

The Single Plan for Student Achievement

School: Richmond Elementary School
CDS Code: 15-73742-6009328
District: Sierra Sands Unified School District
Principal: Maureen Glennon
Revision Date: November 6, 2015

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

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

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The District Governing Board approved this revision of the SPSA on December 10, 2015.

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School Vision and Mission

Richmond Elementary School's Vision and Mission Statements

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 for a successful future. At Richmond School 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, knowledge and self-motivation to learn
- apply critical thinking and express their creativity

These goals will be accomplished through:

- professional development
- parent education/participation program
- cooperation and support from parents and community

School Profile

Richmond Elementary School opened its doors in January of 1953. At that time, it was a neighborhood school for the military, Department of Defense and employees who worked on the China Lake Naval Base. With the addition of the Annex in 1974, Richmond Elementary became the designated school for children of special needs throughout the local area. As the China Lake School District merged with Sierra Sands Unified School District, the housing on the base became limited to families of military personnel. Richmond was then assigned a geographic district in the Ridgecrest area. Over the years, the population of the school has evolved to one of children of military families living on the base (19%), or children of Department of Defense/Civil contractor employees (35%), students with disabilities (30%) from the Sierra Sands Unified School District, English Language Learners (13%) and the balance are children from the zoned area. Richmond's unique population has been recognized over the years with many awards for excellence. Students, teachers, staff and families recognize the importance of a community identity that promotes a respect for education. Parent involvement is a critical element. Parents are urged to volunteer in the classrooms; asked to become members of our Parent Teacher Organization; help at FAME (Fine Arts Mini Experience) twice a month; and asked to serve on various committees dedicated to the organization of the school. Open communication is a key factor in the school-community relationship.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

A Parent Survey was issued in the Spring of the 2014-2015 school year. It was sent home to all parents. The results of questions regarding school culture were positive as to parent involvement, daily greetings, school safety, student discipline, well maintained surroundings and the expectation of high standards. Recognition of students at Accelerated Reader and Superstar Assemblies were warmly reviewed. This reflects a culture of respect and responsibility that is the goal of the school. Parents agreed that they were invited and encouraged to visit the school, assist as a volunteer, attend school functions and serve on important committees. Activities for parents are held at a convenient time and meetings are conducted in a language that the parents understand. Richmond Family Nights were promoted with more appropriate advertising, thus allowing all families to participate. Communication from teachers to parents in a language they can understand was rated highly. The school has a newsletter and a parent handbook that is accessible to all. Parents responded positively that they had been kept informed of their child's progress, understood the standards that were taught, supported the school's high academic goals and were clear as to how their student's work was graded.

The families were very pleased with their child's progress in all academic areas. Opportunities for learning were evident in the responses to the surveys. One hundred ninety-nine parents responded to the survey on behalf of their two hundred sixty-three children.

Classroom Observations

Classroom observations are a mixture of casual walk-throughs during the school day, stopping to watch teaching in action and more formal pre-arranged observations. In the normal course of the school day, students are asked follow-up questions regarding incidents on the playground or bus. Popping into rooms to pull students regarding issues is a common occurrence. Every attempt is made to observe in each room at least once a week. Positive notes are left for the teacher and the class as a result. The principal is called to help with disciplinary issues, teacher concerns regarding specific opinions and asked for advice on particular students. Observations are not intended to be intrusive, but to paint an accurate picture of the classroom dynamics. This leads to affirmation of good teaching strategies. Probationary teachers are formally observed many times. Teachers with tenure are formally observed every other year until they have attained ten years with the district. At that point, teachers are observed every five years. The district has a process of goal setting for each teacher. A pre-evaluation conference is held prior to the formal observation. A post-observation conference is a follow-up to the actual classroom observation. Completed evaluations are the result of conversations, observations and analysis of the teacher's effectiveness. The current teacher evaluation document is based on the California Standards for the Teaching Profession (CSTP). The observation and evaluation process encompass portions that include coaching, mentoring and acknowledgement of individual teacher contributions. Those efforts reflect the students success, the school's effectiveness and the relationships of student, school and community.

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, school and district-based assessments in math and language arts (SBAC, CAPA Science, CMA Science, fluency, Accelerated Reader, Accelerated Math, Early Literacy scores and benchmarks) are reviewed in collaborative meetings in late August and 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 and the results of WINN assessments to monitor and modify instruction and plan interventions. Star Early Literacy, Star Reading, Star Math, Rewards, and phonemic awareness assessments are used at the site to evaluate students and plan intervention groups. Additionally, during the school year, once each month all special education teachers will meet in a collaborative group to discuss needs unique to their student population.

