

The Single Plan for Student Achievement

Mill Street Elementary School

School Name

11754816007488

CDS Code

Date of this revision: February 15, 2017

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

Shannan Ovard

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

II. School Vision and Mission

Mission:

Mill Street's mission is to work together with families, students, and the community to encourage the talents and abilities of each student in a safe and enriching school environment.

Vision:

Our vision is for each student to be socially, emotionally, and academically prepared to enter the next grade level with confidence and enthusiasm for learning.

Our school is in its first year as an English/Spanish Two-Way Bilingual or Dual Immersion Instructional Program starting with one class in TK and two classrooms in both Kindergarten and First Grade. Our vision includes expanding dual immersion instruction with two classes in each grade level through second grade. We are committed to provide an academically challenging, standards based instructional program to ensure that students will become bilingual, bi-literate, and bi-cultural.

Motto:

Mill Street School--We Are Always Learning!

III. School Profile

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	1.7%	1.2%	1.0%	9	6	5
African American	0.4%	0.2%	0.2%	2	1	1
Asian	2.5%	2.4%	2.6%	13	12	13
Filipino	0.2%	0.2%	0.0%	1	1	0
Hispanic/Latino	62.9%	65.2%	63.4%	327	329	314
Pacific Islander	0.0%	0.0%	0.0%	0	0	0
White	31.9%	30.7%	32.5%	166	155	161
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
Total Enrollment:				520	505	495

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	207	191	171
Grade 1	156	158	165
Grade 2	157	156	159
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Total Enrollment:	520	505	495

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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
All Grades	N/A	N/A								

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

VI. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
All Grades	N/A	N/A								

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

VI. School and Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	1			3	1	1	13	12	12	22	30	30	60	57	57
1			2	17	18	26	42	53	39	22	18	23	19	11	11
2	3		1	12	11	13	33	37	38	37	35	28	16	18	20
Total	2		1	11	10	12	29	33	28	28	28	27	31	30	32

VI. School and Student Performance Data

Title III Accountability (Mill Street Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	173	160	152
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	173	160	152
Number Met	83	85	76
Percent Met	48.0%	53.1%	50.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	257	0	235	0	227	0
Number Met	25	--	15	--	24	--
Percent Met	9.7%	--	6.4%	--	10.6%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	N/A	N/A

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	514	513	512
Percent with Prior Year Data	100.0		100
Number in Cohort	514	513	512
Number Met	252	282	264
Percent Met	49.0	55.0	51.6
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	405	206	416	185	400	193
Number Met	58	69	56	78	59	81
Percent Met	14.3	33.5	13.5	42.2	14.8	42
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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 District Goal 2: Student Outcomes Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements. State Priority 2 State Standards (Condition of Learning) and State Priority 7 Course Access (Condition of Learning) *District Goal 3: Orland Unified School District is committed to fully implementing the core standards as adopted by the state of California. OUSD will extend its standards implementation with a focus on the incorporation of writing in all content areas and grade levels K-12 State Priority 4 Pupil Achievement (Pupil Outcome) and State Priority 7 Course Access (Condition of Learning)

Goal Statement:

During the 2016-17 school year students will attain 20 points growth or master grade level 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 11/91 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 60/91 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: \$170,950

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)	156,500 8,700			
2. Intervention curriculum needs	August 2016- June 2017	Materials needed to support interventions	250			
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 2016-June 2017	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
9. Extra-Curricular Academic Experience	August 2016-2017	Each grade level was given District Title 1 funds to help support an educational field trip, have a speaker come, or provide something above academically for the students.	5,500			
10. Increasing accessibility to the library facilities for all sub groups and stakeholder (students, staff, parents and community)	February 2017- July 2017	Book cases Multi media		District Title I		

	Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:	\$170,950	\$	\$	\$

VII. Planned Improvements in Student Performance

Goal #2: Mathematics District Goal 2: Student Outcomes Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements. State Priority 2 State Standards (Condition of Learning) and State Priority 7 Course Access (Condition of Learning) *District Goal 3: Orland Unified School District is committed to fully implementing the core standards as adopted by the state of California. OUSD will extend its standards implementation with a focus on the incorporation of writing in all content areas and grade levels K-12 State Priority 4 Pupil Achievement (Pupil Outcome) and State Priority 7 Course Access (Condition of Learning)

Goal Statement:

During the 2017-18 school year teachers will use curriculum based assessments from newly adopted math program-GoMath and show a one's year growth or be at grade level on the STAR math program.

