Disadvantaged students. We have a strong staff and would expect continued increases. Although the Students with Disabilities subgroup is not significant for AYP criteria, the increase of 27.8% of students at or above proficient shows we have a strong special education resource program that general education teachers support.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	--	100	100
Number At or Above Proficient	71	72	86	57	55	64	--	--		--	--	
Percent At or Above Proficient	54.6	64.9	79.6	58.8	67.9	84.2	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	9	12	12	4	5		49	49	64	9	9	9
Percent At or Above Proficient	39.1	54.5	57.1	28.6	41.7	--	51.0	60.5	77.1	42.9	50.0	64.3
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1. Participation rate in the Mathematics portion of the CST was at 100%. We have an increase in all of our subgroups. Our three significant subgroups showed growth at 14.7% for all students, 16.3% for our White population, and the highest improvement of 16.6% for our Socioeconomically Disadvantaged. We have a strong teaching staff and our teachers support all our students in their work and effort. We would expect continued increases in these areas.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	***** *	***	0	0	0	0	*****
1	***** *	***	0	0	***** *	***	0	0	0	0	*****
2	0	0	0	0	***** *	***	***** *	***	0	0	*****
3	0	0	0	0	***** *	***	0	0	0	0	*****
4	0	0	0	0	0	0	0	0	0	0	0
5	0	0	***** *	***	***** *	***	0	0	0	0	*****
Total	1	10	1	10	7	70	1	10			10

Conclusions based on this data:

1. There are no initial assessment results at Inyokern.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	***** *	***	0	0	0	0	*****
1	***** *	***	0	0	***** *	***	0	0	0	0	*****
2	1	50	0	0	***** *	***	***** *	***	0	0	*****
3	0	0	1	25	***** *	***	1	25	0	0	*****
4	0	0	0	0	1	100	0	0	0	0	1
5			***** *	***	***** *	***					*****
Total	1	10	1	10	7	70	1	10			10

Conclusions based on this data:

1. There were seven (7) EL students at Inyokern in 2012-13. Of those, one (1) was Advanced, one (1) was Early Advanced, four (4) were Intermediate, one (1) was Early Intermediate, and there were no Beginning EL students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	22	16	10
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	22	16	10
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	18	7	13	7	8	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. Data for 2012-13, is too small to generate results for analysis.

School and Student Performance Data

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

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

Conclusions based on this data:

1. For 2012-13, data indicates that the district did not meet its AMAO I target for annual growth, but did meet AMAO 2 and 3 for attaining English Proficiency and Adequate yearly progress. Based on this data the district will continue to provide targeted services to our English Learners to support increased success.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ELA
LEA GOAL:
District Goal #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.
SCHOOL GOAL #1:
70% of students in grades 3 to 5 will score proficient or advanced on 3rd trimester benchmark assessments.
Data Used to Form this Goal:
CST Targets and 2012-13 benchmark assessments.
Findings from the Analysis of this Data:
Previous Goal – 63.7% to 68.7%. It was successful as we hit the school wide goal at 71.3%. Our white students raised their proficiency level from 67.5% to 72.4%, our SED students raised their proficiency level from 55.4% to 66.3%, and our SWD raised their proficiency level from 22.2% to 50.0%. These are our three subgroups.
How the School will Evaluate the Progress of this Goal:
Monitoring benchmark performance and final evaluation based on 3rd trimester data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration in all PLC teams, including our SAT team, to review student progress towards state standards and grade level benchmark exams and increase test scores for all our students.	monthly	Staff	General supplies and FAME materials	4000-4999: Books And Supplies	Title I Part A: Allocation	350
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1200
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	360

