The Single Plan for Student Achievement

Stone Corral Elementary School

__54-72140__
CDS Code

2015-2017

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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School District
Stone Corral

Superintendent:	Christopher Kemper
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II. School Vision and Mission

Stone Corral School is a place where we strive to nurture children to grow to their full potential. It is the mission of Stone Corral School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. The following vision statement is to provide the standards that Stone Corral School strives to achieve and maintain:

<u>Curriculum</u>
Students receive a balanced, rigorous, standards-based curriculum. The school articulates the outcomes it seeks for all students and monitors student progress using a variety of assessments. Effective and differentiated instruction is used to support student learning.

<u>Attention to Individual Students</u>
Stone Corral School recognizes the value of each student. Every student is an integral member of the school community. Students' behavior, academic progress, and emotional well-being are monitored and assistance is given when needed.

<u>Staff</u>
The staff at Stone Corral School is committed to the success of every student. The staff consistently supports each other.

<u>School Climate</u>
Stone Corral School provides an orderly and inviting climate that is conducive to learning and protects instructional time.

<u>Community Support</u>
Stone Corral School will work closely with parents, community members.

With dignity for all, the Stone Corral School District will empower every child with essential skills and knowledge, inspire life long learning, and develop responsible citizens who are fair, trustworthy, responsible, and respectful.

III. School Profile

Stone Corral Elementary School is the single K-8 school in the Stone Corral Elementary School District. Located in the northeastern quadrant of Tulare County, Stone Corral is an isolated rural school with a K-8 population of 142 students. The school's population is largely Hispanic (98%) and economically disadvantaged (100% based on free and reduced lunch data). In addition, 79% of our parents are not high school graduates.

Stone Corral Elementary School had been designated as a Program Improvement School- Year 5. As a program Improvement School, Stone Corral has complied with Federal and State regulations and mandates required of PI Year 5 Title I schools. Over 20% of the school's Title I budget is committed to high-quality and relevant staff development. Parents have been properly notified (English and Spanish) of the School's Program Improvement status and their legal rights which include school choice and supplemental services.

The Stone Corral instructional program staff consists of a Superintendent/Principal/ Teacher (grade 7-8), one Kindergarten teacher, one grade 1 teacher, one grade 2 teacher, one grade 3 teacher, one grade 4 teacher, one grade 5-6 teacher, and 1 instructional aide.

The office and all of the classrooms have computers and are networked and have access to the internet.

Every Wednesday is a minimum day, where the teachers can collegially plan and participate in staff development.

IV Comprehensive Needs Assessment Components

Classroom Observations

Stone Corral teachers strive to provide quality instruction to meet the academic and affective needs of the students. There is an emphasis on urgency and Explicit Direct Instruction. The teachers focus on the California Standards for the Teaching profession. These elements are what our teachers strive to do to have all successful instructional attributes:

Connect students' prior knowledge, life experience and interest with classroom learning.
The Teacher…
…elicits students' prior knowledge, life experiences and interests
…helps students connect their own life experiences with classroom learning
…values and uses students' cultural, ethnic, and class perspectives to help achieve learning goals.

Use a variety of instructional strategies to respond to students' diverse needs
The Teacher…
… engages all students in a variety of learning activities
… creates learning activities that accommodate the different learning styles of students
… uses instructional strategies (adaptations, scaffolding, and extensions) to address students' diverse learning and language needs
… explicitly links instructional activities to relevant to the California Content Standards, Houghton Mifflin Curriculum and pacing guides

Create a physical environment that engages all students.
The Teacher's classroom environment…
… and seating arrangement facilitates both individual learning and productive interactions among students
… is safe

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… reflects, promotes and supports student learning through displays of student work
….. All required bulletin boards are neatly displayed

Establish a learning environment that promotes fairness and respect.
The Teacher…
… models and promotes caring, fairness and equity in the classroom
… recognizes and promotes students' respect of differences in race, class, culture, language, and gender
… recognizes the achievements and unique contributions of all students
… holds consistently high expectations for all students
… demonstrates fair, equitable, and adaptive response to inappropriate behavior

Establish and maintain standards for student behavior
The Teacher…
… consistently maintains standards for behavior that reflect students' developmental and personal needs
…students take responsibility for their actions, follow rules, and work together to solve conflicts
… response to inappropriate behavior is understood by students, and demonstrates flexibility and adaptations as needed.