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. At the beginning of the 2012-2013 school year, the WINN program was introduced. WINN stands for "What I Need Now": a 2.5 hour program during the school week in which a learning standard is selected, students are assessed, and instruction is repeated for students who do not pass the assessment. Those students who pass the assessment participate in a variety of enrichment activities. This format has proven to be successful and is continuing during the 2015-2016 school year. Beginning with the 2015-2016 school year, late start Wednesdays have been implemented by the school district to facilitate whole school or grade level collaboration each Wednesday morning from 8:30-9:30am.

Grades 1-5 WINN time is divided into two blocks, 1-1.5 hours for intervention/enrichment instruction and 1.5 hours of computer/library/counselor time for teacher collaboration and planning. The WINN program allows the teachers to collaborate, discuss instructional strategies, and plan enrichment activities that enhance instruction. Our kindergarten WINN program is

done in four 30 minute blocks, Monday through Thursday, for intervention/enrichment instruction. The kindergarten WINN teachers plan together once a week during student rotation time in the library and computer lab.

Also during this school year, our projects teacher is teaching small group ELA instruction in grades 1-5. These small groups reinforce and support the Language Arts program, and give students the opportunity to learn the ELA standards well. Classroom teachers have resumed the responsibility of additional dedicated English Language Learner instruction, as required by state regulations. Time is allotted for grade level groups to receive additional instruction.

A new K-5 ELA adoption was purchased for 2011-12. This ELA adoption better meets the needs of our students and is tied to the California Standards. In addition, the Treasures ELL (English Language Learner) components were adopted for use K-5 and materials were purchased for all special education programs. Supplemental Triumphs workbooks and assessment books were purchased for the 2014-2015 school year.

The Acellus program was purchased for use with Special education students as well as a target group of high-priority regular education students. Acellus is a self-paced, technology based program. Students work through the program in the Special education classrooms.

In the 2014-2015 school year, all students in 3rd-5th grades, took the SBAC Test if they were deemed CST or CMA level students. All fifth grade students took the CST Science or the CMA Science, if applicable. CAPA students took the CAPA I, II,III Science version and the new Field Test version of the CAPA, known as the CAA. Results have been received for the SBAC test, but not for the CAA.

Scores from the SBAC Tests were made available. Richmond School's average score in English Language Arts was 44% met or exceeded standards. Math results were 38% met or exceeded standards. This compares with a district average scores of 50% ELA and 34% math. When scores are disaggregated for general education and special education students, general education scores are 50% ELA and 42% math. Benchmark tests and local scores show a strong upward trend in Early Literacy, STAR Reading, STAR Math and fluency. Solid benchmark scores are evident in English Language Arts Benchmark and Math Benchmark scores among the general education students. Special education students exhibited scores associated with their disabilities when measured by standardized testing. CAPA scores show that most special education students in the proficient and advanced ranges in CAPA Levels I,II,III, and IV.

The results of the data received from SBAC and District Benchmark test scores will be analyzed and used as a focal point for continued instruction, intervention and further analysis as to the efficacy of teaching. Specific sub-groups will be monitored. Instructional methods will be targeted as to areas of need as reflected by studying sub-category results from the prior year's testing.

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

The results of the spring 2015 SBAC (Standards Based Accountability Consortium) have been received by the Sierra Sands School District and individual elementary schools. Test data for English Language Arts, Mathematics, and Science have been reviewed. This is a new testing format and results have been received for the first time. The testing format grouped students into four categories: not met, nearly met, met and exceeded standards. The descriptors of performance divided them into three categories, not met, nearly or at standard, and exceeded standard. ELA scores were divided into reading, writing, listening and research/ inquiry. Overall, ELA scores for third grade were 41% meets or exceeds standards. Fourth grade ELA scores were 50% meets or exceeds for ELA. Fifth grade scores were 42% meets or exceeds in ELA. Math test descriptors or categories were concepts/procedures, problem solving/modeling data and communicating reasoning. Math for third grade was 35% meets or exceeds, fourth grade 54%and fifth grade 24%. It must be noted that students with disabilities are assigned a grade level based upon their age, not their cognitive ability. Further analysis includes individual class by class and grade level by grade level documentation of scores at all levels. The SBAC format required that all students communicate their answers in a written format that included their rationale and opinion. This was extremely difficult for many students, but most challenging for the special education students. Accommodations such as text to speech and speech to text did not work during the spring administration of the SBAC.

