

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

# Part II: The Single Plan for Student Achievement Template

School: Lone Tree School

District: Wheatland Elementary School District

County-District School (CDS) Code: Enter CDS Code

Principal: Justin Guzman

Date of this revision: September 22, 2014

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 \_\_\_\_\_.



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## School Profile

Lone Tree School is a Transitional Kindergarten – 5<sup>th</sup> grade school located on Beale Air Force Base. The school is a part of the Wheatland School District. The district is located in the southern portion of Yuba County.

The residents of the community are predominately military families; however some families from surrounding communities, such as Wheatland and Smartsville are served at the site.

Interdistrict/intradistrict agreements for enrollment:

**2014-15= 44%**

2013-14 = 56%

2012-13 = 52%

The base is in the process of developing new housing on base which has increased the number of students coming from the local community. Base housing continues to be developed and there is currently a 9 month wait period to get approval to move to base.

**2014-15 population:**

**20% Hispanic, 5.9% African American, 4.6% Asian, 59% White, 6.7% Multiple Race and 3.8% Other ethnicity group**

2013-14 population:

13.4% African American, 10.9% Asian, 71.1% White, and 4.6% Other ethnicity group.

2012-13 population:

13.7% African American, 2.7% Asian, 73.3% White, and 10.3% Other ethnicity group.

**2014-15 11 students identified to receive ELL assistance.**

2013-14: 14 students identified to receive ELL assistance.

2012-13: 10 students identified to receive ELL assistance.

Most families served at the school are middle to low income.

**2014-15: 38% of the school population received free or reduced lunch.**

2013-14: 35% of the school population received free or reduced lunch.

2012-13: 35% of the school population received free or reduced lunch.

The school population has experienced a decline in enrollment the last few years, but has experienced growth this year. Enrollment history is as follows:

**2014 current numbers are 370**

2013-14 fluctuated from 289-330

2012-13 fluctuated from 250 – 337.  
2011-12 fluctuated from 346 – 349.  
2010-11 fluctuated from 346 - 360.  
2009-10 fluctuated from 347 – 362.  
2008-09 fluctuated from 365 - 396.

During the past ten years, due to world climates, we have seen a fluctuation in enrollment because of the high number of long term deployments in our military families and housing issues on the base. Most families are employed by the military, but other occupations of the parents range from unskilled to professional levels.

Attendance history is as follows:

**2013 – 14 school year average was 96.6%**

2012 - 13 school year average was 96.13%

2011 - 12 school year average was 95.47%.

The school site comprises 14 regular education classrooms (one of which is a Transitional Kindergarten), a music program taught by a state credentialed music teacher, a half time school counselor, a staffed library, two computer labs with a technology facilitator, a multi-use room, a Family Resource Center including a Life Skills behavioral intervention program and 2 RSP/SDC/RTI Response Learning Center classrooms. The site also houses (1) one kindergarten Montessori/state standards blend class, and (1) one first grade/second grade Montessori/state standards blend class, (1) one second grade/third grade Montessori/state standards blend class, and (1) fourth/fifth grade combination Montessori/state standards blend class for the Wheatland Charter Academy. The two school programs, Lone Tree School and Wheatland Charter Academy share site services.

Class-size reduction was maintained from 1997 – June 2009 and modified for 2010 to present with state requirements for class-size reduction. During the 2013-14, 14 fully credentialed teachers, one fully credentialed intervention teacher, and two fully credentialed special education teachers provided student instruction. The staffing of fully credentialed teachers continues for this school year. The total minutes of instruction for K – 3<sup>rd</sup> are 50,400 and 54,000 for 4<sup>th</sup> – 5<sup>th</sup>. Eighteen minimum days are calendared for the 2014-15 school year. We exceed the state-required minutes per grade-level.

The Lone Tree staff enjoys the advantage of excellent parental and community support through a volunteer system, Team Lone Tree Volunteer Network, which allows parents to be involved in particular areas of interest and to give time to the school that fits their schedules. Positive attitudes toward school, teachers, adult support staff that reciprocate each other are long-term educational goals for each student at Lone Tree School. The staff focuses on effective approaches in building self-esteem and teaching children to develop self-discipline.

Lone Tree School currently utilizes the following parental involvement policy and parental compact in compliance with state Title 1 regulations:

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## **SCHOOL PARENTAL INVOLVEMENT POLICY**

*Based on Wheatland School District Board Policy 6020, adopted August 2010.*

### **DISTRICT STRATEGIES FOR TITLE I SCHOOLS**

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board.
- b. Invite input on the LEA plan from other district committees and school site councils.
- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318).

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.
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b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.

c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.

d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318).

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.

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g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training.

c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.

d. Train parents/guardians to enhance the involvement of other parents/guardians.

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.

f. Adopt and implement model approaches to improving parent involvement.

g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.

h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

j. Provide a master calendar of district activities and district meetings.

k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means.

