

The Single Plan for Student Achievement

School: Yermo School
CDS Code: 36738906035455
District: Silver Valley Unified School District
Principal: Marc Lacey
Revision Date: December 2, 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 December 9, 2014.

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School Vision and Mission

Yermo School's Vision and Mission Statements

YERMO SCHOOL VISION

Yermo School students will achieve at their maximum potential in a safe, engaging, inspiring, and challenging learning environment.

YERMO SCHOOL MISSION

Yermo School will work in partnership with students, families and the community to ensure that each student acquires the knowledge, 21st Century Learning skills, and core values necessary to achieve personal success and to enrich the community.

School Profile

Yermo School is one of seven schools in the Silver Valley Unified School District located in the Mojave Desert in California just off of Interstate 15 at the Yermo exit. We are a K-8 school with approximately 300 students. We have eighteen highly qualified teachers as well as many other support staff to serve our students. Our School-wide goal is to increase student achievement by focusing on academics, attendance, and behavior. Our 2013 Growth API score is 792, a 12 point increase over the previous year. A wide range of services are offered to meet student needs. Yermo provides onsite counseling, speech services, Special Education and instructional aides, a health clerk and a media clerk, along with Physical Education classes and Music. Yermo School also offers extensive intervention and enrichment classes to students including research based System 44 and Read 180. Yermo School also utilizes the Waterford Early Reading Program for grades K-2 and SuccessMaker for grades 2 – 8 ELA and Mathematics. A variety of after school academic supports are also available.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following data is from a survey given in January, 2014.

3rd - 5th Grade Students:

1. At my school, there is a teacher or some other adult who really cares about me. 95% Very much or Pretty much true (65% very much; 30% pretty much)
2. At my school, there is a teacher or some other adult who tells me when I do a good job. 85% Very much or Pretty much true (62% very much; 23% pretty much)
3. At my school, there is a teacher or some other adult who believes that I will be a success. 90% Very much or Pretty much true (52% very much; 38% pretty much)
4. I am happy to be at this school. 82% Strongly agree or Agree (57% Strongly Agree; 25% Agree)
5. I feel like I am a part of this school. 77% Strongly agree or Agree (42% Strongly Agree; 35% Agree)
6. The teachers and other adults treat students fairly at this school. 75% Strongly Agree or Agree (38% Strongly Agree; 37% Agree)
7. I feel safe at my school. 82% All or most of the time (42% All; 40% Most)
8. I feel safe riding the school bus. Did not apply to 20% of students. 65% All or most of the time (45% All; 20% Most)
9. My teacher makes learning interesting. 84% All or most of the time (67% All; 17% Most)
10. I have been bullied at my school this year. None of the time - 53%; Some of the time 23%; Most of the time 13%; All of the time 12%
11. Assemblies, field trips, and other activities at my school are important. 83% Strongly agree or Agree (50% Strongly; 33% Agree)
12. I know who my principal is. 100% Yes
13. I see the principal in my classroom. 75% All or most of the time (7% All; 68% Most)
14. I would recommend my school to other kids. 92% Yes

6th - 8th Grade Students:

1. At my school, there is a teacher or some other adult who really cares about me. 77% Very much or Pretty much true (39% very much; 38% pretty much)
2. At my school, there is a teacher or some other adult who tells me when I do a good job. 78% Very much or Pretty much true (62% very much; 23% pretty much)
3. At my school, there is a teacher or some other adult who believes that I will be a success. 82% Very much or Pretty much true (51% very much; 31% pretty much)
4. I am happy to be at this school. 67% Strongly agree or Agree (32% Strongly Agree; 35% Agree)
5. I feel like I am a part of this school. 67% Strongly agree or Agree (21% Strongly Agree; 48% Agree)
6. The teachers and other adults treat students fairly at this school. 60% Strongly Agree or Agree (19% Strongly Agree; 41% Agree)
7. I feel safe at my school. 60% Strongly Agree or Agree (26% Strongly; 34% Agree) 27% Neither Agree or Disagree
8. I feel safe riding the school bus. Did not apply to 26% of students. 52% All or most of the time (31% All; 21% Most)
9. My teacher makes learning interesting. 62% All or most of the time (31% All; 31% Most)
10. I have been bullied at my school this year. None of the time 60%; Some of the time 30%; Most of the time 8%; All of the time 2%
11. Do other kids at school spread mean rumors or lies about you on the internet? None of the time 75%; Some of the time 18%; Most of the time 3%; All of the time 5%
12. During the past 12 months, how many times on school property have you been made fun of, insulted, or called names? 0 times 36%; 1 time 17%; 2-3 times 21%; 4 or more times 26%
13. Assemblies, field trips, and other activities at my school are important. 84% Strongly agree or Agree (47% Strongly; 37% Agree)
14. I know who my principal is. 98% Yes
15. I see the principal in my classroom. 39% All or most of the time (8% All; 39% Most)
16. I would recommend my school to other kids. 72% Yes

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Benchmark results and other assessment data are used to specifically identify the needs of each student. School wide RtI (Response to Intervention) is then implemented based on student need.

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

Students are assessed approximately every 6 weeks to make sure they are in the appropriate RtI setting.

Staffing and Professional Development

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

All teachers at Yermo School meet the requirements for highly qualified staff.

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

Ongoing Professional Development is provided to teachers on current and upcoming curriculum. This includes extensive training on upcoming Common Core State Standards.

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

Staff development is aligned to content standards, student performance, and professional needs. This is done through publisher training (see #6 below) as well as other CCSS training and preparation.

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

Pearson, Holt, CMAT, and other training is provided to align curriculum with the standards assessed.

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

Every Wednesday afternoon (1:45 - 3:30) is set aside as Professional Learning Community time. School wide, as well as grade level and grade level teams meet during this time.

Teaching and Learning

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

Teachers in the district worked together to create pacing guides and lesson plans aligned to the Common Core State Standards

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

The schedule at Yermo School exceeds the recommended instructional minutes for reading/language arts and mathematics.

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

Individual student needs are met through our school-wide RtI program and schedule changes are made as appropriate.

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

Yermo School has a wide range of standards-based instructional materials available to teachers to help meet the needs of all student groups.

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

Yermo School uses a variety of materials aligned to the California State Content Standards.

Opportunity and Equal Educational Access

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

Tier 1 and 2 interventions are provided in regular classes to help underperforming students meet standards.

14. Research-based educational practices to raise student achievement

Yermo School teachers are provided with a wide range of research-based educational practices through Professional Development and District Collaboration.

Parental Involvement

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

Parent nights and other activities are provided to assist families.

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

Teachers, parents, and community members have the opportunity to provide input during monthly School Site Council Meetings.

Funding

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

Three (4-hour) aides are provided through categorical funding each year as approved by the School Site Council. Additional supplemental funds are spent for targeted tutoring and other after school programs.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Yermo School has a high number of socioeconomically disadvantaged students as determined by the percentage (76%) of students eligible for free and reduced lunches. Most of the parents are highly supportive, but some lack the academic ability to help their children with schoolwork. Yermo School holds various parent nights in order to support parents in helping their students succeed. Yermo School's overall student attendance continues to improve which also helps to improve academic performance.