Analysis, in a collaborative format, was the focus of grade level meetings. Using the information provided, groups of students were identified using class and individual results. Those students will receive intensive intervention during the school day, through WINN; small group instruction in the classroom, with the Resource Teacher and the Projects Teacher; along with being offered before school intervention in the fall of 2015 and the spring of 2016. The teachers will additionally use this analysis to

guide their future teaching of core subject areas. The experience of having proctored the testing in the spring of 2015 will give the staff a basis for targeting specific areas of need and emphasis.

During the 2014-2015 school year, the SBAC Field Tests were replaced with SBAC Tests. All students with CST or CMA designations were part of the testing. There were few modifications for students who were to have taken California Modified Assessments. All testing was done via computer, either with Chromebooks or in one of several locations at Richmond School. The computer lab and Accelerated Reader labs were utilized. Students were grouped by grade level. Testing consisted of English Language Arts questions with a performance task and Math questions with a performance task. Students were to use the tools embedded in the test to assist them in answering the questions. The teachers and students had access to the Field Test Practice Tests prior to the testing window. Students were familiar with the format of the practice test, but the estimated amount of time the actual tests took exceeded the guidelines and some students continued to test for the entire school day- over a four - five day time frame. The SBAC tests were conducted with two adults, at a minimum, in each room to monitor the student's progress on the Teacher's Computer screen and assist with students. All fifth grade students took the paper Science portion of the CSTs, including students who were eligible to take the CMA.

The standard version of the Science CAPA was administered to all qualifying special education students. CAPA I, II, III and IV were done according to protocols, only the Science CAPA for 5th, 8th and 10th grade students were completed. Results were received for the CST, CMA, and CAPA Science tests along with regular CAPA results for all students. CAPA eligible students also participated in a field test of a computer based CAPA-type test, known as the CAA. No results were received from the administration of the CAA.

Statistical documentation from the 2014-2015 school year are the results of the district benchmarks for Math and English Language Arts. Additional site based scores are a result of student performance using school fluency testing, STAR Reading and STAR Math results from Renaissance Place. Primary students take the Early Literacy Test from Renaissance Place on entrance and at the end of each trimester. At the end of each trimester, spreadsheets are completed with scores that reflect student performance in Decoding and Comprehension (if listed on the spreadsheet) along with the above mentioned scores. Scores are unique to grade levels. There is a steady increase over the grade levels that shows solid growth over time in Early Literacy, Decoding, STAR Reading, STAR Math and fluency. General education scores reveal an average of 35%-80% in Math and ELA Benchmark scores. Special education scores are a reflection of ability levels based upon handicapping conditions. Special education reading levels are primarily in the first-second grade range. Special education math levels are in the second-third grade level range. The special day class students are generally two-three years or more below their grade level in all academic areas. Those grade levels are based upon age, not ability.

Prior scores made available to teachers and the results of initial local assessments form the basis for student groupings. At Richmond School, all student's needs are analyzed at the beginning of the school year and groups are formed in the areas of ELA and math. Initial teacher collaboration is used to group 4th and 5th grade students for "Rewards", a program that emphasized reading multi-syllabic words or Word Masters, which is a challenge group for high-functioning students. Additional groups using the Triumphs versions of Treasures have been implemented for the re-teach of basic skills at the 3rd, 4th, and 5th grade levels. All students who exhibit a need for fluency intervention are made a part of the Read Naturally Program that emphasizes fluency. Title I groups, and RSP groups function at every grade level, first through fifth grades. These groupings and their progress are addressed every two weeks during Collaboration. Students flow in and out of groups depending upon their progress and the needs identified by the classroom teachers, the Title I teacher and the Resource teacher. Students in SDC classes attend general education subjects when able and general education students needing additional instruction at a lower level attend SDC classes, as needed. An attachment is included that shows scores for the 2014-2015 school year.

Staffing and Professional Development

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

All teachers, except one, and paraprofessionals at Richmond Elementary School are highly qualified. They have met the local, state and federal requirements for credentialing.

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

All teachers, including special day teachers, will attend grade level specific training in core subject areas offered by the Sierra Sands Unified School District. Those trainings occur three times each year, focusing on key standards, assessment and

accountability in 2015-2016. Additionally, any teachers who had not participated in the School district adopted English Language Arts Program, Treasures, were fully trained in the 2013-2014 school year. Nineteen members of the current teaching staff have participated in the required training in the Language Arts adoption, Treasures. A new math adoption, GO Math, was adopted in Spring of 2014. All teachers who were assigned classrooms by August 2014, participated in the training. Nineteen teachers received training.