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.

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- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318).

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs.
- c. Schedule joint meetings with representatives from related programs and share data and information across programs.
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318).

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318).
  - b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318).
  - c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503).
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The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.
- b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318).

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318).

### **School-Level Policies for Title I Schools**

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318). Lone Tree School agrees to implement the following and in compliance with statutory requirements and Wheatland School District Board Policy 6020.

- Lone Tree School will present the School Site Plan and Title I Parental Involvement Policy each year at the Fall Site Council Meeting.
  - These items will be discussed at Back to School Night.
  - Notices will be posted at school and on the website to invite parents to the school site council meeting.
  - Copies of the Parent Involvement Policy will be posted on the school website and available in the office by request.
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- The Parent Compact is included in the Wheatland School District Parent Handbook that is distributed on the first day of school.
- The policy will be translated into Spanish for Spanish speaking families.
- At this time all Lone Tree teachers are Highly Qualified, and all Lone Tree Programs have met annual academic goals so there is not the need to distribute Parent Deficiency Notices.
- The School Accountability Report Cards are located in the office and available upon parental request and are posted on the school website when released.
- Parents shall receive timely information about the programs and shall have opportunities to meet regularly to formulate program input if desired.
- Parents will be kept apprised of student progress with trimesterly progress reports and trimesterly report cards.
- Insofar as practical, individual parent-teacher conferences also shall be held to discuss the student's progress and placement and to describe methods the parents can use to complement the student's instruction.

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement. Lone Tree School will:

- Provide meeting notices of any school events or parental involvement meetings.
- Should parent involvement be low, an alternative time will be provided.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314. Lone Tree School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs are discussed at parent/teacher conferences.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

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a. Timely information about Title I programs. Lone Tree School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs are discussed at parent/teacher conferences.

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Lone Tree School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs and assessments are discussed at parent/teacher conferences.
- Progress reports and report cards.
- Website data for parents to review student progress (programs such as Accelerated Reader, Accelerated Math, and Math Facts in a Flash).
- School site plan outlines curriculum and assessment tools.

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians. Lone Tree School will participate through:

- Site Council Meetings.
- ELAC/DLAC District Meetings.
- Parent Teacher Conferences.
- Student Study Team Meeting, if appropriate.
- Communication with the Principal.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district. Lone Tree School families will be encouraged to:

- Meet with the teacher to work to rectify the problem.
  - Meet with the principal as a second step to seek resolution.
  - If problem is not rectified, parents will put their concerns in writing and deliver to the school office.
  - Principal will deliver written concerns to the district superintendent with response to parents forthcoming.
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6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards. Lone Tree School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- A) that parents play an integral role in assisting their child's learning;*
- B) that parents are encouraged to be actively involved in their child's education at school;*
- C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- D) the carrying out of other activities, such as those described in section this section for school compliance.*

**See Lone Tree School Compact that follows.**

This compact shall address the following. Please see Lone Tree School Compact that follows.

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
  - b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time. See Lone Tree School Compact that follows.
  - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
    - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
    - (2) Frequent reports to parents/guardians on their children's progress
    - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
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7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318).

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318).

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318).

### ***District Strategies for Non-Title I Schools***

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504).

The Superintendent or designee may:

a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

c. Provide parents/guardians with information about students' class assignments and homework assignments.

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2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
  - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
  - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications.
  - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
  - e. Develop mechanisms to encourage parent/guardian input on district and school issues.
  - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
  - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.
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4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.

5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

*Narrative of Summary for Lone Tree School:*

Lone tree will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

Lone Tree will describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through their child's class and observation of classroom activities.

The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

Compact will be on the School Website, in the School Handbook, and distributed the first day of school for all students (via Parent Handbook). The individual compact distributed on the first day of school will be signed by parent and child and returned to the school office. Compact will be reviewed at Back to School Night and New Parent/Student Orientation Meetings. School Compact will be provided in student's native language, insofar as possible.

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The school, with the assistance of its district, will provide assistance to parents of children served by the school in understanding topics such as the following:

- The State's academic content standards,
- The State's student academic achievement standards.
- The State and local academic assessments including alternate assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators:

This will be done with in District workshops, through parent- teacher conferences, and informational meetings at the school site.

The school will, with assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, and Preschool, and conduct other activities such as parent resource centers, which encourage and support parents in more fully participating in the education of their children.

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable in a language the parents can understand by any of the means below:

- Through notices sent home with students.
- By posting on the school's message board.
- By posting in the school newsletter.
- Through use of the District's all call system.
- Posting on the website

With respect to site discipline, life skills and self-management skills are reinforced throughout the year in all classrooms. The Lone Tree staff is deeply committed to providing and maintaining a strong positive reinforcement program for students which is related to the discipline policy for students. We believe that all students have the right to a quality education. We firmly believe that each student has the right to attend school where they can learn and play in a positive, safe, threat-free environment.