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 Kindergarten, a one's year growth or be at grade level on the STAR math program

For Grade 1, a one's year growth or be at grade level on the STAR math program

For Grade 2, a one's year growth or be at grade level on the STAR math program

Means of evaluating progress toward this goal:

The math goal will be measured by the STAR math assessment that is administered at least three 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, curriculum assessments, STAR Early Literacy, STAR Math tests and longitudinal analysis of grade level state standards will be used to collect data.

Total Expenditures in this Goal: \$250

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. Intervention support staff *Additional staff if more money comes in than expected.	August 2016-June 2017	Support in Tier II Math *Before school, lunch time or after school intervention staffing.				
2. Math Intervention Curriculum needs	August 2016- June 2017	none	250			
3. Use state and district adopted mathematics materials to guide the learning in order to meet the Common Core State Standards.	August 2016-June 2017	Sub costs				
4. Professional Development	August 2016-June 2017	Provided by the District Office to support district wide initiatives.				
5. Paper Duplication		paper				
6. Support Curriculum Development		Release time for teachers				
7. 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:	\$250	\$	\$	\$

VII. Planned Improvements in Student Performance

Goal #3: English Language Development District Goal 2: Student Outcomes Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements. State Priority 2 State Standards (Condition of Learning) *District Goal 3: Orland Unified School District is committed to fully implementing the core standards as adopted by the state of California. OUSD will extend its standards implementation with a focus on the incorporation of writing in all content areas and grade levels K-12 State Priority 4 Pupil Achievement (Pupil Outcome)

Goal Statement:

During the 2016 - 2017 school year, All English Language Learners will improve their acquisition of the English language as evidenced by an increase of one level on the CELDT exam. (LCAP Goal 7)

Student groups and grade levels to participate in this goal:

All K, 1st, & 2nd grade students classified as English Language Learners.

Anticipated annual performance growth for each group:

All English Learners will increase their CELDT score by one level.

Means of evaluating progress toward this goal:

Progress report on the annual CELDT exam will be the basis for evaluating progress.

Group data to be collected to measure academic gains:

The district will use the Adept benchmark test one time a year to gauge progress toward moving up on the CELDT test.

Total Expenditures in this Goal: \$1,000

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. Use state and district adopted English Language Development materials to meet the needs of English Language learners.	August 2016 -- June 2017					
2. Supplemental Needs	August 2016- June 2017	Curriculum/Resources teachers may need to support classes				500
3. *ELD Professional Development for ELD teachers and/or the entire staff (PD\$)	August 2016-June 2017	Provided by the District Office to support district-wide initiatives				
4. ELD coordinator and in instructional Aide District office covering additional costs	August 2016-June 2017	Help organize and complete paperwork				
5. Bilingual Services Specialist	August 2016-June 2017	Translate all parent correspondence				
6. Paper Duplication		paper				
7. Rosetta Stone	August 2016- June 2017	Purchase the needed subscriptions to support our level 1 CELDT students				500

	Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:	\$	\$	\$	\$1,000

VII. Planned Improvements in Student Performance

Goal #4: Parent Involvement & Safety District Goal 3: Orland Unified School District is committed to fully implementing the core standards as adopted by the state of California. OUSD will extend its standards implementation with a focus on the incorporation of writing in all content areas and grade levels K-12. State Priority 3 Parental Involvement (Engagement) and State Priority 6 School climate (Engagement)

Goal Statement:

Numerous studies show student achievement is a direct correlation to parental involvement. Using funds available to us, we want to improve the involvement of our community and the parents we serve, support the social emotional well being of our students, and create a safe school environment, school climate (LCAP Goal 5 &6).

Student groups and grade levels to participate in this goal:

Grades TK, K, 1, 2

Anticipated annual performance growth for each group:

To see an increase of parents at school events and to see a reduction of student citations including suspensions.