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group intervention within the school day provided by paraprofessional(s) on a regular and as needed basis.	August 2013-May 2014	Paraprofessional	Personnel salary	2000-2999: Classified Personnel Salaries	EIA-SCE Carryover	941.82
			Personnel benefits	3000-3999: Employee Benefits	EIA-SCE Carryover	253.1
Provide professional development opportunities and training for areas such as Eno interactive whiteboards, PI, PLC, ELA, RTI, AR, Professional Book Study groups, Illuminate, PeaceBuilders, Title I, Aeries, Standards Plus, Common Core, & observations of successful practices	August 2013-June 2014	Staff	Travel Expenses, Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	700
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	200
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	60
Replace up to one-fourth of the computer lab computers yearly in order to keep it up to date and update or replace other technology items on campus as needed to support learning and classroom intervention.	August 2013-March 2014	Principal and Computer Para	Computers, Technology Equipment	4000-4999: Books And Supplies	Title I Part A: Allocation	8,100
Provide adequate supplies to support existing programs such as Accelerated Reading.	August 2013-May 2014	Principal	Paper, Toner, & other supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	3000
Enhance standards based learning with web based learning programs such as Education City, Starfall, Renaissance Place, Worldbook on-line, and other programs to promote learning.	August 2013-May 2014	Principal	School licenses for web based programs & Online software	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,000
Intervention supported by the Project Teacher during the school day.	August 2013-May 2014	Project Teacher	Personnel salary	0001-0999: Unrestricted: Locally Defined	Title I Part A: Allocation	31265
			Personnel benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	3376.61

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a staffed computer lab for students in order to improve student achievement.	August 2013-May 2104	Computer Aide	Personnel salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,054.40
			Personnel benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	5459.31
Provide an after school bus to make after school interventions classes available to all students	August 2013-May 2014	Site and District staff	Bus transportation fees	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	2100
Support intervention with supplemental materials and supplies such as Treasures Triumphs, Standards Plus, Curriculum Associates, Bell Work, and Studies Weekly.	August 2013-May 2104	Principal & Staff	Supplemental Materials	4000-4999: Books And Supplies	EIA-LEP Carryover	1000
					EIA-SCE Carryover	4000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA GOAL:
District Goal #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.
SCHOOL GOAL #2:
70% of students in grades 3 to 5 will score proficient or advanced on 3rd trimester benchmark assessments.
Data Used to Form this Goal:
CST Targets 2012-13 benchmark assessments.
Findings from the Analysis of this Data:
Previous Goal – 64.9% to 69.9%. It was successful as we hit the school wide goal at 79.6%. Our white students raised their proficiency level from 67.9% to 84.2%, our SED students raised their proficiency level from 60.5% to 77.1%, and our SWD raised their proficiency level from 50.0% to 64.3%. These are our three subgroups.
How the School will Evaluate the Progress of this Goal:
Compare the 2013 performance data to the 2014 performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration in all PLC teams, including our SAT team, to review student progress towards state standards and grade level benchmark exams and increase test scores for all our students.	monthly	Staff	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	350
Small group intervention within the school day provided by paraprofessional(s) on a regular as needed basis	August 2013-May 2014	Paraprofessional	Personnel salary	2000-2999: Classified Personnel Salaries	EIA-SCE Carryover	941.82
			Personnel benefits	3000-3999: Employee Benefits	EIA-SCE Carryover	256.1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities and training for areas such as Eno interactive whiteboards, PI, PLC, Math, RTI, AM, Professional Book Study groups, Illuminate, PeaceBuilders, Title I, Aeries, Standards Plus, Common Core, & observations of successful practices	August 2013-May 2014	Staff	Travel, Registration	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	700
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	100
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	30
Enhance standards based learning with web based learning programs such as Education City, Starfall, Renaissance Place, and other programs to promote learning.	August 2013-May 2014	Staff	School licenses for web based programs & Online software	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ELD
LEA GOAL:
District Goal #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.
SCHOOL GOAL #3:
English Language Learners will advance one level on the annual CELDT test as measured by the Fall 2014 CELDT test data.
Data Used to Form this Goal:
CELDT assessments
Findings from the Analysis of this Data:
It is not known if we achieved our 2012-13 goals for EL (Increase proficiency of all 2nd through 5th grade English Language Learners from 25.0% to at least 30.0% (5% increase) on the English Language Arts section of the STAR testing and increase proficiency from 41.7% to 46.7% (5% increase) on the Mathematics portion of the STAR testing as measured by the CST performance and reported on the Accountability Progress Report.) as our EL population was at 7 students and results were not posted. Therefore, we will keep the same goal for 2013-14.
How the School will Evaluate the Progress of this Goal:
Compare the 2013 performance data to the 2014 performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration in all PLC teams, including our SAT team, to review student progress towards state standards and grade level benchmark exams and increase test scores for all our students.	monthly	Staff	Supplies	4000-4999: Books	EIA-LEP Carryover	250
				And Supplies	EIA-SCE Carryover	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support intervention with supplemental materials and supplies such as Treasures Triumphs, Standards Plus, Curriculum Associates, Bell Work, and Studies Weekly.	August 2013-May 2014	Staff	Supplies	4000-4999: Books And Supplies	EIA-LEP Carryover	250
A district EL project teacher will provide support through coaching and professional development.	August 2013-May 2014	EL District staff - not a site cost	Personnel salary Personnel benefits			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: GATE
LEA GOAL:
District Goal #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.
SCHOOL GOAL #4:
During the 2013-14 school year, all Gifted and Talented (GATE) students will achieve advanced as measured by the 3rd trimester benchmark assessments.
Data Used to Form this Goal:
Results from the CST state tests and 2012-13 benchmark assessments.
Findings from the Analysis of this Data:
Previous Goal - All GATE students achieved a level of advanced or proficient in their identified academic area, as measured by the California State Test (CST).
How the School will Evaluate the Progress of this Goal:
Review the GATE students after the testing in 2014.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the GATE program through Battle of the Books (BOB) by providing items such as multiple copies of BOB books, AR books, and Standards Plus as well as competitions	August 2013-May 2014	Staff	Books & Supplies	4000-4999: Books And Supplies	General Fund	300
			Travel, Registration	5000-5999: Services And Other Operating Expenditures	General Fund	200