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Discipline is education that enables students to make appropriate choices in a climate of respect, warmth and support, beginning with clear, concise limits and consistent follow-up and consequences. Appropriate discipline builds character and fosters the development of strong academic skills. During the 2013-14 school year, a total of 7 student suspensions occurred.

For the past three years, and continuing this year, a School Counselor is available three days per week. Counseling services are provided to students referred by parents or staff due to concerns regarding educationally-related issues such as student adjustment, self-esteem, and emotional health. The School Counselor, along with the Family Resource Center Staff, provide support services of social groups and the reinforcement of positive choices. The Family Resource Center was reconfigured for the 2012-13 school year with the continuation of a Coordinator and the continuation of two part-time Lifeskills Para-educators. We are in our third year of a grant through AmeriCorps to support another staff member in the FRC to assist with and focus on our 0 – 5 age group for outreach and support. The AmeriCorps position will also work with students in our K – 5 grade level setting for interactive activities to support social growth, community awareness, and enrichment of student learning as part of our Family Resource Center.

Instruction and Assessment

The teachers at Lone Tree School teach the state adopted standards in English Language Arts, Mathematics, Science and Social Studies using state approved, district adopted curriculum as follows:

- English Language Arts                      Open Court
- Mathematics                                      Harcourt
- Science    Houghton Mifflin
- Social Studies                                      Scott Foresman

Our academic focus is on developing reading and math skills. Science and social studies instruction is integrated during reading and math instruction and supplemented using the Houghton Mifflin and Scott Foresman materials as necessary to teach the standards.

Formal and informal methods are used to assess student learning on a schedule corresponding to our trimester reporting periods. Assessment results are used to plan instruction, in class remediation and a variety of student interventions. In addition to using a variety of curriculum based chapter and unit assessments, the following assessments are performed:

	Trimester		
	1st	2nd	3rd
District Standards Assessment for Reading and Math	K – 5 <sup>th</sup>	K – 5 <sup>th</sup>	K – 5 <sup>th</sup>
District Writing Assessments through actual work via an integrated writing instruction method that is a fusion of Step of to Writing and Lucy Calkins methods. This is conducted throughout the school year for K – 5 <sup>th</sup> grades.			
STAR Assessment	1 <sup>st</sup> – 5 <sup>th</sup>	1 <sup>st</sup> – 5 <sup>th</sup>	1 <sup>st</sup> – 5 <sup>th</sup>

(Accelerated Reader)

STAR Assessment (Math Grade-Equivalent)	1 <sup>st</sup> –5 <sup>th</sup>	1 <sup>st</sup> –5 <sup>th</sup>	1 <sup>st</sup> –5 <sup>th</sup>
Early Literacy Assessment	K/1	K	K
K Pre-Post Standards Assessment	K		K
	Trimester		
	1st	2nd	3rd
CELDT testing	K-5 <sup>th</sup>		
BPST	K-1 <sup>st</sup>	K-1 <sup>st</sup>	K
SORT	K-2 <sup>nd</sup>	K-2 <sup>nd</sup>	K-2 <sup>nd</sup>
CST			5 <sup>th</sup>
CSBA			3 <sup>rd</sup> -5 <sup>th</sup>

A continuum of interventions is in place to promote academic achievement of at risk students as follows:

#### General Education

- School wide homogeneous ability groupings for reading.
- Pre-teaching and re-teaching of standards to at risk students.
- In K-1<sup>st</sup> grade para-educators provide tutoring.

#### Early Intervention

- Special Education teachers with para-educator support provide small group instruction to groups of at risk students to accelerate achievement and prevent students from falling farther behind.

#### After School Instruction

- At risk students receive explicit instruction in math and or reading to support standards mastery. All trimester intervention instruction is assessment driven. Classes are offered for 1<sup>st</sup> – 5<sup>th</sup> grades for the first session and for K – 5<sup>th</sup> grades for the second session.
- GATE/Enrichment is offered as an after school program for 4<sup>th</sup> and 5<sup>th</sup> grades.

#### Life Skills instructor

- A para-educator teaches students alternatives to inappropriate behavior and works with students who, due to behavior and inattention, require individualized instruction. Alternative educational environments are provided for students who need modified instruction or assistance for personal best.
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## Renaissance Program

- 2014-15 marks the sixth year that Lone Tree School has participated in a theme-based incentive program for students. The program is enhanced with growth each passing year. We started a leadership club for 4<sup>th</sup>/5<sup>th</sup> grade students in 2010-11. This program doubled in size for 2011-12 and continues to evolve and expand. All campus students work towards established curricular and behavioral goals throughout the year. Student achievement is celebrated in Renaissance Rallies (parents invited), through motivation, recognition field trips, and through campus activities. The Renaissance program focus is to build community spirit, celebrate attendance, academics and behavior.