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 Richmond School's staff development has been predominantly in the area of English Language Arts, English Language Development and academic vocabulary, through training such as CELL/ExLL, Step Up to Writing, Treasures, Houghton Mifflin Math, GO Math, PLC, and Illuminate. Staff development for 2015-16 will focus on improving student achievement overall in English Language Arts and math through peer coaching, professional development in-services, and professional learning community dis-aggregation of formative student performance data on Language Arts and math benchmark exams and SBAC scores in math and English Language Arts. In collaboration with technology mentors from the district, the staff has been trained in Google Docs, Moby Max, Google Classroom and Chromebook usage.

We provide on-site training and refresher training for teachers in the areas of Accelerated Reader and Accelerated Math. Teachers, who are new to the school or district also participated in a additional training in the ELA Treasures adoption during the 2013-2014 school year. The focus at the district and grade level will include GO Math and identification of needs as the transition to Common Core Standards continues. The use of technology will be emphasized throughout all trainings and at all levels.

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

The District provides BTSA (Beginning Teacher Support and Assistance), or mentoring, 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 as well as one part-time BTSA support provider on campus. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, the district Math Coach, Technology Coaches, ELD Teacher Coordinators, Special Education Program Support Teachers, the site Project Teacher, instructional coaches from Kern County Superintendent of Schools, and site curriculum/ 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 management, and student behavior interventions.

In addition, technology training and staff professional development days are used to train on topics such as Illuminate, Aeries, Acellus, Google Docs, Accelerated Reader and Accelerated Math, 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 one two and a half hour-long professional development sessions after school during the fall and spring semesters of 2015-16. Site training will also take place during Faculty Meetings.

All staff members receive training on newly adopted instructional materials. In addition, at this site, all those teachers assigned prior to August 2013, have had an 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472, AB 430 training) for Treasures. Administrators receive intensive training on State Board of Education adopted instructional materials. Teachers receiving intensive training on State Board of Education adopted instructional materials number fifteen. By June, 2014, all teachers and administrators will have attended mandatory training on the Treasures ELA Adoption. All teachers assigned to the site prior to August 2014, received a one day workshop on GO Math, presented by the publisher's representatives.

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

Our teachers have weekly, 90 minute opportunities for planning by grade level for intervention groups through our WINN (What I Need Now) program. Student assessments are analyzed to determine which students would benefit from reinstruction on a certain standard, and which students understand the standard and may attend an enrichment class for the WINN instructional hour that week. Additionally, teachers attend grade-level Friday Collaboration meetings twice a month during which time they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. Collaboration meetings allow the principal, 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.

Teachers in selected grade levels have attended training to learn to analyze data and design intervention. We currently have 13 of 25 certificated staff members trained in PLC (Professional Learning Communities).

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, which adhere to California content standards, grade-level expectations, and the district pacing calendar. Teachers use pacing guides 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, school and teacher assessments to analyze student performance and adjust instruction accordingly, especially during our WINN time each week.

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

Teachers 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 assessments (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 reaches 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 and Math adoptions (i.e. pacing, reporting, bench-marking, writing assessments) are aligned to maximize student success. Outside resources are also utilized. There is a need for a standardization of special education report cards tied to a grade level specific set of special education benchmarks more appropriate for students with disabilities. The current general education benchmarks reflect a pace not met in special education classrooms. With the advent of change in the transition from California Standards (CST) testing to SBAC (Smarter Balanced Assessment Consortium), the need for accurate grade level local assessments for students with disabilities is imperative. California Modified Assessments will no longer be administered. CAPA will be done as well as CAA, but the need for assessment remains. All students will need an identified method of accurately measuring progress. The local objectives may serve for all general education grade level evaluations, but there is a need for a modified set of standards for special education students.

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

All students are provided the School Board approved materials in all curricular areas. General education classes adhere to the pacing guides provided in grade level collaboration. In this manner, all students are exposed and taught the same materials across the school district in a consistent and coherent manner. Special education students are grouped by disability and grade

level. The pace of the general education curriculum may be too rigorous. The special education teachers use the same materials, at slower pace. Some classes would benefit from additional, supplemental materials, especially in English Language Arts, designed for mastery over a longer period of time. There is a focus on using Triumphs, the re-teach component of Treasures, to attempt to close the instructional gap between general education and students with disabilities. This is reflected in the CMA scores previously referred to in the above paragraphs.