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Library
LEA GOAL:
District Goal #2 - Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
SCHOOL GOAL #5:
To instill in students a desire to be life-long readers and to have the ability to search for answers independently in the Media Center. To acquire and maintain a balanced collection of media center resources, which represent a wide range of subjects, levels of difficulty and formats. To provide learning experiences which encourage students to become proficient users of information and technology.
Data Used to Form this Goal:
STAR Reading assessments.
Findings from the Analysis of this Data:
2012-13 STAR Reading shows that the mean GEs at the end of the year, by class, were as follows: Grade 1: 2.0 and 1.7, Grade 2: 2.4, Grade 3:4.0, Grade 4: 5.6, and Grade 5: 5.6. Students are meeting their goals using the materials in the library.
How the School will Evaluate the Progress of this Goal:
Compare the 2013-14 STAR Reading assessments with the 2012-13.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide adequate books to support existing programs such as Accelerated Reading.	August 2013-May 2014	Library Media Specialist	Books	4000-4999: Books And Supplies	School and Library Improvement Program Block	1500

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT: Climate
LEA GOAL:
District Goal #3 - Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #6:
Decrease the number of off campus suspensions from the Aeries Assertive Discipline Log by a minimum of 10% from 13 suspensions in the 2012-13 school year to 12 or less suspensions in the 2013-14 school year. Provide a variety of positive incentives to motivate student performance academically, behaviorally, and with their attendance.
Data Used to Form this Goal:
Aeries Database, Attendance Percentages, and General School Climate
Findings from the Analysis of this Data:
Previous Goal – from 19 in 2011-12 to 17 or less in 2012-13 (10% decrease) ~ 30% Previous Goal – met at PeaceBuilder Assemblies
How the School will Evaluate the Progress of this Goal:
Compare the data from 2012-13 to the data in 2013-14 and focus on positive activities and incentives for students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support students through counseling services focused on programs such as STEPS TO RESPECT and SECOND STEP curriculum.	August 2013-May 2014	Counselor	Personnel salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	
			Personnel benefits	3000-3999: Employee Benefits	LCFF-ED	
Standards based assemblies to teach concepts in a different format addressing different learning styles focusing on academic achievement and promoting positive behavior	August 2013-May 2014	Principal	Contracts	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote school attendance, academic achievement, and positive behavior through rewards, programs & assemblies for students.	monthly	Principal, Clerk II	Personnel salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3964.57
			Personnel benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	4877.03
			supplies (tags, chains, certificates & other rewards	4000-4999: Books And Supplies	School and Library Improvement Program Block	2500
Conduct annual Title I school climate/safety survey	annually	principal	Paper/toner	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250
Support hands-on learning on standards based educational field trips such as Sand Canyon, I'm going to college, the Mission Field Trip, and other field trips. This is due to our high number of Socioeconomically Disadvantaged (SED) and English Learners having decreased opportunities for culturally enriching educational experiences.	August 2013-May 2014	Principal	Transportation & Registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			Transportation & Registration	5000-5999: Services And Other Operating Expenditures	EIA-LEP Carryover	250
			Transportation & Registration	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1000
			Transportation & Registration	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	750
Transitioning our 5th graders from Inyokern to Middle School by having visits to Middle School.	Spring	Principal & TEacher	Transportation	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	125
Promote positive school climate and culture with our student council and spirit days, clubs, and other activities	August 2013-May 2014	Principal & Student Council Advisor	Substitutes	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	100
			Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	200
			Transportation & Registration	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	350
			Benefits	3000-3999: Employee Benefits	School and Library Improvement Program Block	30