During trimester grade level meetings, teachers plan interventions to accelerate academic achievement of at-risk students. All student progress is monitored yearly on the District Response to Intervention (RTI) form. Student progress on identified interventions will be monitored and discussed at trimester grade level meetings. Based on assessment, students are also referred to the After School Academic Intervention (AI). Instruction in the AI program is based on assessment results and instruction targets standards students did not master in the previous trimester. When a student has received an ongoing, intensive and systematic program of explicit instruction and does not demonstrate accelerated academic growth it may be appropriate to consider a psycho-educational assessment. Students are also referred for the Early Intervention (EI) model, where students receive intensive instruction through the Learning Center for specific standards or skills and falls under the Response to Intervention model. Students with identified special education needs are included in a general education classroom. Modified instruction from the classroom teacher is available in the general education classroom. Specialized instruction is available through the Learning Center staff as specified in the student's IEP.

## Staff Development

Staff meetings are scheduled this year with the focus for teachers to review grade level progress towards standards as well as individual student achievement. Time will also be allotted to discuss classroom response to intervention checklists. Issues related to appropriate implementation of the English Language Arts and Math curriculum are also discussed. Common Core standards were implemented for 2013-14 with discussions for correlation to lesson planning and instruction. During these meetings, student placements in the homogeneous reading groups are also reviewed and adjusted if necessary.

Each year the district offers a variety of staff development opportunities targeting instructional skills and research based practices in the teaching of reading and math. The district will provide ongoing training in the use of the Accelerated Reader and Accelerated Math programs. We continue our work with Step Up to Writing/Lucy Calkins methods for writing instruction.

Staff continues to receiving development opportunities for our Illuminate program to log, store, and track student performance and assessment data for longitudinal information. Further, Illuminate allows the creation and administration of grade-level and standards-specific assessment tools that staff can create and bank to build a file of tools for assessment. The District Standards Assessments (DSA) were built within this DataWise program in 2010-11 by administration with grade-level review and input. These DSAs are standards-driven and have been revised annually. For 2014-15, the transition from DataWise to Illuminate for DSA will take place.

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As of 2012-13, all 2<sup>nd</sup> – 8<sup>th</sup> grade classrooms in the district report through the Aeries system and open to parents to view online by the start of the second trimester. All K – 8<sup>th</sup> grade classrooms in our district will process the report cards directly through Aeries. All report cards are standards-based and have received grade-level teacher review and input.

During 2002-2003, the school site began working with Dr. Marilyn Bates, a school improvement staff development consultant. Dr. Bates is respected internationally for her knowledge of research based instructional techniques. In addition to providing group staff development, Dr. Bates assisted the site leadership in the walkthrough supervision process. With her support, the teachers participated in reflective conferencing to improve their application of effective instructional techniques. The direct support through Dr. Bates ended in 2009. Ongoing since 2009, administration continues the support of classroom teacher instruction and the promotion of effective teaching strategies.

### **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

The following statements characterize educational practice at this school:

**1. Alignment of curriculum, instruction and materials to content and performance standards:** At each grade level in the district, teachers used the state content area standards in reading and math to identify essential standards. Student instruction, assessment and promotion are based on mastery of these essential standards. State adopted curriculums, Harcourt Math and Open Court Reading, are used at Lone Tree School. Both of these curriculums are standards based and utilize an explicit research based sequence of instruction. The core instructional materials to be used with the adoptions were purchased through district textbook funds and are used within each classroom. Each year textbook funds are used to expand standards based materials. With Common Core Standards, teachers and administration are working together to expand opportunities for curricular expansion and the District is researching future curricular adoptions. Math will be the topic for a new adoption this year as the district reviews the newly state adopted Math curriculum to determine the best fit for district students.

**2. Availability of standards-based instructional materials appropriate to all student groups:** The Harcourt and Open Court series incorporate social studies and science into their instructional activities throughout the year. As a result, the vocabulary and content incorporate diversity and are thus of interest to an ethnically diverse student population. In addition, the Scott Foresman Social Science curriculum and Houghton Mifflin Science curriculum have EL components, as well as leveled readers and computer based programs which make it accessible to all students in a classroom. At Lone Tree, approximately 35% are socio-economically disadvantaged. All students benefit from curriculum that is repetitious, explicit and sequential (i.e. small steps build progressively). Both Open Court, Harcourt, Scott Foresman, and Houghton Mifflin have these features built into their activities, materials and instructional sequence.

**3. Alignment of staff development to standards, assessed student performance and professional needs:**

Staff development focuses on these areas:

- Research based instructional techniques: Essential Instructional Skills will continue with staff and administrative communication. Input sessions and classroom walk-through observations identify and
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expand appropriate application of this information. Walk through observations will be followed up by reflective conferences to further discuss and elaborate on instruction.