School and Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | 232 | 209 | | 139 | 129 | | 8 | 6 | | 2 | 1 | |
| Growth API | 775 | 793 | | 768 | 776 | | | | | | | |
| Base API | 755 | 780 | | 756 | 777 | | 855 | | | | | |
| Target | 5 | 5 | | 5 | 5 | | | | | | | |
| Growth | 20 | 13 | | 12 | -1 | | | | | | | |
| Met Target | Yes | Yes | | Yes | No | | | | | | | |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | 69 | 55 | | 23 | 20 | | 179 | 171 | | 27 | 39 | |
| Growth API | 777 | 813 | | 814 | 798 | | 760 | 784 | | 647 | 598 | |
| Base API | 739 | 777 | | 691 | 822 | | 740 | 765 | | 702 | 642 | |
| Target | 5 | 5 | | | | | 5 | 5 | | | | |
| Growth | 38 | 36 | | | | | 20 | 19 | | | | |
| Met Target | Yes | Yes | | | | | Yes | Yes | | | | |

Conclusions based on this data:

1. Yermo School continues to see a consistent improvement in overall student performance as measured by the CST.
2. The implementation of RtI at Yermo School continues to show improved results for students performing below grade level.
3. The multi-year Professional Development Plan implemented by the school district has begun to show improved results in student achievement.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 100 | 100 | | 99 | 99 | | 100 | 100 | | 100 | 100 | |
| Number At or Above Proficient | 119 | 113 | | 66 | 67 | | -- | | | -- | | |
| Percent At or Above Proficient | 51.7 | 54.3 | | 48.2 | 52.3 | | -- | -- | | -- | -- | |
| AYP Target: ES/MS | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| Met AYP Criteria | Yes | Yes | | Yes | Yes | | -- | -- | | -- | -- | |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 100 | 100 | | 100 | 100 | | 99 | 99 | | 97 | 98 | |
| Number At or Above Proficient | 36 | 29 | | 14 | 9 | | 82 | 88 | | 12 | 8 | |
| Percent At or Above Proficient | 52.2 | 52.7 | | 60.9 | 45.0 | | 46.3 | 51.8 | | 46.2 | 21.1 | |
| AYP Target: ES/MS | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| Met AYP Criteria | Yes | Yes | | -- | -- | | Yes | Yes | | -- | -- | |

Conclusions based on this data:

1. Overall, Yermo School students continue to show improvement in English Language Arts.
2. Yermo School's proficiency rate did not meet the increasing standard set by the state, although most targets were reached via Safe Harbor.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 100 | 100 | | 100 | 100 | | 100 | 100 | | 100 | 100 | |
| Number At or Above Proficient | 135 | 123 | | 82 | 73 | | -- | | | -- | | |
| Percent At or Above Proficient | 58.4 | 59.1 | | 59.4 | 56.6 | | -- | -- | | -- | -- | |
| AYP Target: ES/MS | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| Met AYP Criteria | Yes | No | | Yes | No | | -- | -- | | -- | -- | |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 100 | 100 | | 100 | 100 | | 100 | 100 | | 100 | 100 | |
| Number At or Above Proficient | 38 | 35 | | 15 | 12 | | 100 | 99 | | 10 | 14 | |
| Percent At or Above Proficient | 55.1 | 63.6 | | 65.2 | 60.0 | | 56.2 | 57.9 | | 37.0 | 35.9 | |
| AYP Target: ES/MS | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| Met AYP Criteria | Yes | Yes | | -- | -- | | Yes | Yes | | -- | -- | |

Conclusions based on this data:

1. Overall, Yermo School students continue to show improvement in Mathematics.
2. Yermo's 7th grade math scores were among the top 7th grade scores in the county.
3. Yermo School's proficiency rate did not meet the increasing standard set by the state, although most targets were reached via Safe Harbor.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2013-14 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|-----|----------------|-----|--------------|-----|--------------------|---|-------------|-----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 1 | | | | | ***** * | *** | | | | | ***** |
| 2 | | | | | | | | | ***** ** | *** | ***** |
| 5 | | | | | ***** * | *** | | | | | ***** |
| 6 | 2 | 50 | 2 | 50 | | | | | | | 4 |
| 7 | ***** * | *** | ***** * | *** | | | | | | | ***** |
| 8 | | | | | ***** * | *** | | | | | ***** |
| Total | 3 | 25 | 3 | 25 | 5 | 42 | | | 1 | 8 | 12 |

