

The Single Plan for Student Achievement

Mill Street Elementary School

School Name

11754816007488

CDS Code

Date of this revision: February 15, 2016

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

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

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Orland Unified School District

School District

Superintendent: Ken Geisick
Telephone Number: (530) 865-1200
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E-mail Address: kgeisick@orlandusd.net

The District Governing Board approved this revision of the School Plan on .

I. 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

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

District Site Leadership Team; RTI Work Group Team

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:

Lisa Ramirez

Typed Name of School Principal

Signature of School Principal

Date

Mary Rock

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

II. School Vision and Mission

Mission:

All Students will be academically prepared for the next grade.

Vision:

Culture of collaboration, effective instructional strategies, maximum student engagement, and positive relationships.

Motto:

Mill Street School--We Are Always Learning!

III. School Profile

Student Enrollment by Group

Student Group	Percent of Enrollment	Number of Student
American Indian	1.7%	9
African American	0.4%	2
Asian	2.5%	13
Filipino	0.2%	1
Hispanic/Latino	62.9%	327
Pacific Islander	0.0%	0
White	31.9%	166
Multiple/No Response	0.0%	0
	Total Enrollment:	520

Student Enrollment by Grade Level

Grade	Number of Students
Kindergarten	207
Grade 1	156
Grade 2	157
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment:	520

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

Curriculum based multiple measures and diagnostic assessments are administered to identify students in need of support.

B. Surveys

Parent and staff surveys reveal the need for developing positive school culture and climate

C. Classroom Observations

Class size hinders effective instruction and progress monitoring to address student needs during Tier I instruction.

D. Student Work and School Documents

Student work provides examples of on target learning and need for intervention.

E. Analysis of Current Instructional Program (See Appendix B)

42% of students require ELD instruction, which results in loss of reading and math intervention opportunities for struggling students.

V. Description of Barriers and Related School Goals

1. Increasing class sizes limit the amount of individual attention that students receive, both academically and socially.
2. Completing the state and district required testing without the support of additional staff, much of which is one-on-one at the lower grades, takes away from instructional time in the classroom.
3. We have a high number of English Learners entering Kindergarten each year without any English language skills or exposure to a quality preschool program, which means they require significant additional instructional time.
4. The budget cuts in California have affected so many facets of education. An example of another barrier is that area Head Starts and preschools have been forced to close their doors, which means fewer students enter our school with that background.
5. Transportation restraints prevent students from attending summer school and after school tutoring programs.
6. Many students' families extend their vacations (e.g. Christmas/Winter break in Mexico) which takes away from quality instructional time in school.

VI. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

VI. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

VI. School and Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	27	3	27	5	45	11
1			12	18	38	57	13	19	4	6	67
2			9	11	31	38	28	34	14	17	82
Total			21	13	72	45	44	28	23	14	160

VI. School and Student Performance Data

Title III Accountability (Mill Street Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	168	173	160
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	168	173	160
Number Met	74	83	85
Percent Met	44.0%	48.0%	53.1%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	263	0	257	0	235	0
Number Met	22	--	25	--	15	--
Percent Met	8.4%	--	9.7%	--	6.4%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	485	514	513
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	485	514	513
Number Met	233	252	282
Percent Met	48.0	49.0	55.0
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	394	199	405	206	416	185
Number Met	46	66	58	69	56	78
Percent Met	11.7	33.2	14.3	33.5	13.5	42.2
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VI. School and Student Performance Data

2014-15 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
English-Language Arts**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

VI. School and Student Performance Data

2014-15 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
Mathematics**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

VII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: English Language Arts (LCAP Goals 3, 4, &7)

Goal Statement:

During the 2016-17 school year students will show 90% mastery of their target scores on the BPST (Basic Phonics Skills Test).

Student groups and grade levels to participate in this goal:

All grade levels (TK, K, 1, 2) Including all subgroups.

Anticipated annual performance growth for each group:

For Grade TK, a one year's growth on the BPST II will be a score of 16/91 by the end of the year.

For Grade K, a one year's growth on the BPST II will be a score of 36/91 by the end of the year.