- Content specific instructional techniques: Through the Harcourt and Open Court publishers, reading and math specific staff development sessions are available to teachers on a yearly basis through webcasts. Additionally, teachers have been provided with training in the use of Accelerated Reader and Math programs, Read Naturally, SIPPS, Step Up to Writing, and Early Literacy. Staff development support of Accelerated Reader and Accelerated Math continues.

**4. Services provided by the regular program to enable under-performing students to meet standards:** Within the regular classroom, the teacher will provide daily interventions for students who have not mastered the standards with whole group and small group instruction alone. Based on ongoing assessments, small group workshops pre-teach and re-teach standards. Additionally, for one half hour daily, the students receive intensive reading instruction in school wide homogeneous ability groups. The curriculum for the intervention groups includes a state adopted intervention program, John Shefelbine's Systematic Instruction in Phonics and Phonemic Awareness (SIPPs), Early Reading Intervention (ERI), and/or Reading Mastery. The mid-level groups may be working with Read Naturally or Accelerated Reader Power Lessons to better develop comprehension strategies, and the high-level groups will be working with Accelerated Reader Power Lessons. Additionally, the Common Core connectivity to integrating social science and science with reading instruction is in place. Step Up to Writing Program/Lucy Calkins techniques are in place for writing in each grade level. In each classroom, a bank of computers makes it possible to supplement and reinforce instruction with additional practice. Software is available for reading and math practice as well as English Language Development. Additionally, our technology infrastructure has been updated to allow each classroom to access Accelerated Reader and Math, Math Facts, Harcourt Math, and Read Naturally programs. In the kindergarten and first grade classrooms, age appropriate software is available in the areas of reading, math, English Language Development, auditory processing and cognitive development. The regular use of the computer station to supplement instruction throughout the day allows the teacher to incorporate smaller group instruction at these grade levels.

**5. Services provided by categorical funds to enable under-performing students to meet standards:** Special Education: Educational assessments are provided for those students who have received a variety of general education and specialized interventions and continue to experience academic failure. The special education program also provides intervention for identified special education students as prescribed in their IEPs. Early Intervention/Response to Intervention: Interventions are available through specially structured groups. Small group instruction is available to at-risk students who have not mastered grade level standards as a result of general education instruction and intervention. The learning center also provides intervention to at-risk students in need of small group instruction. This service is provided as a pre-referral intervention and is intended to be a timely means of preventing children from falling irreparably behind. This early intervention service is utilized after daily general education small group instruction has been insufficient to accelerate progress towards standards. K-1<sup>st</sup> Intervention program: Achieving our goal of having every child at grade level in reading and math requires that no child falls behind in the beginning. Therefore additional resources are applied at the K-1<sup>st</sup> grade levels to accelerate and support learning of our at-risk students. A half-day para-educator is in place within each kindergarten and 1<sup>st</sup> grade classroom. Para-educators provide small group and individual instruction to at-risk students in addition to providing supplemental math and reading instruction during center time. A special education aide provides reading intervention to the most at-risk kindergartener's using Scott Foresman's research based ERI program, SIPPS, or Reading Mastery. After School Program:

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The after school program provides homework support, enrichment activities, and specific remedial academic instruction in the areas of reading and math.

**6. Use of state and local assessments to modify instruction and improve student achievement:** A variety of assessments are available to guide instruction.

- Kindergarten pre and post standards based assessment
- Trimester Kindergarten and 5<sup>th</sup> grade Standards Based Report Card
- Trimester District Standards Assessment K- 5<sup>th</sup>
- Writing samples and portfolios that can be reviewed each trimester.
- Data from the Trimester District Standards and Writing portfolios are used to create the RTI data bank. This data is reviewed to evaluate individual student standards mastery as well as grade level and school wide progress toward academic goals.
- Data from trimester accountability assessments in reading and math (STAR Early Literacy, STAR Reading, STAR Math as well as DSA) is compiled and evaluated at a staff meeting for each classroom, grade level and for the whole school. Based on this needs are identified and an action plan is developed. Also, students performing at far below, below basic, and basic levels are identified, goals made, and interventions are put into place.
- Star Literacy/SIPP/SORT reading fluency scores are obtained each trimester and are used to group students for reading.
- CELDT testing is administered to all new second language students for whom assessment results are not available and to all English Learners to determine their English proficiency and to measure their progress toward becoming fluent English proficient.
- State testing, CST, is administered annually to all students in 5<sup>th</sup> grade to measure student achievement in Science. CSBA was administered in the district this past year to all 3<sup>rd</sup>-5<sup>th</sup> grade students in ELA and Math. This testing will continue this year with the school expecting academic results from this round of testing. This information is used to identify areas of for growth in the site program to create an action plan for site program improvement.