Plan and implement classroom procedures and routines that support student learning.
The Teacher…
… has established and communicated clear classroom procedures and routines, which are understood and smoothly followed by the students
… has classroom procedures promote that student self-sufficiency and interdependence
… modifies classroom procedures and routines to support student learning when appropriate

Organize curriculum to support student understanding of subject matter
The Teacher…
… plans, designs, and organizes with depth and substance, with a focus on core subject matter
… highlights relationships among key concepts and themes
… demonstrates a developmentally appropriate approach to teaching skills and concepts
… aligns plans with the California Content Standards and pacing guides

Develop student understanding through instructional strategies that are appropriate to the subject.
The Teacher…
… utilizes a variety of instructionally appropriate strategies to…
… make content accessible to students
… address individual learning styles and needs of all students

Design long-term and individual lesson plans to foster and support student learning
The Teacher…
…develops plans and lessons which…
… are developmentally organized, and highlight relationships and connections among concepts and information
… are organized and sequenced as a part of long-term plans
… incorporate ongoing review of student progress and assessment of work

Sequence and use instructional time effectively
The Teacher…

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… sequences and paces learning activities to allow all students to engage successfully with the material
… opens and closes lessons in a way that effectively engages students in learning
… has smooth transitions
… adjusts instruction to provide adequate time, sustain engagement, and include reflection and assessment
Modify instructional plans to adjust for student needs
The Teacher…
… revises and adapts curriculum plans and modifies instruction based upon periodic formal and informal assessment
…modifies instruction and provides differentiated strategies to ensure that all students successfully participate in learning activities
… incorporates specific strategies identified through students' IEP or SST's, when relevant

Use multiple sources of information to assess learning
The Teacher…
… uses multiple and appropriate forms of assessment aligned with learning outcomes and California Content Standards
…uses diagnostic assessments and pre-tests to determine students' learning needs and set appropriate outcomes
…uses formative assessments, including examination of student work, to guide instruction and student
…uses summative assessments, both standardized and performance-based, to determine student achievement relative to outcomes and the California Content Standards

Use results of assessment to guide instruction
The Teacher…
uses a variety of formal and informal assessments, including testing, questioning, student feedback, and examination of student work…
… to address individual student needs during learning activities
… to adjust and guide future instruction to meet students' needs
Communicate with students and families about progress
The Teacher…
… provides ongoing information to students about progress towards specific learning outcomes and California Content Standards
… has students review and discuss their progress
… regularly communicates learning outcomes and student progress to students' families

D. Student Work and School Documents

Information gathered from Grade Level Data Meetings:
Teachers gather information from several sources including theme tests, Renaissance STAR Reading Assessments and have noticed that most students seem to be struggling in several areas. One of the most challenging areas is reading fluency. A second area of concern is comprehension and being able to cite answers, and also, Checking Skills where students must follow multiple directions in order to receive full credit for each question. A third area of concern is reading comprehension.

E. Analysis of Current Instructional Program

1. Availability of standards-based instructional materials appropriate to all student groups:
All Language Arts, Math, Science, and Social Science instructional materials are state approved and standards-based. Materials are grade level appropriate and provide lessons for differentiated instruction.

2. Our district/school is currently implementing the Houghton Mifflin Reading Series. Throughout the school year there are many staff development days and "mini" trainings devoted to Houghton Mifflin Reading, common core standards instruction, and other effective strategies. We will have training for Math, Science and Social Studies. We will also provide staff

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development for English Language Development (ELD) using an adopted explicit and direct instructional ELD program.