For Grade 1, a one year's growth on the BPST II will be a score of 65/91 by the end of the year.

For Grade 2, a one year's growth on the BPST III will be 81/91 by the end of the year.

Means of evaluating progress toward this goal:

The language arts goal will be measured by the BPST that is administered four times a year. At the beginning of the year for base line data, and then at the end of each trimester.

Group data to be collected to measure academic gains:

Grade level common assessments, STAR Early Literacy and the BPST will be used to collect data.

Total Expenditures in this Goal: \$209,720

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
1. Support Staff will provide additional help to meet Tier 2 and Tier 3 needs (approximately 2 teachers and up to 4 instructional aides. -not full time) * Additional staffing if more money comes in that expected	August 2016 -- June 2017	Salary and benefits for Teachers and instructional aides. *Before school, lunch time or after school Intervention Staffing (Tier 2 & 3)	199,720.00 10000			
2. Intervention curriculum needs	August 2016- June 2017	Materials needed to support interventions				
3. *Support for Curriculum Development	August 2016-June 2017	Teacher release time to work together				
4. *Professional Development	August 2016-June 2017	Examples: Release time, conference and travel, hiring of consultants, various other opportunities.				
5. *Technology needs	August 2015-June 2016	Anything we need to keep technology implementation moving forward.				
6. Bilingual services-Parents will receive information through the student's home language, about academic proficiency levels, grade-level standards, assessment results, and available assistance for students. Communication methods include: Back to School Night, Open House, School Site Council, District and site English Learner Advisory Committees, report cards, progress reports, parent/teacher conferences, school newsletter, classroom newsletters, school web site, Title 1 informational meetings, parent training, and School Board meetings.	August 2016-June 2017					
7. Use the state and district adopted English Language Arts materials to guide the leaning to meet Common Core State Standards.	August 2016-June 2017					
8. Paper Duplication	August 2016-June 2017	Paper				

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
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9. Items with an * are items we would like to keep if more money comes in than expected.

	Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:	\$209,720	\$	\$	\$

VII. Planned Improvements in Student Performance

Goal #2: English Learners

Goal Statement:

EL students will obtain at least one year's growth proficiency in English as measured by the CELDT scores.

Student groups and grade levels to participate in this goal:

All English Learners

Anticipated annual performance growth for each group:

Per Title III accountability targets, 57.5% of EL students will obtain at least one year's growth in English proficiency on the 2015-2016 CELDT.

Means of evaluating progress toward this goal:

To measure progress toward proficiency, the district ELD benchmark assessment will be administered using standard procedures once per year in April.

Group data to be collected to measure academic gains:

Data will be collected from the benchmark tests given in April.

Total Expenditures in this Goal: \$17,364

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
1. Teachers will receive support and training from the EL Coordinator in specific research-based instructional strategies appropriate for ELs.	August 2015-June 2016	Professional Development Curriculum				3000 1000
2. All EL students, levels 1 – 4, will receive thirty minutes of levelized core ELD instruction per day with a CLAD-authorized teacher and a NCLB compliant instructional aide, using the state board adopted Treasures ELD curriculum and support materials.	August 2015- June 2016	none				
3. EL students will be assessed on their English language skills during the year using the CELDT and ADEPT or other required assessment.	August 2015-June 2016	Sub costs				700
4. The bilingual services aide will conduct parent outreach and translation services to improve parent involvement. All notices, reports, statements or records that staff sends to parents or guardians are to be written in English and Spanish.	August 2015-June 2016	materials aide salary				2000 10,364
5. Using the ELAC as a guiding advisory body, the school will, in partnership with Migrant Education, provide training to families of ELs and EL students.	August 2015-June 2016	salary				300

	Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:	\$	\$	\$	\$17,364

VII. Planned Improvements in Student Performance

Goal #3: School Climate & Safety

Goal Statement:

Students will be provided a safe and positive school climate supportive of social and emotional student wellness.