**7. Number and percentage of teachers in academic areas experiencing low student performance:** At Lone Tree School 100% of the teachers are fully credentialed and have a CLAD or English Language Development equivalent requirements met. All grade levels and student sub-groups have experienced systematic progress towards academic goals, in addition to meeting API and AYP goals in the past. Lone Tree has had an API of over 800 for the past 8 years. The API history:

Year	API	Change from previous year	Annual Yearly Progress	Annual Performance Index Criteria
2013-14				
2012-13	852	+12	Met 10 of 13	Met criteria
2011-12	840	+ 5	Met goals	Met criteria

2010-11	835	-23	Met 10 of 13	Met criteria
2009-10	858	+9	Met goals	Met criteria
2008-09	849	+11	Met goals	Met criteria

**8. Family, school, district and community resources available to assist these students:** The Family Resource Center provides intergenerational literacy activities to socio-economically challenged families. These include English Language Development meetings held for our District centrally located at the Bear River School site. The Lone Tree School Family Resource Center hosts activities for parents to get information about the area, opportunities for parents to come to school for family activities (i.e. Yellow Ribbon Club). We hold events annually to increase family connection to school (i.e. book fairs, parent/student dance, fall carnival, Saturday school, art/science/social studies/literature fair). We support students through a myriad of programs to involve students, support specific basic needs for social connection, and encourage positive self-esteem (i.e. Yellow Ribbon Club, Recycling Club, Renaissance Leadership program, school counselor skill groups in the areas of school skills, friendship, and emotional response awareness). Our excellent volunteer parents are involved with campus fundraisers to provide opportunities for field trip experiences for students, art docent program to culminate in an annual art show to increase parent and student participation at school, assistance in the classrooms with projects and curriculum support (i.e. Accelerated Math tutoring), physical activity enhancements for students (i.e. Jump for Heart), and field trip chaperones. In 2011-12, Team Lone Tree Parent Volunteer (TLTV) network was created and managed by a parent volunteer. This has refined the communication process for volunteers and increased awareness of activities and a myriad of participatory opportunities for families. TLTV has grown since inception and is supported by school administration communication. Lone Tree houses a State Preschool program. Sunset Housing and Bear River Apartments offer affordable housing within the Wheatland city limits. The military base offers a Family Support service which provides counseling, respite, and parent education classes. The military base also has a variety of medical and community resources for military families. Other families are limited by Wheatland and Smartsville's geographic isolation and the lack of affordable transportation.

**9. School, district and community barriers to improvements in student achievement:** Many of our families are military. This creates a concern because of high transition rates. Our student population is in constant in-flux and children transfer in from numerous other states, as well as countries. This poses a problem because of inconsistencies in expectations and standards in other locations. Also, many families become "single" families because of military deployments. This causes many emotional concerns for children, as well as parents, especially in this time of war overseas. Some of our non-military families have difficulty participating in and fully supporting their children's education due to limited access to medical and community resources, lack of public transportation and poverty. Additionally, there is a small percentage of students impacted by parental drug abuse, poor nutrition, inappropriate discipline, physical abuse and transience.

**10. Limitations of the current program to enable under-performing students to meet standards:** The greatest limitations are time and finances for adequate planning, staffing, training and supervision. Enabling under-performing students to meet standards requires regular planning time together as a staff to review assessment results and plan individual student programs. It requires additional personnel to provide the individualized and small group instruction that under-performing students require. It requires staff development to ensure that all staff are adequately trained using content specific instructional techniques that are grounded in

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research. It requires supervision to ensure that application of skills is consistently applied within the classrooms. These areas are all addressed in our current school plan; however, the time and finances to carry out all aspects of the plan are an ongoing issue.

### **Form A: Planned Improvements in Student Performance**

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 and adequate yearly progress growth 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:

**LEA GOAL:** Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2014-2015. All subgroups will demonstrate adequate yearly progress towards attaining proficiency.

**SCHOOL GOAL:** For the 2014–15 school year, the proficiency level on the California Smarter Balanced Assessment for ELA and Math will be at 100 percent. Due to the state not releasing results from last year’s test this will be the first year of establishing a benchmark for future success.

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<p><b>What data did you use to form this goal?</b></p> <p>NCLB mandate that all students test at proficient or advanced in mathematics and ELA by the end of the 2014-2015 testing cycle.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Lone Tree school did not receive any data from the state testing last year and will be establishing a baseline for future success. Academic interventions have been put in place and the monitoring of students has helped in development of academic skills.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Evaluation will be completed through the STAR reader and STAR math programs to track individual student growth through the year. Tests will be administered to start the year and repeated each trimester.</p>
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**STRATEGY:** During 2014–15, the school will implement a school-wide reading intervention program and math support program as well as targeted early identification of missing skills to develop the skills of struggling students to reach the school goal of 100% of students being proficient or advanced in math and ELA.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2014/2015 School Year	<p>Teachers/ Admin</p> <p>Special Ed. Staff</p> <p>Teachers/ Admin</p>	<ol style="list-style-type: none"> <li>1. Provide small group instruction in the classroom, in pull out instruction and/or in after school with targeted instruction for English Language Arts and Math.</li> <li>2. Learning Center services are available to at-risk students in addition to students with identified disabilities.</li> <li>3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory</li> </ol>	<p>RSP/SDC Funds</p> <p>Title I, LEP</p>