We have staff meetings every Wednesday each month. Meetings are held to provide information related to Houghton Mifflin Reading (ex. Sound Spelling Cards, Focus Wall, Reading First Assessments and data analysis), Math, Science, Social Studies, ELD Instruction, ELL issues, Safety, GATE, SSC, ELAC, and school concerns and professional learning with a specific focus on:

a. CCSS aligned instruction.

b. Curriculum development – bridge material development given the absence of

a broad base of CCSS aligned materials at the present time.

c. Technology – for purposes of instruction and test administration.

d. EL curriculum development and targeted instructional strategies (specifically identified in the District's EL strategic Plan).

e. Positive Behavior Intervention Systems (PBIS and Social Emotional Learning).

3. Our current Language Arts and Math adoption provide materials to meet the needs of all students. Houghton Mifflin provides handbooks for English Learners, Challenge, Classroom Management, and Extra Support. Teachers also use Universal Access Time to meet with small groups to accommodate students' special needs. Using the Reading First Assessment (SCOE, theme tests) data allows teachers to make instructional decisions for all students

4. Stone Corral has a Student Study Team that meets to discuss students that have academic/behavior problems. The student study team consists of teachers, administrator, and the parent. The student team creates a plan for the student to become successful at school. Stone Corral also provides Resource Services for those students that have learning disabilities. Stone Corral offers extended learning opportunities after school.

5. All teachers provide the core curriculum, address the California Content Standards and use appropriate instructional strategies for all students.

6. Stone Corral uses the theme tests (or SCOEs), STAR Reading, Accelerated Reader. For math, the Go Math Assessments and STAR Math assessments are used. Annually, students are assessed with the CAASPP state standardized test to evaluate student's learning of grade level standards and the effectiveness of the instructional program. The CELDT is used to determine status of ELL students as they move into English language mastery.

7. Parents and community members are encouraged to actively participate on various committees that plan, implement, and evaluate the curricular programs. The following committees are established: School Site Council, GATE, POM, and ELAC. There are many activities that are scheduled for parents and families to attend: Family Reading Nights will provide parents with methods to help improve their child's reading; Back-To-School Night will acquaint parents with the instructional programs, grade level standards, policies and procedures; Open House celebrates students' progress throughout the school year; Parent Conferences are held one time per year (or by request) to set goals, determine needs, and assess student progress. Stone Corral will hold a Winter Program, Cinco de Mayo, and Flag Celebrations throughout the year. Stone Corral holds an Annual Kindergarten Round-Up which provides parents with school information and conducts student academic/speech screening. The Preschool was recently shut down due to lack of enrollment. Stone Corral has many parent volunteers that assist and tutor students. Parents also have access to: Parenting Classes offered by the district, Adult Education classes held weekly, monthly Home/School Connection (offering great parenting ideas), weekly classroom letters, and Stone Corral monthly letters

V. Description of Barriers and Related School Goals
 There are some barriers to learning that may hinder academic progress:
Students do not participate in a preschool program which helps students come to school prepared academically for the curriculum they will encounter in kindergarten.

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Many students come to school not yet ready for the academic language they need.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets. The school site council wanted to wait until the 2015 scores were posted to finalize the plan. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