Means of evaluating progress toward this goal:

Progress will be monitored through parent participation in school events, Title 1 Survey results, Mill Street Parent Club results, fewer number of minor and major discipline referrals including suspensions.

Group data to be collected to measure academic gains:

Parent Sign in sheets for school events, evaluate the results from the surveys, and run a query on the number of citations and suspensions to see if the number has dropped.

Total Expenditures in this Goal: \$800

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. TI Parent Night	August 2016	Supplies, Parent Connections				
2. Provide training on the tools available to parents for our ELA curriculum, Accelerated Reader, and Go Math Games	Fall 2016	Pay teachers to create presentations and give the presentation Materials needed for the training				
3. Family Math Night	August 2016-June 2017	Resource materials and prizes				
4. Newsletters from the school and the teachers	August 2016-June 2017	colored paper				
5. Implement PBIS district wide	August 2016- June 2017	Carbon Copy paper/Triplicate Colored Paper Student incentives	800			
6. *Pay a teacher extra duty rate to help add additional information to the web page and parent newsletter that is emailed home		Buy the letter paper duplication of letter (\$350)				
7. *Purchase Parent Connect Letter						
8. *Pay staff to coordinate parent involvement events						
9. Items with a * are items we would like to keep if more money comes in than expected.						
10. Email Parent Bulletin						

	Title I	Title I ARRA	EIA-LEP	Title III
Total Expenditures in this Goal:	\$800	\$	\$	\$

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
Total Expenditures in this Goal:			\$	\$	\$	\$

Appendix A - Program Summary: Mill Street Elementary School

Goal 1	
Title I	\$170,950
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$170,950

Goal 2	
Title I	\$250
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$250

Goal 3	
Title I	\$
Title I ARRA	\$
EIA-LEP	\$
Title III	\$1,000
Total	\$1,000

Goal 4	
Title I	\$800
Title I ARRA	\$
EIA-LEP	\$
Title III	\$
Total	\$800

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

Total Expenditures	
Title I	\$172,000
Title I ARRA	\$
EIA-LEP	\$
Title III	\$1,000
Total	\$173,000

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	\$-30,891
Title I ARRA	\$0
EIA-LEP	\$0
Title III	\$16,364
Total	\$-14,727

* 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) Level I and within the next 3 years will complete level II. The Principal is trained in the adopted instructional materials.

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

All of the credentialed teachers will have received sufficient training and professional development on the ELA and math curriculum.

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)

Ongoing instructional assistance and support is provided by our Title 1 teacher and ELD coordinator. These professionals provide resources, intervention groups for students and oversee intervention schedules.

8. Teacher collaboration by grade level (EPC)

Mill Street teachers collaborate on a weekly basis during our PLC (Professional Learning Community) time. During collaboration teachers evaluate data, instruction, assessments, and curriculum. Other collaboration meetings may include 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:

Benchmark Advance, state adopted

Benchmark Adelante

Triumphs

SIPPs

Accelerated Reader

STAR Early Literacy

Math:

Go Math!, state adopted

Go Math! Spanish

STAR Math

Opportunity and Equal Educational Access

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

Mill Street's instructional program is based on the RTI (Response to Intervention) model. All students get the core material in the general education classroom. The general education classroom teacher is responsible to differentiate and remediate in the classroom. Students also have access to level 2 strategic interventions for reading and some in math. Students are leveled into groups and then get specific instruction in areas of need. 1st and 2nd grade students have access to an intensive, level 3 intervention, as a replacement of the general education language arts program.

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

All strategic and intensive interventions are research-based and are standards aligned. Research-based instruction strategies include the following:

Language Arts:

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

Math:

Go Math!

Number Worlds Math intervention pilot

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

Students have a strategic intervention time offered during the school day that is additional time to the required language arts and math time. Certificated teachers also 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
Lisa Ramirez	X				
Jessica Rodriguez		X			
Lori Raygoza		X			
Maria Martinez		X			
Regina Logan			X		
Maralee Van Note				X	
Shannan Ovard				X	
Michelle Allen				X	
Araceli Garcia				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.