	Administration	processing, grammar, and English language acquisition.	
	Administration	4. Provide equal access to computer lab for students and staff.	
	Teachers/ Admin	5. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and academic language development) will be provided to each classroom.	
	Administration	6. All teachers will use research based instructional skills to promote standards based learning in the classroom.	
	Administration	7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.	Title II
	Teachers/ Admin	8. Staff development efforts will target instructional efficacy and content mastery.	Title I
	Teachers/ Admin	9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.	
	Teachers/ Admin	10. Grade levels meet monthly to discuss instructional and enrichment programs and to insure educational consistency across the grade level.	
	Teachers/ Admin	11. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.	Title I, Gen Ed.
	Teachers/ Admin	12. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.	LEP, Title I
	Special Ed/ Admin	13. Learning Center para-educators and teachers are available to offer targeted	

	Teachers/ Admin	academic support to English Language Learners and at-risk students.	
	Teachers/ Admin	14. Use of Renaissance Web Based programs Accelerated Reader, Accelerated Math, STAR Literacy, STAR Math will be implemented and used in grades 1 <sup>st</sup> -5 <sup>th</sup> to enhance student achievement in ELA and Mathematics. 15. Expand available software to support remedial instruction.	Title I, Gen Ed. , EIA, LEP

**Form A: Planned Improvements in Student Performance**

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 and adequate yearly progress growth 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:

**LEA GOAL:** Goal #2: All Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics by 2014-2015.

**SCHOOL GOAL:** CELDT testing will be used to identify students in need of second language instruction to help identify needs and proper placement in the academic setting.

<p><b>What data did you use to form this goal?</b></p> <p>NCLB mandate that all students test at proficient or advanced in mathematics and ELA by the end of the 2014-2015 testing cycle.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The EL student population has struggled with proficiency on the state testing because of low academic language and reading fluency.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Students will be evaluated based on their progress towards standards on the DSA and the CST testing performed by the district.</p>
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**STRATEGY:** During the 2014-2015 school year, Lone Tree will identify students who fall in the category of Limited English Proficient and offer targeted supplemental instruction to help students reach proficiency in math and reading.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2014/2015 School Year	<p>Teachers/ Admin</p> <p>Special Ed. Staff</p> <p>Teachers/ Admin</p> <p>Administration</p> <p>Teachers/ Admin</p>	<ol style="list-style-type: none"> <li>1. Provide small group instruction in the classroom, in pull out instruction and/or in after school with targeted instruction for English Language Arts and Math.</li> <li>2. Learning Center services are available to at-risk students in addition to students with identified disabilities.</li> <li>3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.</li> <li>4. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and stimulating fine motor development) will be provided to each classroom.</li> <li>5. All teachers will use research based instructional skills to promote standards based learning in the classroom.</li> </ol>	<p>LEP</p> <p>Title I</p> <p>LCFF</p>

	Administration	6. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.	
	Administration	7. Staff development efforts will target instructional efficacy and content mastery.	
	Teachers/ Admin	8. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.	
	Teachers/ Admin	9. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.	
	Teachers/ Admin	10. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.	Title I, LCFF
	Teachers/ Admin	11. Improve achievement in the area of written language by implementing the Step Up To Writing Program.	
	Special Ed/ Admin	12. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.	LEP, Title I
	Teachers/ Admin	13. Use of Renaissance Web Based programs Accelerated Reader, Accelerated Math, STAR Literacy, STAR Math will be implemented and used in grades 1 <sup>st</sup> -5 <sup>th</sup> to enhance student achievement in ELA and Mathematics.	Title I, LEP, LCFF
	Teachers/ Admin	14. Expand available software to support remedial instruction.	Title I, LEP, LCFF

## **Form A: Planned Improvements in Student Performance**

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 and adequate yearly progress growth 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:

**LEA GOAL:** Goal #3 Lone Tree administration and staff will provide all students access to an educational enrichment program (Renaissance) to reinforce the importance of good attendance, maintain high levels of student engagement and motivation and improve student conflict and resolution skills.

**SCHOOL GOAL:** During the 2014/2015 school year, staff will use behavior interventions and educational enrichment programs to maximize student learning and motivation in all academic subjects.

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	Administration Teachers/Admin	will be updated as needed to maintain a safe, comfortable, efficient and attractive learning environment. 7. Playgrounds will be maintained with safe equipment to support physical development. 8. Incentives to encourage reading, academic achievement and strong character will be in place coordinated by grade levels.	District Maintenance Title I, LCFF
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## Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

**LEA GOAL:** California Smarter Balanced Assessment: Students will show the academic and technological skills to achieve proficiency on the state examination with 100% of students testing in the proficient to advanced range based on state reporting.