2006 - 2013 Adequate Yearly Progress (AYP)
Stone Corral Elementary
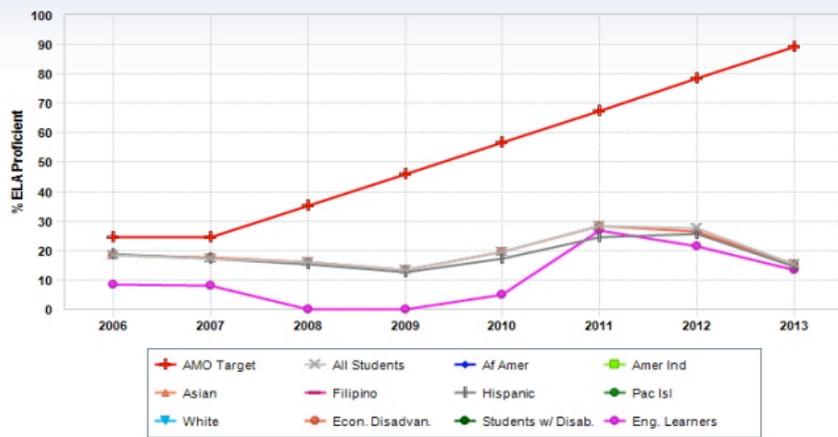**AYP: English Language Arts (ELA)**

Measurable Objectives (AMOs)	% ELA Proficient								ELA AMO Met?							
	2006 ELA	2007 ELA	2008 ELA	2009 ELA	2010 ELA	2011 ELA	2012 ELA	2013 ELA	2006 ELA	2007 ELA	2008 ELA	2009 ELA	2010 ELA	2011 ELA	2012 ELA	2013 ELA
AMO Target	24.4	24.4	35.2	46.0	56.8	67.6	78.4	89.2								
All Students	18.2	17.2	16.1	13.6	19.4	28.4	27.4	15.5	Yes	No	No	No	Yes	Yes	No	No
Af Amer									--	--	--	--	--	--	--	--
Amer Ind									--	--	--	--	--	--	--	--
Asian									--	--	--	--	--	--	--	--
Filipino									--	--	--	--	--	--	--	--
Hispanic	18.6	17.4	15.5	12.8	17.2	24.7	25.6	14.6	--	--	--	--	--	Yes	--	--
Pac Isl									--	--	--	--	--	--	--	--
White									--	--	--	--	--	--	--	--
Econ. Disadvan.	18.2	17.6	16.1	13.6	19.4	28.4	26.5	15.5	--	--	--	--	--	Yes	--	--
Students w/ Disab.									--	--	--	--	--	--	--	--
Eng. Learners	8.6	8.0	0.0	0.0	5.0	26.8	21.4	13.3	--	--	--	--	--	Yes	--	--

Percent Proficient - Annual Measurable Objectives (AMOs) 2006 to 2013 English-Language Arts

2004 - 2013 Academic Performance Index (API)
Stone Corral Elementary
Base API Scores

Measurable Objectives (AMOs)	2004 API (Base)	2005 API (Base)	2006 API (Base)	2007 API (Base)	2008 API (Base)	2009 API (Base)	2010 API (Base)	2011 API (Base)	2012 API (Base)	2013 API (Growth)
API Target	560	590	590	590	620	650	680	710	740	770
All Students	498	566	606	577	570	531	558	623	629	561
Af Amer										
Amer Ind										
Asian										
Filipino										
Hispanic	497	566	609	579	561	525	549	613	628	560
Pac Isl										
White										
Econ. Disadvan.	498	566	606	582	570	531	558	623	627	561
Students w/ Disab.										
Eng. Learners		520					453	622	612	542

Met API Growth Target?

Annual Measurable Objectives (AMOs)	2004 API Growth	2005 API Growth	2006 API Growth	2007 API Growth	2008 API Growth	2009 API Growth	2010 API Growth	2011 API Growth	2012 API Growth	2013 API Growth
...udents	No	Yes	Yes	No	No	No	Yes	Yes	No	No
...er										
...Ind										
...nic	No	Yes	Yes	No	No	No	Yes	Yes	No	No
...sl										
...Disadvan.	No	Yes	Yes	No	No	No	Yes	Yes	No	No
...nts w/ Disab.										
...Learners										No	No