Student groups and grade levels to participate in this goal:

All

Anticipated annual performance growth for each group:

Attendance will increase to 98% and office behavior referrals will decrease by 10%

Means of evaluating progress toward this goal:

Progress will be monitored through office behavior referrals and attendance data.

Group data to be collected to measure academic gains:

Student achievement data will be collected from trimester assessments

Total Expenditures in this Goal: \$11,000

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
1. School-wide procedures will be developed to maintain a safe campus including emergency procedures, school rules, expectations, and celebrations for student success as guided through the PBIS (Positive Behavior Intervention Support) system.	August 2015 -- June 2016	Professional Development Resources	3000			
2. A multi-tiered system will be developed to proactively support students with various needs and strategically responding to students requiring additional support for social and emotional wellness.	August 2015- June 2016	Professional Development Curriculum/Resources	3000 1000			
3. Teachers will be provided opportunities for professional development to learn strategies focused on increasing student class and school engagement.	August 2015-June 2016	Professional Development	3000			
4. The school will provide active and engaged adult supervision for students before school, during school, and after school.	August 2015-June 2016	Professional Development	1000			

	Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:	\$11,000	\$	\$	\$

VII. Planned Improvements in Student Performance

Goal #4: Parent Involvement & Communication

Goal Statement:

Parents will be provided a safe, supportive, and welcoming school environment to encourage participation and consistent communication between the school and family.

Student groups and grade levels to participate in this goal:

All students

Anticipated annual performance growth for each group:

Increased parent attendance at events by 10%

Means of evaluating progress toward this goal:

Progress will be monitored through parent participation in school events

Group data to be collected to measure academic gains:

Parent Sign in sheets for school events

Total Expenditures in this Goal: \$1,200

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
1. The school will provide a Parent Handbook on school procedures, expectations, and celebrations to families, offered in English and Spanish.	August 2015-June 2016	Materials	200			
2. Parents will receive information on upcoming school events, celebrations, and activities inviting participation through a variety of ways including the monthly newsletter, phone calls home, and/or reminder notices provided in English and Spanish. The school will encourage parental involvement through academic-centered family activities like Math Night and Reading Night, maintaining a home-school teacher committee, hosting behavior reward assemblies as guided by the PBIS process, supporting a "Room Parent" program and accompanying meetings, and increasing volunteers in classrooms.	August 2015- June 2016	Materials	200			
3. Parents will be provided support on parenting strategies as needed and available through county resources, parent classes, and parent -teacher meetings.	August 2015-June 2016	Resource materials	800			
4. Parent surveys will be given at least once a year to parents. Survey results will be reported to the local school board and used by the Principal and staff to monitor program effectiveness and determine program needs.	August 2015-June 2016					
Total Expenditures in this Goal:			\$1,200	\$	\$	\$

VII. Planned Improvements in Student Performance

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$0

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
			Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:			\$	\$	\$	\$

Appendix A - Program Summary: Mill Street Elementary School

Goal 1	
Title I	\$209,720
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$209,720

Goal 2	
Title I	\$
Title I ARRA	\$
EIA-LEP	\$
Title III	\$17,364
Total	\$17,364

Goal 3	
Title I	\$11,000
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$11,000

Goal 4	
Title I	\$1,200
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$1,200

Goal 5	
Title I	\$
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$0

Total Expenditures	
Title I	\$221,920
Title I ARRA	\$
EIA-LEP	\$
Title III	\$17,364
Total	\$239,284

Total Allocation*	
Title I	\$141,109.00
Title I ARRA	\$0.00
EIA-LEP	\$
Title III	\$17,364.00
Total	\$158,473.00

Funds to Allocate**	
Title I	\$-80,811
Title I ARRA	\$0
EIA-LEP	\$0
Title III	\$0
Total	\$-78,811

* Total Allocation = Entered by District Staff

** Funds to Allocate = Total Allocation - Total Expenditures

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)

Mill Street has established assessment tools and processes to help evaluate the effectiveness of our programs. We use our assessment data to monitor the progress of each class and target specific groups including Title 1, special education students, foster youth, and English learners. These assessments assist in the evaluation and effectiveness of intervention strategies for individual groups. Students are assessed every trimester. Teachers are provided assessment results for their students using multiple curriculum based measures and results for target based assessments. Grade levels use assessments as a collaborative tool to monitor student progress toward state standards and district standards by reviewing results, modifying instructional practices, and modifying emphasis of the curriculum to meet students' needs.