**SCHOOL GOAL:** Students will complete technology support programs through the computer lab to support their understanding of the state test technological requirements while scoring 100% proficient or advanced.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Due to the fact that no data was released from previous year CSBA, informal observational data was used to determine student readiness for the technological requirements of the state exam.</p>	<p>Based on observation, it was determined that most students (approximately 80%) were prepared for the technological requirements of the state exam, but struggled with understanding the requirements for proficiency in their answers as they had previously used a multiple choice model of examination.</p>	<p>Evaluation data will be based on student test results that are expected to be released by the state following this year's round of testing.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>

**STRATEGY:** The district adopted technology plan developed by administrators will be distributed to staff and proper training will be administered to staff members unfamiliar/uncomfortable with their knowledge on a particular program. Trainings will target specific areas of need to help teachers develop a mastery of technological programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2014-15 School Year	<p>Principal, Teachers, Technology Department and support staff.</p> <p>Technology Staff/Admin</p> <p>Technology Staff/Admin</p>	<p>(September 2014) Teachers are given the technology plan for the district.</p> <ol style="list-style-type: none"> <li>1. Staff offers input on areas of need to carry out the technology plan developed by the district.</li> <li>2. Areas of the technology plan needing instruction are rated on a needs basis and staff developments are scheduled to retrain staff on missing skills.</li> <li>3. Through informal observations of the computer lab teachers show a mastery of district adopted programs and support.</li> <li>4. Stay current on updated technology programs in the district to allow student access to most current educational resources.</li> <li>5. Equip classrooms with technology tools to improve educational experiences in the classroom.</li> </ol>	<p>Title II</p> <p>Gen Ed/ Admin</p>

## Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #: 1

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Trimester assessment of student progress towards standards.	October/February/May	Illuminate	\$1650	<i>Title I</i>
2. Ongoing use of assessment results to plan instruction.	Ongoing	None	None	<i>None</i>
3. Team meetings discussing instructional strategies and curriculum integration.	August 2014-June 2015	Training/release time/materials	\$3,000	<i>Title 1</i>
4. Ability grouped instruction/para-educator support.	August 2014-June 2015	Program staff and materials	None to site	<i>District</i>
5. Special Education intervention.	August 2014-June 2015	Salaries	None to site	<i>SPED</i>
6. Accelerated Math, IXL and Reading Programs	August 2014-June 2015	Materials/Training	\$11,000	<i>Title 1, Lottery, LEP</i>

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #: 2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. ELL Instruction	August 2014- June 2015	Salaries	\$13,000	<i>LCFF_EIA</i>
2. Ongoing use of assessment results to plan instruction.	August 2014- June 2015	None	None	<i>None</i>
3. Team meetings discussing instructional strategies and curriculum integration.	August 2014- June 2015	Training/release time/materials	See Goal #1	<i>See Goal #1</i>

## Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #: 3

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Counseling	August 2013- June 2014	Staff	Salary	<i>District</i>
2. Renaissance rewards for students and staff (including T-shirts and awards).	August 2013- June 2014	None	\$5,000	<i>Title I/ Admin</i>
3. Parent conferencing	August 2013- June 2014	None		
4. Student Study Team meetings	August 2013- June 2014	None		
5. School Site Council and ELAC Council meetings	August 2013- June 2014	None	\$500	<i>LEP, Title I</i>
6. School activities: Harvest Festival, Valentines Dance	August 2013- June 2014	Salaries/ Food/ Entertainment	\$500	<i>Gen Ed.</i>
7. Friday at the Flagpole	August 2013- June 2014	None		

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fq/aa/co/ca12squiappcatprog.asp>.

**Of the four following options, please select the one that describes this school site:**

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$46,297.23	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$28,765.60	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$48,006.54	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>



<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>5</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>5</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: 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.<sup>6</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Justin Guzman	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joelene Morasch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
April Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Slauzis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Slauzis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Wienclaw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jana Kingery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angela Ertel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Twitty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	4	0

<sup>6</sup> EC Section 52852

## Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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 Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - 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: September 23, 2014.

Attested:

Justin Guzman  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Form F: Budget Planning Tool**

## Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

#### Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

#### Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
  - What specific actions related to those strategies were eliminated or modified during the year?
  - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

**Strategies and Activities**

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
  - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
    - Lack of timely implementation
    - Limited or ineffective professional development to support implementation
    - Lack of effective follow-up or coaching to support implementation
    - Not implemented with fidelity
    - Not appropriately matched to student needs/student population
    - Other\_\_\_\_\_
  - Based on the analysis of this practice, would you recommend:
    - Eliminating it from next year’s plan
    - Continuing it with the following modifications:\_\_\_\_\_

**Involvement/Governance**

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

**Outcomes**

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
  - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?