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	19	13	12	12	12	N/A	91
Number of Students Tested	22	18	13	12	12	12	N/A	89
Percent of Enrolled Students Tested	95.7 %	94.7 %	100.0 %	100.0 %	100.0 %	100.0 %	N/A	97.8 %
Number of Students With Scores	22	18	13	12	12	12	N/A	89
Mean Scale Score	2302.9	2362.4	2348.5	2402.8	2449.6	2474.8	N/A	N/A
Standard Exceeded	0 %	6 %	0 %	0 %	0 %	0 %	N/A	1 %
Standard Met	5 %	0 %	0 %	8 %	8 %	0 %	N/A	3 %
Standard Nearly Met	5 %	6 %	8 %	17 %	17 %	33 %	N/A	12 %
Standard Not Met	91 %	89 %	92 %	75 %	75 %	67 %	N/A	83 %

English Language Arts/Literacy Scale Score Ranges

Areas

Reading: Demonstrating understanding of literary and non-fictional texts

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	0 %	6 %	0 %	0 %	8 %	0 %	N/A	2 %
	At or Near Standard	9 %	17 %	31 %	25 %	25 %	58 %	N/A	25 %
	Below Standard	91 %	78 %	69 %	75 %	67 %	42 %	N/A	73 %

Writing: Producing clear and purposeful writing

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	0 %	0 %	0 %	8 %	8 %	0 %	N/A	2 %
	At or Near Standard	18 %	22 %	8 %	17 %	25 %	33 %	N/A	20 %
	Below Standard	82 %	78 %	92 %	75 %	67 %	67 %	N/A	78 %

Listening: Demonstrating effective communication skills

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	5 %	0 %	8 %	0 %	0 %	0 %	N/A	2 %
	At or Near Standard	67 %	47 %	38 %	58 %	42 %	73 %	N/A	55 %
	Below Standard	29 %	53 %	54 %	42 %	58 %	27 %	N/A	43 %

Research/Inquiry: Investigating, analyzing, and presenting information

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	5 %	6 %	0 %	0 %	0 %	0 %	N/A	2 %
	At or Near Standard	5 %	41 %	8 %	25 %	50 %	67 %	N/A	30 %
	Below Standard	91 %	53 %	92 %	75 %	50 %	33 %	N/A	68 %

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

Standard Not Met   Standard Nearly Met   Standard Met   Standard Exceeded
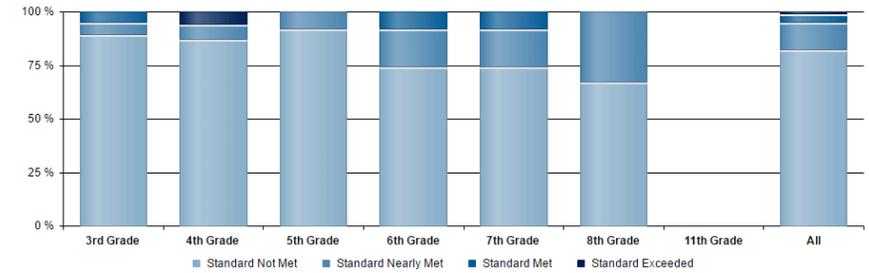
Students in grades 3-8 took the paper version of the 2015 Smarter Balanced Test. The format was different than anticipated (not on computer). Overall, the students' scores were clustered at "Standards Nearly Met" or "Standards Not Met." The students in the upper grades did better, but there is a lot of work to be done to increase the reading scores to "Standards Met" or "Standard Exceeded."