Planned Improvements in Student Performance

School Goal #7

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

SUBJECT: Parent & Community Involvement
LEA GOAL:
District Goal #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.
SCHOOL GOAL #7:
Continue with Parent communication using the auto-dialer, monthly newsletters, and calendars. This year we will try to have some documents translated to reach our nine Spanish speaking families. Increase parent access to core materials and technology designed to support student learning at home by continuing to have family nights every Trimester. Obtain 80% or higher family participation rate on the 2014 Title I Annual Survey. Have selected school-wide documents sent home in both English and Spanish. Monitor our EL students and have an ELAC meeting at Inyokern as appropriate.
Data Used to Form this Goal:
Evaluate annual parent survey.
Findings from the Analysis of this Data:
We did not meet our goal of one family night per trimester; dates are set for this year. We had 92% return on the 2013, annual Title I Survey. A small number of documents were translated. Our EL population is too small to warrant having an ELAC meeting. If our EL population grows, this will happen.
How the School will Evaluate the Progress of this Goal:
Continue to review appropriate data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Foster family involvement in school through programs such as Back to School, Open House, Holiday Programs, SSC, Parent Teacher Conferences, and Family Nights.	August 2013 - May 2014	Staff	Supplies, paper, toner & refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	578
			Child Care from Other Classified Salaries	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	75

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide homework folders for all students to improve school to home communication and homework completion. for all students to improve school to home communication and homework completion	Yearly	Principal & Staff	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	150
			Supplies	4000-4999: Books And Supplies	EIA-SCE Carryover	100
Promote communication to parents through newsletters and monthly calendars	August 2013 - May 2014	Principal & Clerk	Paper, toner, and other supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
			Home & School Communication Newsletters	4000-4999: Books And Supplies	EIA-SCE Carryover	250
			Paper, toner, and other supplies	4000-4999: Books And Supplies	EIA-LEP Carryover	250
Provide each family with annual magnetic calendar to promote home to school communication	Yearly	Principal	Calendar	4000-4999: Books And Supplies	Title I Part A: Allocation	150
			Calendar	4000-4999: Books And Supplies	EIA-SCE Carryover	100
New and updated Safety, Emergency and First Aid supplies	August 2013 - May 2014	Principal & Staff	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	350

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	1,701.18
			EIA-LEP Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	480.44
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	1,904.17
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	1,734.04
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	70.89
Elementary Counselor	August-May	Principal and Counselor	Elementary Counselor Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	5,155.14
			Elementary Counselor Benefits	3000-3999: Employee Benefits	LCFF-ED	1,894.60

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	11,278	1,073.00
Title I Part A: Allocation	74,157	1,760.08
Title I Part A: Parent Involvement	903	0.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	12,598	2,655.16
LCFF-ED	0	0.00
LCFF-EL	2,788	2,788.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA-LEP Carryover	2,000.00
EIA-SCE Carryover	9,942.84
General Fund	500.00
School and Library Improvement Program Block	10,205.00
Title I Part A: Allocation	72,396.92
Title I Part A: Parent Involvement	903.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bonnie Kaufman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tami Piatt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patty Jacobson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joan Worley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Farrell	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniel Mouw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amber Bow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andrea Costable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Ann Pennix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
INYOKERN ELEMENTARY SCHOOL PARENT SURVEY 2012-2013**

Inyokern School needs your help in planning for the 2013-2014 school year. Please take five minutes to fill out this survey and return it to our school. The information you provide will help us plan services and programs that will better serve you and your children. This survey needs to be returned to school by May 10, 2013.