Conclusions based on this data:

1. Although Yermo School has a relatively low number of ELL students, there continues to be a need for targeted intervention for these students.
2. The System 44 and Read 180 programs that some of these students participate in are helping them reach grade level proficiency.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2013-14 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|-----|----------------|-----|--------------|-----|--------------------|-----|-----------|-----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | | | ***** | *** | ***** | *** | | | ***** |
| 1 | | | | | ***** | *** | | | | | ***** |
| 2 | | | | | | | | | ***** | *** | ***** |
| 3 | | | | | | | | | ***** | *** | ***** |
| 5 | | | | | ***** | *** | | | ***** | *** | ***** |
| 6 | 2 | 40 | 2 | 40 | 1 | 20 | | | | | 5 |
| 7 | ***** | *** | ***** | *** | | | | | ***** | *** | ***** |
| 8 | | | | | ***** | *** | | | ***** | *** | ***** |
| Total | 3 | 15 | 3 | 15 | 7 | 35 | 2 | 10 | 5 | 25 | 20 |

Conclusions based on this data:

1. The System 44 and Read 180 programs that some of these students participate in are helping them reach grade level proficiency.
2. Although Yermo School has a relatively low number of ELL students, there continues to be a need for targeted intervention for these students.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| Number of Annual Testers | 8 | 8 | |
| Percent with Prior Year Data | 100.0% | 100.0% | |
| Number in Cohort | 8 | 8 | |
| Number Met | -- | -- | |
| Percent Met | -- | -- | |
| NCLB Target | 56.0 | 57.5 | 59.0 |
| Met Target | * | * | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 4 | 7 | 4 | 5 | | |
| Number Met | -- | -- | -- | -- | | |
| Percent Met | -- | -- | -- | -- | | |
| NCLB Target | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| Met Target | * | * | * | * | | |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Met Participation Rate | -- | -- | |
| Met Percent Proficient or Above | -- | -- | |
| Mathematics | | | |
| Met Participation Rate | -- | -- | |
| Met Percent Proficient or Above | -- | -- | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| Number of Annual Testers | 79 | 80 | |
| Percent with Prior Year Data | 98.7 | 100.0 | |
| Number in Cohort | 78 | 80 | |
| Number Met | 51 | 60 | |
| Percent Met | 65.4 | 75.0 | |
| NCLB Target | 56.0 | 57.5 | 59.0 |
| Met Target | Yes | Yes | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 84 | 31 | 69 | 28 | | |
| Number Met | 28 | 13 | 32 | 16 | | |
| Percent Met | 33.3 | 41.9 | 46.4 | 57.1 | | |
| NCLB Target | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| Met Target | Yes | No | Yes | Yes* | | |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Met Participation Rate | -- | -- | |
| Met Percent Proficient or Above | -- | -- | |
| Mathematics | | | |
| Met Participation Rate | -- | -- | |
| Met Percent Proficient or Above | -- | -- | |
| Met Target for AMAO 3 | Yes | Yes | |