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SCHOOL GOAL # 1 Improvement in Language Arts

Identified Need: (Based on conclusions from Analysis of Program Components and Student Data pages)

A. Students are transitioning to the common core standards (CCSS) and need a researched-based common core aligned language arts/ELD core curriculum with lessons, activities, and support that reflect the rigors of the common core standards
B. 4% of students were at "Standards Met" or "Exceeds Standards". 83% of the students did not meet the standards
C. Teachers are transitioning instruction to CCSS- They need a rigorous standards based core program and implement the teaching strategies needed for the students to fully be engaged in the common core standards
D. Staff is using the Houghton-Mifflin reading series with ELD program embedded. Staff has to modify reading series to reflect lessons, learning, and assessment of common core.
E. The historical state assessment test score in language arts have been low and vacillating.
F. Students need to have a firm foundation in the building blocks for reading:
   • Phonemic Awareness
   • Phonics instruction
   • Fluency instruction
   • Vocabulary instruction
   • Text comprehension instruction
G. Students need to be exposed to the College and Career Readiness (CCR) anchor standards.
H. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments. The assessment data needs to be analyzed by the staff to drive instruction

Expected Outcome:	**Group data to be collected to measure academic gains:**
A. Students will take the Smarter Balanced Summative Test in May: Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard). The percentage of students who meet or exceed standards will rise from 0% to 5%.	Stone Corral will collect the following data for English Language Learners: Theme/benchmark tests for each theme Progress reports ELD Report Cards CELDT scores Adopted ELD Progress Tests CAASPP data for 2015-2016
B. Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.	
C. Students will be academically monitored based on criteria set by the staff using these Aimsweb Tests: • Test of Early Literacy • Reading CBM • MAZE • Spelling-CBM • Written Expression (WE)	
D. Students will also take the Interim Smarter Balanced Tests.	
E. 40 students will participate in language arts intervention during and after school	
F. All staff will participate in English Language Arts Professional Development	
G. Instructional Materials will be purchased to support teaching and learning in English Language Arts	
H. Library books will be purchased to support and enhance literacy	
I. Technology will be purchased and used to support and enhance literacy	
J. Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts	
K. Students will attend extra & Co-Curricular Activities to support and enhance literacy	
L. A new standards-aligned textbook core adoption will selected and implemented to support the teaching and learning of English Language Arts/English Language Development	
M. Students will attend summer school to support and enhance English language arts	
N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction	
O. Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts	
P. Students will attend field trips to provide language experience and background experiences	

Q.	Assessment/ Curriculum Coordinator will be hired.
R.	40 Students will participate in the Horse and Reader Literacy Program

SCHOOL GOAL # 1 Improvement in Language Arts

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Common Core Staff Development 15 times throughout the year This will be training at the school site every minimum day	Start date: August 2016 Completion Date: June 2017	This will be training at the school site every minimum day	$3,500	LCFF
2. Staff will attend trainings aligned to the CCSS This is training focusing on a targeted subject or area either at the school site or at TCOE	Start date: August 2016 Completion Date: June 2017	This is training focusing on a targeted subject or area either at the school site or at TCOE	$5,500 $21,580	LCFF Title II
3. Intervention provided by staff members during and after school day This intervention is aimed at students identified while progress monitoring throughout the year. Create before and after school programs that focus on Language Arts using reading intervention programs such as: Early Success, Soar to Success. SME, and Voyagers. Create before and after school programs that focus on English Language Development. Students will be identified for placement in before and after school programs based on CAASPP scores (level of proficiency) and CELDT scores (level of proficiency).	Start date for classes: October 2016 Completion date for classes: April 2017	• Intersession teachers • Materials for intervention programs	$8,597 $2000.00 $2,000 $2,000	Title I Title I LCFF LCFF
4. Student incentives for academic performance throughout the year	Start date: August 2016 Completion Date: June 2017	Educational incentives	$2,000	LCFF S/C Instructional Materials and Supplies
5. Provide support materials to assist in teaching to the ELA CCSS-	Start date: August 2016 Completion Date: June 2017	Core supplemental materials	$14,857	LCFF
6. Summer School	Start date: August 2016 Completion Date: June 2017	The goal of the Summer School Program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data	$8,624	LCFF S/C Instructional Materials and Supplies