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 a chart located at the back of this document. Sufficient materials are available. Our SARC/Curriculum and Instruction/Textbooks has more detailed information. Special education students would benefit from supplemental materials designed for the pace of their unique needs.

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. All students are assessed weekly for understanding of focus standards. Students who do not pass the assessment are re-instructed in a small group by their classroom teacher during WINN time. During ELA, 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, often using the SAT process (Student Assistance Team).

14. Research-based educational practices to raise student achievement

The State Board of Education adopted materials for English Language Arts (Treasures) and GO Math provide embedded intervention and re-teach materials. The "Triumphs" portion of the Treasures materials addresses student needs in a manner that parallels the regular classroom instruction. This component is expected to be taught to increase student achievement. The math program includes a re-teach portion available to all teachers.

Some special education teachers will use additional supplemental Triumphs workbooks. This will allow more in-depth teaching for mastery at the special education student's level. Currently, the parts of the Triumphs program available are small sets of six books for each classroom adoption. There is a larger component to this program that may be of value to the students with disabilities. Workbooks and assessment books were purchased for each grade level, K-5, during the 2014-2015 school year.

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
- Resource Teachers, Special Education Teachers, Title I/Projects Teacher
- Instructional aides: Accelerated Reader, computer, classroom
- Parent volunteers
- School Counselor
- Translators
- China Lake Police Department is available to assist with attendance and/or student discipline issues.
- School Resource Officer, Ridgecrest Police Department
- School Attendance Review Board (SARB)
- Others: Family Resource Center, PTO, community and parent volunteers for Lunch Clubs
- 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
- Monthly "Talk and Treats" with the Principal
- PTO
- Monthly School Newsletter and Teacher Newsletters
- Monthly Calendar
- Sharp School and school web pages
- Informational Flyers
- Automated phone system

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)

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.

Funding

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

Categorical services that focus on the under-performing students 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 also used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service through state Economic Impact Aid 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 through Title I funding and will teach students in the 2015-16 school year. Instructional paraprofessionals provide small group support in reading, writing, and/or math. Counselors provide support through social groups and PBIS- Positive Behavior Intervention and Support. We achieve 56% participation rate in the Title I Annual Parent Survey.

18. Fiscal support (EPC)

Despite the volatile state funding situation, the district and the school work together to ensure that adequate funds are provided.

Description of Barriers and Related School Goals

Richmond Elementary School was established in 1953 as a local school for the surrounding housing at the China Lake Naval facility. In 1974, a special education Annex was added to the property. From that time to the present, students with severe disabilities are sent to Richmond from the surrounding area, due to the availability of unique facilities tailored to their needs. A military neighborhood still exists. The school has been part of the larger Sierra Sands Unified School District since 1980. As the numbers of military housing declined, the school was assigned a geographic zone in the neighboring town of Ridgecrest. That zone has become increasingly the home of English Language Learner students. Our population now consists of 30% students with disabilities, 13% English Language Learners and 19% military families, who transfer to a new assignment at least every three years. Many local Department of Defense employees's children, 35%, attend the school. The military has made it known that the school has facilities available for military families who have children with special needs. This is a factor when military families have a choice of a future duty station. Richmond has established a culture as a school in which all children are welcome. Tolerance, empathy and acceptance are expected of all. The unusual makeup of the student population is a challenge when compared with an average neighborhood school.

All students are included as members of the school. All students, regardless of the severity of their disability, are assigned a grade level. This does not reflect the student's cognitive level. The assignment is based upon age. Students with disabilities range in age from 4-22. The general education population is composed of Transitional Kindergarten through fifth grade. All students attend library, computers, counseling sessions, enrichment, recess and lunch together, based upon assigned grade levels. Specially designed classes include primary and intermediate autism rooms, severely handicapped classes that include wheel-chair bound students, classes for students who are intellectually disabled, those with specific learning disabilities and students who are emotionally disturbed. As students are able to maintain the pace of the general education classroom, they are mainstreamed for core subject areas on an individual basis. All students attend enrichment activities with their peers as part of a grade level group. All students take District Benchmark tests, the SBAC or California Alternative Assessments. All scores are bundled together as a school score.