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

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

| | |
|---|--|
| SUBJECT: Mathematics and English Language Arts | |
| LEA GOAL: | |
| We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn and for all students to attain proficiency or better in reading and mathematics. | |
| SCHOOL GOAL #1: | |
| Implement, monitor, and support instruction to ensure student achievement reaches proficiency or better in the Common Core State Standards based on results of the Smarter Balanced Assessment Consortium (SBAC) tests. | |
| LCAP Alignment - Student Achievement, Technology State Priorities: 2 - Implementation of State Standards, 4 - Pupil Achievement, 7 - Course Access, 8 - Other Pupil Outcomes | |
| Data Used to Form this Goal: | |
| Assessments, Teacher input, | |
| Findings from the Analysis of this Data: | |
| All students need to perform at proficiency or better | |
| How the School will Evaluate the Progress of this Goal: | |
| Analyze student success using SBAC results and Interim Assessment data | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|------------------------|-----------------------|--|---|------------------|
| | | | Description | Type | Amount |
| Quality, in class instruction to all students (Tier 1); In School/Class Intervention; SuccessMaker/Waterford; DRA Fluency Assessment (Tier 2); Reading Intervention (Read 180/Sys. 44) for qualifying students (Tier 3); Research based materials; incentives; awards | August 2014 - May 2015 | All Staff | Staff development; Achievement awards; Materials; Supplies | 5800: Professional/Consulting Services And Operating Expenditures | Title I 12000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|-----------------------------------|---|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Saturday Academy | August 2014 - May 2015 | Administration, Teachers | Teachers, Classified, Supplies | 1000-1999: Certificated Personnel Salaries | Title I | 5000 |
| Student Success Team Meetings every 6 – 8 weeks | August 2014 - May 2015 | Administration, SST Coordinator | Substitutes | 1000-1999: Certificated Personnel Salaries | Title I | 1500 |
| After School Tutoring, STEM, and Enrichment Activities: Based on student need; by teacher direction and recommendation | August 2014 - May 2015 | Administration, Teachers | Teachers - 2 hours up to 2 times per week @ 35/hour | 1000-1999: Certificated Personnel Salaries | Title I | 15000 |
| Student Monitoring Conferences (Principal 1:1 with each teacher; discuss students individual needs | August 2014 - May 2015 | Administration, Teachers | | None Specified | None Specified | 0 |
| Categorical Aids (Tutors) To provide additional, in class support, based on student needs | August 2014 - May 2015 | Administration | Up to (3) 4-hour employees at 180 days | 2000-2999: Classified Personnel Salaries | Title I | 45000 |
| Purchase new books (resource, dictionaries, library, intervention, enrichment) as appropriate to help with CCSS alignment | August 2014 - May 2015 | Administration, Library Committee | Purchase new books | 4000-4999: Books And Supplies | Title I | 5000 |
| Utilize SBAC Interim Assessments to monitor individual student needs | January 2015 | Administration, Teachers | Administer SBAC Interim Assessments | None Specified | None Specified | |
| Renaissance Learning (Star Reading Program) | August 2014 - May 2015 | Administration | Licensing | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 6500 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|---|
| SUBJECT: English Language Arts and Mathematics |
| LEA GOAL: |
| We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn and for all students to attain proficiency or better in reading and mathematics. |
| SCHOOL GOAL #2: |
| Ensure that all students read at grade level by implementing a school-wide Response to Intervention (RtI) Program |
| LCAP Alignment - Student Achievement, Technology State Priorities: 2 - Implementation of Common Core State Standards, 4 - Pupil Achievement, 7 - Course Access, 8 - Other Pupil Outcomes |
| Data Used to Form this Goal: |
| Lexile reading levels, SRI, Dibels, DRA |
| Findings from the Analysis of this Data: |
| Some students continue to need reading intervention |
| How the School will Evaluate the Progress of this Goal: |
| SRI, Dibels, DRA |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|------------------------|---|-------------------------|---|-----------------|
| | | | Description | Type | Funding Source |
| Continue implementation of School-wide RtI Program using System 44, Read 180, and other resources as needed | August 2014 - May 2015 | Administration, Teachers, Support Staff | Implement RtI Program | 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies | District Funded |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|------------------------|-----------------------|-------------------------|-------------------------------|-----------------|
| | | | Description | Type | Funding Source |
| Purchase additional support materials (headphones, books, supplies, etc.) as needed | August 2014 - May 2015 | Administration | Purchase supplies | 4000-4999: Books And Supplies | Title I 1000 |