	Start date/Completion Date			
7. Academic Recovery Aide	Start date: August 2016 Completion Date: June 2017	Work with Academic Recovery Teacher to provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards. • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. • Work with students and motivate them to participate in learning activities.	$15,000	$15,000 LCFF S/C Salaries and Benefits
8. Purchase Additional Library Books	Start date: August 2016 Completion Date: June 2017	Library books for literacy	$12,200	LCFF S/C Instructional Materials and Supplies
9. Software instructional and Assessment Systems-	Start date: August 2016 Completion Date: June 2017	Accelerated Reader, IXL, Moby Max, SRA reading, Aimsweb,		
10. Participate in Various TCOE Student Activities that are Aligned to the CCSS	Start date: August 2016 Completion Date: June 2017	Activities like spelling bee, poetry recitals	$1,000	LCFF S/C Field Trips
11. Field Trips Aligned to the CCSS	Start date: August 2016 Completion Date: June 2017	Filed trips to support what is taught; standards based	$2,000	LCFF S/C Field Trips
12. Purchase of support instructional materials Materials different than those offered by the adopted core curriculum which are needed to teach and learn the common core standards. Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts	Start date: August 2016 Completion Date: June 2017	Materials different than those offered by the adopted core curriculum which are needed to teach and learn the common core standards	$15,000 $4,000	LCFF S/C Instructional Materials and Supplies

13. Assessment/Curriculum Coordinator	Start date: August 2016 Completion Date: June 2017	Assists in initiating assessments and testing – benchmarks, formative, summative. Coordinates staff training in conducting tests and assessments Collects and interprets data to present at staff meetings, SSC	$15,000	LCFF S/C Salaries and benefits
14. Students will participate in the Horse and Reader Literacy Program	Start date: August 2016 Completion Date: June 2017	Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day's character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals	$15,000	LCFF S/C Contracted Services

15. Academic Recovery Teacher	Start date: August 2016 Completion Date: June 2017	Provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards. • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. • Work with students and motivate them to participate in learning activities.	$50,000	LCFF S/C Salaries and Benefits
16. PI Provision	Start date: August 2016 Completion Date: June 2017	PI Choice/SES	$26,000	Title I
17. A new textbook adoption will selected and implemented to support the teaching and learning of English Language Arts	Start date: September 2016 Completion Date: June 2017	New core text reflect CCSS	$60,000	General
18. Intervention Aide	Start date: August 2016 Completion Date: June 2017	Aide for intervention program	$20,000 $15,000	Title I LCFF S/C Salaries and Benefits
19. Library/Media Tech	Start date: August 2016 Completion Date: June 2017	Library/Media Tech	$15,000	Title I
20. Executive Assistant/Family Liaison	Start date: August 2016 Completion Date: June 2017	Executive Assistant/Family Liaison	$30,000	Title I

Mathematics

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	19	13	12	12	12	N/A	91
Number of Students Tested	22	17	13	12	12	12	N/A	88
Percent of Enrolled Students Tested	95.7 %	89.5 %	100.0 %	100.0 %	100.0 %	100.0 %	N/A	96.7 %
Number of Students With Scores	22	17	13	12	12	12	N/A	88
Mean Scale Score	2289.2	2388.2	2374.8	2427.1	2421.4	2451.0	N/A	N/A
■ Standard Exceeded	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
■ Standard Met	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
■ Standard Nearly Met	5 %	35 %	8 %	25 %	25 %	8 %	N/A	17 %
■ Standard Not Met	95 %	65 %	92 %	75 %	75 %	92 %	N/A	83 %

Mathematics Scale Score Ranges

Areas

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
	At or Near Standard	5 %	24 %	0 %	18 %	27 %	9 %	N/A	13 %
	Below Standard	95 %	76 %	100 %	82 %	73 %	91 %	N/A	87 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
	At or Near Standard	5 %	29 %	0 %	9 %	36 %	73 %	N/A	22 %
	Below Standard	95 %	71 %	100 %	91 %	64 %	27 %	N/A	78 %