The school goal is that every child be able to excel in life through attitude, attendance and achievement. Richmond strives to make the goal a reality through the examples taught each day.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	70	68	97.1	68	2402.6	15	26	24	35
Grade 4	69	68	98.6	68	2460.5	21	29	21	29
Grade 5	92	81	88.0	81	2467.1	17	26	12	44
Grade 6	2	2	100.0	2	*	*	*	*	*
Grade 7	1	1	100.0	1	*	*	*	*	*
All Grades	234	220	94.0	220		17	27	18	38

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	43	38	10	46	44	24	51	25	18	53	29
Grade 4	28	41	31	18	57	25	9	74	18	16	49	16
Grade 5	17	36	47	23	32	44	14	56	31	26	43	31
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21	39	40	17	44	39	15	59	26	20	47	27

Conclusions based on this data:

1. The goal is to improve scores in all grade levels, overall, by 1%.
2. We will continue to offer in-day intervention in ELA for all at-risk students.
3. We will offer before school intervention in ELA, as needed.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	70	68	97.1	68	2402.8	9	25	37	29
Grade 4	69	68	98.6	68	2459.9	9	46	25	21
Grade 5	92	81	88.0	81	2457.8	14	11	30	46
Grade 6	2	2	100.0	2	*	*	*	*	*
Grade 7	1	1	100.0	1	*	*	*	*	*
All Grades	234	220	94.0	220		10	26	30	34

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	13	44	43	12	51	37	18	57	25
Grade 4	25	41	34	16	56	28	25	47	28
Grade 5	17	21	62	10	42	48	10	48	42
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
All Grades	18	34	48	12	49	39	17	50	33

Conclusions based on this data:

1. The goal is to improve scores in all grade levels by 1%.
2. We will continue to offer in-school day intervention in Math through the WINN program.
3. We will offer before school intervention, as needed, in math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	1	25	1	25	2	50	0	0	0	4
2	0	0	2	29	4	57	1	14	0	0	0	7
3	0	0	1	17	4	67			1	17	0	6
4	0	0	5	71	1	14	1	14	0	0	0	7
5	0	0	2	29	3	43	2	29	0	0	0	7
Total			11	35	13	42	6	19	1	3	0	31

Conclusions based on this data:

1. Based on 2014-15 data, twenty English Learner students enrolled and performed at the Intermediate level and below. Based on this data, staff will provide targeted English Language Learner instruction in core materials.
2. Overall performance on SBAC material will improve by 2%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	25	3	38	3	38	8
1			1	20	2	40	2	40			5
2			2	25	5	63	1	13			8
3			1	17	4	67			1	17	6
4			5	71	1	14	1	14			7
5			2	29	3	43	2	29			7
Total			11	27	17	41	9	22	4	10	41

Conclusions based on this data:

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

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	40	36	31
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	40	36	31
Number Met	21	27	16
Percent Met	52.5%	75.0%	51.6%
NCLB Target	57.5	59.0	60.5%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	38	9	35	11	28	12
Number Met	8	--	10	--	--	--
Percent Met	21.1%	--	28.6%	--	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	Yes	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	53.4%
Percent Met	53.9	58.2	21.8%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	231	145	213	146	225	144
Number Met	51	71	42	69	49	54
Percent Met	22.1	49.0	19.7	47.3	21.8%	37.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials						
Adopt/Purchase Common Core instructional materials				None Specified	District Funded	
Develop and implement Common Core common assessments						
Identify best practices of CCSS						
Identify and roll out resources and technological tools as needed						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Illuminate training/coaching support						
Provide professional development for Common Core best practices	ongoing/each trimester	principal/district	all teachers attend grade level professional development on best instructional practices	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4800
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	500
			provide TBD professional development on Common Core or best instructional practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2000
				4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	500
			provide training TBD	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2321.19
To observe best instructional practices on site	ongoing	principal	Provide substitutes for certificated personnel to observe other teachers on site	1000-1999: Certificated Personnel Salaries	General Unrestricted	1000.00
				3000-3999: Employee Benefits	General Unrestricted	100.00
Common core supplemental books	ongoing	principal	Provide additional resources for Common Core instruction	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	2000.00
			Conferences for Common Core	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	3060.81