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

| | |
|--|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pro-social Behavior | |
| SCHOOL GOAL #1: | |
| Increase student pro-social behavior, school engagement, and academic achievement by implementing the Positive Behavior Interventions and Supports (PBIS) Program at the school. Yermo School will continue a pro-active approach to student behavior by providing school-wide expectations, incentives and rewards for positive behavior. | |
| LCAP Alignment: Student Achievement, Engagement State Priorities: 3 - Parental Involvement, 4 - Pupil Achievement, 5 - Pupil Engagement, 6 - School Climate | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------|---------------------------------------|--|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue implementation of PBIS Program at Yermo and attend PBIS training meetings as needed | August 2014 - May 2015 | | Substitutes; Mileage | 1000-1999: Certificated Personnel Salaries | Title I | 1000 |
| Utilize Behavior Awards and Incentives to promote increased pro-social behavior | August 2014 - May 2015 | | Certificates; Awards; Prizes; Incentives | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 2500 |
| Involve families in PBIS and pro-social behavior by utilizing Family Nights and activities such as: Family Movie Nights, Family Literacy Nights, Parent Math Nights, etc. | August 2014 - May 2015 | Administration, teachers, other staff | Plan and organize events | None Specified | Title I | 1000 |
| To increase the success of each student transitioning to/from Yermo School to/from other schools within the district, Yermo School will work with NSES and SVHS through school visits, assemblies and other appropriate activities | Spring 2015 | Administration | Buses; Prizes; Substitutes | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|-----------------------|-------------------------|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Utilize SWIS (School-wide Information System) to monitor student behavior incidents to proactively address behavior and citizenship | August 2014 - May 2015 | | | None Specified | None Specified | 0 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

| | |
|---|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Attendance | |
| SCHOOL GOAL #2: | |
| Increase student attendance by 1% | |
| LCAP Alignment: Student Achievement, Engagement | |
| State Priorities: 3 - Parental Involvement, 4 - Pupil Achievement, 5 - Pupil Engagement, 6 - School Climate | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Description | Proposed Expenditure(s) | | |
|--|------------------------|---|---|-------------------------|----------------|--------|
| | | | | Type | Funding Source | Amount |
| Utilize School Attendance Review Team (SART) process | August 2014 - May 2015 | Administration, SST Coordinator, Records and Attendance Clerk | Hold meetings | None Specified | None Specified | |
| Utilize attendance awards and incentives to promote increased student attendance | August 2014 - May 2015 | All Staff | Certificates, awards, prizes, incentives | None Specified | Title I | 2500 |
| Utilize district School Attendance Review Board (SARB) process | August 2014 - May 2015 | Administration, Records and Attendance Clerk | Refer families and attend SARB meetings as needed | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|-----------------------|---------------------------|
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 21,500.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 46,000.00 |
| 4000-4999: Books And Supplies | Title I | 8,000.00 |
| 5800: Professional/Consulting Services And | Title I | 18,500.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|-----------------------|---------------------------|
| None Specified | 0.00 |
| Title I | 94,000.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 21,500.00 |
| 2000-2999: Classified Personnel Salaries | 46,000.00 |
| 4000-4999: Books And Supplies | 8,000.00 |
| 5800: Professional/Consulting Services And Operating | 18,500.00 |
| None Specified | 0.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 93,000.00 |
| Goal 2 | 1,000.00 |

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Leticia Arriola | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Cyndy Gaastra | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tina Grant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kate Henson | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Joshua Jauss | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marc Lacey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sharyl O'Brien | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mercedes Shinen | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sally Vintus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gabrielle Wright | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members of each category: | 1 | 3 | 1 | 5 | |

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

Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Advisory Committee _____
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- 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 .

Attested:

| | | |
|--|---|---------------------------------------|
| <u>Marc Lacey</u> <small>Typed Name of School Principal</small> |  <small>Signature of School Principal</small> | <u>12/2/14</u> <small>Date</small> |
| <u>Kate Henson</u> <small>Typed Name of SSC Chairperson</small> |  <small>Signature of SSC Chairperson</small> | <u>12/2/14</u> <small>Date</small> |