Circle the grade level(s) of child(ren) at this school: TK-1 K-27 1-42 2-29 3-26 4-29 5-13

Circle if active member of: PTO-14, School Site Council-8, ELAC-0, none of the above-39,
Superintendent's Council-2

How long have you been a parent at this school (years)? 1-15 2-20 3-27 4-10 5-14 6-17 6+-9

Please rank each statement using the following rating scale:

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
SCHOOL CULTURE	☺☺	☺	☹	☹☹	?
Parents are greeted warmly and courteously when they visit the school.	56%	41%	3%	0%	0%
Parents are encouraged to participate in their child's education.	59%	36%	3%	2%	0%
My child feels safe at this school.	50%	42%	6%	1%	1%
Student discipline is appropriate in this school.	39%	46%	8%	2%	5%
Positive behavior is acknowledged frequently.	48%	45%	3%	1%	3%
My child has opportunities to develop respect, responsibility, and problem solving skills.	51%	45%	2%	0%	2%
My child and I find that the school is well maintained and a pleasant place in which to spend time.	48%	50%	1%	1%	0%
It is evident that there are high standards, positive messages, and high expectations of everyone at this school	49%	43%	6%	1%	1%
PARENT/COMMUNITY INVOLVEMENT	☺☺	☺	☹	☹☹	?
Parents are invited and encouraged to:					
• Visit the school	51%	45%	3%	1%	0%
• Assist in class as a volunteer or aide.	49%	42%	6%	2%	1%
• Attend school functions such as parent/teacher conferences, family nights or other school events	55%	45%	0%	0%	0%
• Serve on school and district committees.	45%	45%	1%	0%	9%

Survey Continues on the Back
(Please fill out both sides)

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
HOME/SCHOOL COMMUNICATION	☺☺	☺	☹	☹☹	?
Parents are able to talk to someone at the school when they have concerns or questions.	52%	47%	1%	0%	0%
Teachers communicate frequently with parents.	43%	48%	7%	1%	1%
The monthly school newsletter and calendar provide valuable information to parents.	51%	47%	1%	1%	0%
Materials are provided to parents in their home language.	54%	41%	0%	0%	5%
If a parent needs a translator, the school tries to accommodate that need.	34%	20%	0%	0%	46%
STANDARDS AND ASSESSMENT	☺☺	☺	☹	☹☹	?
This is a school with high academic standards for all students and all ability levels.	44%	44%	5%	3%	4%
I know the standards my child must meet.	49%	47%	4%	0%	0%
I understand how my child's work will be graded.	40%	55%	4%	1%	0%
Parents are fully informed about their child's academic progress through progress reports or conferences.	45%	49%	5%	1%	0%
TEACHING AND LEARNING	☺☺	☺	☹	☹☹	?
All students have equal opportunity to learn at this school.	48%	43%	4%	2%	3%
My child is making good progress in reading.	51%	42%	5%	2%	0%
My child is making good progress in writing.	49%	45%	4%	1%	1%
My child is making good progress in math.	53%	43%	2%	1%	1%
My child has regularly assigned homework.	56%	43%	1%	0%	0%
My child is getting a good education.	48%	47%	4%	1%	0%

Parent Comments

My favorite thing about Inyokern School is:

If I could change one thing at my child's school:

Suggestions for Family Nights or parent discussion groups:

Additional comments:

My favorite thing about Inyokern School is:

1. This school is great, it's been like family to us
2. The warm, friendly staff and small environment
3. Teacher availability
4. The committed teachers and staff are helping the students
5. It is a small school with a great staff
6. Teacher availability
7. PeaceBuilders
8. I feel good about what my child does in school
9. My child enjoys attending every day
10. The principal and teachers making sure that students are safe to go home
11. The structure and discipline
12. I feel my son is safe here and it is clean and well kept
13. Communication
14. The after school program

If I could change one thing at my child's school:

1. More discipline for bullying
2. Small classes and more one on one help
3. Higher standards for yard duties
4. How students are suspended
5. More translators
6. I would like more materials sent home to help my child's education develop
7. More homework
8. Not so much thrown at the kids as far as CA standards go
9. Smaller class sizes
10. More grass
11. Someone monitoring student drop-off in the morning
12. More shade for the kids
13. More field trips for students
14. Add before school care
15. Students should be able to purchase breakfast until the bell rings at 8:15 am
16. Keep playground open after school
17. Start / Stop times
18. Notify parents as soon as there is a problem, academically or behavioral
19. More campus security in the mornings since anyone could walk onto campus

Suggestions for Family Nights or parent discussion groups:

1. Father/daughter dance and Mother/son game night.
2. Art night
3. More refreshments

4. Teaching kids to read / parents discussion

Additional comments:

1. Overall it is a good school
2. Teachers are doing a good job and other staff seems lost every time I visit your school
3. The office could be more polite at times
4. Keep up the good work
5. My child say he does not feel safe on the play ground because of some of the bullies
6. Love the teachers and I appreciate all you guys do!
7. My child's teacher has helped her tremendously succeed above grade standards
8. The school is poor and full of filth and nothing is done about it
9. Thank you to all the teachers, staff and principal for dedicating their time to all our children
10. I have seen much growth and kids have all loved Inyokern very much and are sad to go
11. Inyokern Elementary has very good staff
12. My kids love Inyokern School

Recommendations and Assurances

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

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

<input type="checkbox"/>	State Compensatory Education Advisory Committee	_____
		Signature
<input type="checkbox"/>	English Learner Advisory Committee	_____
		Signature
<input type="checkbox"/>	Special Education Advisory Committee	_____
		Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____
		Signature
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement	_____
		Signature
<input type="checkbox"/>	Compensatory Education Advisory Committee	_____
		Signature
<input type="checkbox"/>	Departmental Advisory Committee (secondary)	_____
		Signature
<input type="checkbox"/>	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 07, 2013.

Attested:

Bonnie Kaufman		11-7-13
Typed Name of School Principal	Signature of School Principal	Date
Danielle Mouw		11-7-13
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

TITLE 1 PARENT INVOLVEMENT POLICY

Keys to Success Inyokern's School, Family, and Community Involvement Plan



Key 1 Parenting

- Parenting Classes offered through Sierra Sands USD
- Parenting Lending Library
- Parenting Tips in Student – Parent Handbook
- Meeting to inform parents of Title 1 requirements and rights to be involved

Key 2 Communication

- Take Home Tuesdays
- Parent-Teacher-Student Compact
- Monthly School Newsletters
- Teacher/Parent Communicator Folders
- Parent – Student Handbook
- School Website www.ssusdschools.org
- Parking lot marquee & hall bulletin boards posted with school events
- Class newsletters
- School Messenger to autodial parents about school events
- School Calendar Magnet for each family
- Principal Open Door Policy
- Monthly Snacks with the Principal Sessions on Flex Fridays
- Annual Title 1 School Survey (Spring)
- Back-to-School Night & Open House
- Home-School Communication in Spanish & English
- Parent-Teacher Conferences
- Mid-Trimester Progress Reports for all grade levels
- Translators are made available for IEP's, parent-teacher conferences, and other meetings as needed

Key 3 Volunteering

- Annual Parent Volunteer Opportunity Survey (Fall)
- 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 (IPTO)
- 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, holiday baskets, and shoes that fit
- 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

INYOKERN SCHOOL HOME-SCHOOL COMPACT

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

As a student, I will:

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

Date _____ Student Signature _____

As a teacher, I will:

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

Date _____ Teacher Signature _____

As a parent/guardian, I will:

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

Date _____ Parent/Guardian Signature _____