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental access to Common Core	ongoing	principal	Standards Plus	4000-4999: Books And Supplies	General Unrestricted	3500.00
			Printshop costs	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000.00
			Standards Plus Intervention	4000-4999: Books And Supplies	General Unrestricted	450.00
			Rewards Materials	4000-4999: Books And Supplies	General Unrestricted	400.00
Provide collaboration time within the school day to develop best instructional practices and intervention groups-FAME	ongoing	principals, teachers	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1500
				3000-3999: Employee Benefits	General Unrestricted	150
			Supplies	4000-4999: Books And Supplies	General Unrestricted	1000
Teacher supplies	ongoing	principal	Academic supplies to support core program	4000-4999: Books And Supplies	General Unrestricted	4800.00
			SDC supplies	4000-4999: Books And Supplies	General Unrestricted	481.00
			Academic materials support the core program	4000-4999: Books And Supplies	General Unrestricted	2375.00

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 45% of 3rd grade students, 44% of 4th grade students, and 47% of 5th grade students met or exceeded standards. In math, district wide, 43% of 3rd grade students, 41% of 4th grade students, and 30% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer lab para-professional provides web-based intervention via research based computer programs	ongoing	principal	Provide personnel for supplemental web-based intervention (ELA and math)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,007
				3000-3999: Employee Benefits	Title I Part A: Allocation	13,237

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Accelerated Reader para-professional assists with student access to supplemental reading support	ongoing	principal	Provide personnel for implementation of supplemental reading support	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,606
				3000-3999: Employee Benefits	Title I Part A: Allocation	2,180
Project/Intervention Teacher to provide academic intervention to under-achieving students, analyze data to form intervention groups and collaborate with staff to form intervention groups.	ongoing	principal	Provide academic intervention for under-achieving students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	75,912
				3000-3999: Employee Benefits	Title I Part A: Allocation	27,252
Provide before school intervention in the fall and the spring to students deemed at risk in Math and/or ELA	ongoing	principal	Fall and Spring	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500.00
				3000-3999: Employee Benefits	Intervention (BS/AS)	500.00

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: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
Data Used to Form this Goal:
Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	ongoing	principal	custodial supplies	4000-4999: Books And Supplies	General Unrestricted	7500.00
			health supplies	4000-4999: Books And Supplies	General Unrestricted	100.00
Replace and/or update equipment	ongoing	principal	Technology, office equipment	4000-4999: Books And Supplies	General Unrestricted	2000.00
			Office supplies	4000-4999: Books And Supplies	General Unrestricted	1000.00
			Whiteboards	4000-4999: Books And Supplies	General Unrestricted	1000.00
			furniture replacement	4000-4999: Books And Supplies	General Unrestricted	1314.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Plan to support academic achievement, replace and update equipment as needed	ongoing	principal	classrooms printers	4000-4999: Books And Supplies	General Unrestricted	1500.00
			laptops	4000-4999: Books And Supplies	General Unrestricted	1800.00
			desk top computers	4000-4999: Books And Supplies	General Unrestricted	1500.00
			head phones	4000-4999: Books And Supplies	General Unrestricted	500.00
			equipment replacement	4000-4999: Books And Supplies	General Unrestricted	3000.00
Positive Behavior Intervention and Support materials to promote positive learning environment. Bucket Filler materials.	ongoing	principal	Bucket filler incentives	4000-4999: Books And Supplies	ESSC Counseling Grant	100.00
			Counseling supplies	4000-4999: Books And Supplies	General Unrestricted	100.00
			Postage	4000-4999: Books And Supplies	General Unrestricted	250.00
			Library supplies	4000-4999: Books And Supplies	General Unrestricted	400.00
Principal supplies for encouraging student achievement and improved attendance, Accelerated Reader and Accelerated Math, student behavior	ongoing	principal	Incentives/reinforcers for student academic/behavior success	4000-4999: Books And Supplies	General Unrestricted	2000.00

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns						
Develop and implement strategies to improve school connectedness						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve school to home communications	ongoing	principal	Home/School Connection,	4000-4999: Books And Supplies	General Unrestricted	200.00
			Calendars, newsletters, paper and toner	4000-4999: Books And Supplies	General Unrestricted	1500.00
			Copier leases 2@100.00 per month	4000-4999: Books And Supplies	General Unrestricted	2400.00
			Homework Folders	4000-4999: Books And Supplies	General Unrestricted	600.00
			Student Planners	4000-4999: Books And Supplies	General Unrestricted	300.00
Provide Family Nights to improve school connectedness	ongoing	principal	Provide light refreshments for parents, supplemental activities to access the Common Core, activities to promote school connectedness with staff outside school hours	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,020.00