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

In addition to assessment data as described in #1, we look at attendance, truancy, school climate and parent perception data to analyze and improve our instructional program.

Staffing and Professional Development

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

All of Mill Street's teachers and classified staff are compliant with NCLB's requirements for being highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Principal has completed the Administrator Training Program (ATP) provided by Sacramento Office of Education.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

We have seven minimum days that are used for professional development and in-service needs. Additional training has included: 1. Kindergarten team attended the National Kindergarten Conference. 2. TK teachers attended Transitional Kindergarten Conference and one TK teacher attended the National PLC training. 3. 2nd grade teachers along with a portion of kindergarten, 1st grade, and our intervention teacher attended a multiple day common core math training and implemented a pilot common core math program. 4. Our intervention and Special Ed team attended a Linda Mood-Bell reading intervention training. 5. Our ELD coordinator along with the principal and two teachers attended multiple ELD trainings. 6. Our Special Ed team received Autism training and training in Handwriting Without Tears. 7. Principal attended Safety training seminar

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

The staff development is aligned to our school plan goals in English Language Arts, Math, ELD, and school safety.

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

Principal is highly trained and experienced in working with challenging students and provides in class coaching for behavior and instruction.

8. Teacher collaboration by grade level (EPC)

Mill Street teachers collaborate weekly as needed. During these collaboration meetings, teachers are engaged in identifying essential standards, creating and revising curricular pacing guides, creating common assessments, analyzing data from various assessments, forming and revising intervention groups, and sharing effective teaching strategies.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All SBE-adopted curriculum and materials used in the classrooms are aligned with the California state standards. Instruction and assessment in all content areas emphasizes mastery of grade-level determined essential performance standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Teachers in grades 1 and 2 teach 150 minutes of reading/language arts and 60-75 minutes of mathematics daily.

11. Lesson pacing schedule (EPC)

Grade levels have year-long pacing guides created and adhered to in English Language Arts, English Language Development, and Math standards.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Mill Street uses SBE-adopted standards based math text and standards-based reading, math, Social Studies, Science and ELD curriculum. There is an adequate supply of texts to fully meet student needs. Instructional materials, supplies and equipment for technology limited due to available funding to purchase any items needed to keep our programs operating at a high level. The school library has an expansive collection of books and videos.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Materials that are used to achieve standards-based instructional goals are:

Language Arts:
Treasures, state adopted
Triumphs
SIPPs
Accelerated Reader

Math:
EveryDay Math state adopted math series (14-15)
Every Day Math Common Core Pilot (14-15 & 15-16)
Go Math Pilot (15-16)
STAR Math

Opportunity and Equal Educational Access

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

Underperforming students in the regular program are enabled to achieve standards using various modifications and teaching techniques. Students not achieving at or above grade level on initial assessments and at each subsequent

trimester receive modifications to workload and extended scaffolding and differentiated teaching strategies. Whole class instruction is alternately used with leveled grouping. Lower functioning students are taught standards that precede their class placement within small groups. Each grade level receives consultation services of a resource specialist. The student study team assists teachers with the identification of academic supports and services. Special Education students are identified and receive services specific to their IEP at all grade levels. IEP students are instructed by a Resource Specialist, Special Day Class teacher and/or paraprofessionals as needed.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Research-based instruction strategies include the following:

Language Arts:

- EDI
- Total Reading
- Guided Reading
- Reading Recovery
- Small Leveled Group Instruction
- Literacy Centers
- SIPPs

Math:

Everyday Math activity pilot

Number Worlds Math intervention pilot

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Certificated teachers provide before and after school support for identified student populations in the area of language arts for a 6-week intervention.

17. Transition from preschool to kindergarten (Title I SWP)

Our school maintains communication with area preschools, Head Start, and Migrant Education to facilitate transition from preschool to TK / Kindergarten.