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: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2014 -2015 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2014-2015 2015: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)				None Specified	District Funded	
Increase English Language Learner proficiency through implementation of Site ELD plan	ongoing	principal and staff				

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 student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6958.09
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2497.96

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	48,720	0.00
Title I Part A: Allocation	118,080	-23,114.00
Title I Part A: Parent Involvement	2,020	0.00
Title I Part A: Professional Development	15,182	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
ESSC Counseling Grant	100.00
General Unrestricted	48,720.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	141,194.00
Title I Part A: Parent Involvement	2,020.00
Title I Part A: Professional Development (PI Schools)	15,182.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	9,456.05

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	87,712.00
2000-2999: Classified Personnel Salaries	22,613.00
3000-3999: Employee Benefits	43,919.00
4000-4999: Books And Supplies	49,650.81
5000-5999: Services And Other Operating Expenditures	8,321.19

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	ESSC Counseling Grant	100.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,500.00
3000-3999: Employee Benefits	General Unrestricted	250.00
4000-4999: Books And Supplies	General Unrestricted	41,970.00
5000-5999: Services And Other Operating	General Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	75,912.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,613.00
3000-3999: Employee Benefits	Title I Part A: Allocation	42,669.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,020.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	4,800.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	500.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	5,560.81
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	4,321.19

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,938.00
Goal 2	146,194.00
Goal 3	24,064.00
Goal 4	7,020.00

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
Maureen Glennon	X				
Kasey Prestel		X			
Susan Wood		X			
Brianne Albrecht		X			
Kim Kennedy			X		
Tami Hill				X	
Stacy Anthony				X	
Nigar Sultana				X	
Sara Woodridge				X	
Megan Hall				X	
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.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Richmond Staff

Signature

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

Attested:

Maureen Glennon

Typed Name of School Principal

Maureen Glennon

Signature of School Principal

11/6/15

Date

Megan Hall

Typed Name of SSC Chairperson

Megan Hall

Signature of SSC Chairperson

11/6/15

Date

Comparison Scores Grade Level SBAC	Richmond School	ELA 14-15	Math 14-15	District 14-15 ELA	District 14-15 Math	Met or Exceeded
3 rd Grade (all classes)		41	35			
4 th Grade (all classes)		50	54			
5 th Grade (all classes)		42	24			
Average		44	38	50	34	
General Education Classes Only						
3 rd Grade		50	40			
		63	52			
		22	22			
4 th Grade		45	52			
		68	71			
5 th Grade		47	35			
		56	24			
Average (without SDC)		50	42	50	34	Met or Exceeded

Comparison Scores Grade Level SBAC	Richmond School ELA	ELA/Math 14-15 Total	Gen Ed Tests Scores	ELA 14-15	Math 14-15	
3 rd Grade Gen Ed	10/27/27 (64)	69 92%	3 rd Grade	41	35	
3 rd Grade SDC	7	11%	4 th Grade	50	54	
4 th Grade Gen Ed	29/31 (60)	68 88%	5 th Grade	42	24	
4 th Grade SDC	8	12%	Average Met or Exceeded	44 District (50)	38 District (34)	
5 th Grade Gen Ed	34/34 (68)	83%				
5 th Grade SDC	15	17%	Gen Ed Only Classes	ELA	Math	
Total Tested	220		3 rd Grade	50	40	
Gen Ed	192	85%		63	52	
SDC	28	15%		22	22	
			4 th Grade	45	52	
SDC Students not listed (5)		(17%)		68	71	
			5 th Grade	47	35	
				56	24	
			Average (without SDC)	50 District (50)	42 District (34)	

SBAC Comparison Scores -Math (69 stud) 3 rd Grade Level	Meets or Exceeds	Not or Nearly Met	Concepts Procedures	Problem Solv. Modeling Data	Comm. Reasoning	
	35% (24%)	65% (45)				
Above Level			13	12	23	
At or Nearly Met			45	52	57	
Below Level			42	36	25	
3.1 (27)	52% (14)	48% (13)	22/56/22	26/56/19	33/50/7	
3.2 (27)	22% (7)	78% (21)	0/48/48	0/56/41	0/63/33	
3.3 (10)	40% (4)	60% (6)	20/30/50	0/70/30	30/50/20	
SDC						
3.1 (4)	0	100(4)	0/0/100	0/0/100	0/0/100	
3.2 (1)	0	100 (1)	0/0/100	0/0/100	0/0/100	
3.3 (2)	0	100 (2)	0/0/100	0/0/100	0/0/100	