Involvement

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

Mill Street school uses a variety of strategies to encourage parental and community involvement. The school has access to local resources which assist it in meeting state and federal student achievement goals. Principal provides a 6-week parent class to support struggling families. The local community provides parent education programs, adult school programs, mental health resources, 4-H, Boy and Girl Scouting, and Head Start programs.

19. Strategies to increase parental involvement (Title I SWP)

Parents are encouraged to play an active role in the educational environment. Parents “team” with teachers providing essential supplemental instruction. Parent volunteers assist teachers in the classroom, as well as help with outside projects such as field trip supervision, fund raising projects, and special events. Parent input is sought through a variety of venues such as the School Site Council, English Learner Advisory Committee, Parent-School Committee (Parent Club) and our Title I program. Parents are invited to attend regular informational meetings. Activities such as Math Night , Reading Night, and Parent Appreciation Day encourage family involvement. Communication with parents is offered by way of classroom newsletters, school newsletters, phone calls, Open House, Back to School Night and parent meetings.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parents are given multiple opportunities to participate in the planning and evaluation of categorical programs through a variety of avenues. Parents participate on the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. Parents learn about the Title I program during parent conferences and the Annual Title I Parent Meeting. Parents are surveyed by the school and/or district on a variety of issues including the effectiveness of the Title I parent Involvement program and the academic program.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Services provided by categorical funds include two full-time Special Education teachers, one Intervention teacher, and one ELD coordinator. Small literacy groups are formed for students identified as below grade level in reading/language arts. These students are identified and reassessed on an ongoing basis. In addition, the Intervention teachers support English Language Learners through direct, leveled instruction.

22. Fiscal support (EPC)

The school's general and categorical funds are coordinated and allocated to support the implementation of the specified school goals as stated in the School Plan and the LEA Plan Assendum. The SPSA expenditures detail the implementation of the school goals which are in alignment with the Essential Program Components. The school's general and categorical budgets and SPSA demonstrate an ongoing commitment to improving student achievement and school reform.

Appendix C - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard unless I am ill.
- Get to class on time every day.
- Engage in reading at home for at least 15 minutes 4 days a week.
- Return completed homework on time.
- Be responsible for my own behavior.
- Be a cooperative learner.
- Ask for help when I need it.
- Discuss the school, playground, bus, and cafeteria rules, as listed in the School Handbook, with my parents.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Ensure my child is in school on time and ready to learn, unless ill.
- Ensure my child completes his/her homework.
- Ensure my child engages in reading at home for at least 15 minutes 4 days a week.
- Ensure my student gets adequate sleep and has a healthy diet.
- Support the school's/district's homework, discipline and attendance policies.
- Read and explain to my child the sections of the School Handbook dealing with the school, playground, bus, dress and cafeteria rules.
- Communicate the importance of education and learning to my child.
- Provide a quiet time and place for homework and monitor TV viewing.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Teach grade level state content standards.
- Hold parent conferences once a year and as needed.
- Strive to address the individual needs of your child.
- Communicate with you regarding your child's progress, including annual state assessments (report cards) and teacher communications as needed.
- Provide a safe, positive, and healthy learning environment for your child. Correct and return appropriate work.
- Communicate homework and class work expectations.
- Have high expectations and help every child to develop a love of learning. Provide meaningful daily homework to extend students learning.
- Respectfully collaborate with families and colleagues to make school accessible and welcoming in order to enable students to achieve high academic standards.
- Provide parent with opportunities to volunteer:
 - In Classroom
 - On Field Trips
 - On Committees: School Site Council, English Learner Advisory Committee.

Appendix D - School Site Council Membership

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kay Paden	X				
Linda Buck		X			
Tammie Stanley		X			
Robin Greeley		X			
Mary Rock			X		
Maralee Van Note				X	
Shannan Ovard				X	
Lean Slankard				X	
Amy Raymondo				X	
Cathy Van Note				X	
Numbers of members of each category	1	3	1	5	

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