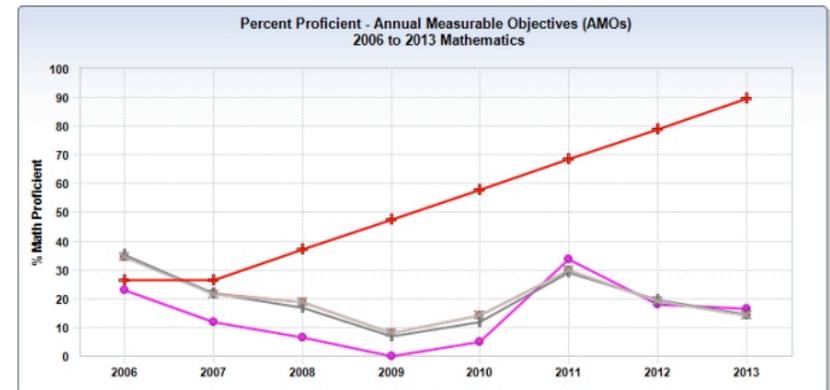### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
	At or Near Standard	64 %	35 %	31 %	58 %	55 %	58 %	N/A	51 %
	Below Standard	36 %	65 %	69 %	42 %	45 %	42 %	N/A	49 %

2006 - 2013 Adequate Yearly Progress (AYP)

Stone Corral Elementary

AYP: Mathematics

Measurable Objectives (AMOs)	% Math Proficient								Math AMO Met?							
	2006 Math	2007 Math	2008 Math	2009 Math	2010 Math	2011 Math	2012 Math	2013 Math	2006 Math	2007 Math	2008 Math	2009 Math	2010 Math	2011 Math	2012 Math	2013 Math
AMO Target	26.5	26.5	37.0	47.5	58.0	68.5	79.0	89.5								
All Students	34.3	21.5	18.6	8.0	14.3	29.7	19.0	14.1	Yes	Yes	No	No	Yes	Yes	No	No
Af Amer									--	--	--	--	--	--	--	--
Amer Ind									--	--	--	--	--	--	--	--
Asian									--	--	--	--	--	--	--	--
Filipino														--		
Hispanic	35.1	21.7	16.9	7.0	11.8	29.2	19.5	14.5	--	--	--	--	--	Yes	--	--
Pac Isl									--	--	--	--	--	--	--	--
White									--	--	--	--	--	--	--	--
Econ. Disadvan.	34.3	22.0	18.6	8.0	14.3	29.7	19.3	14.1	--	--	--	--	--	Yes	--	--
Students w/ Disab.									--	--	--	--	--	--	--	--
Eng. Learners	22.9	12.0	6.7	0.0	5.0	33.8	17.9	16.4	--	--	--	--	--	Yes	--	--

Percent Proficient - Annual Measurable Objectives (AMOs) 2006 to 2013 Mathematics

MATHEMATICS

Achievement Level Distribution

Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded
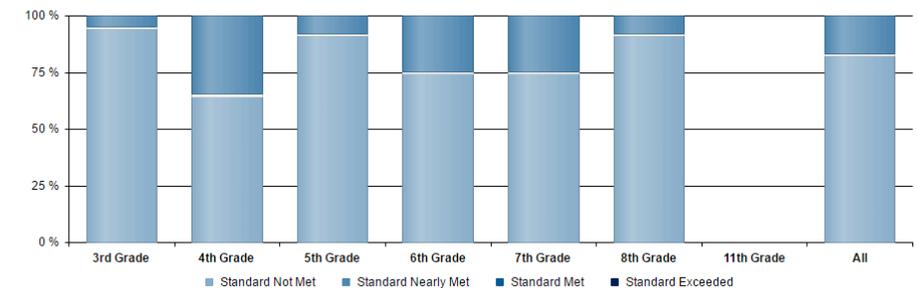
SCHOOL GOAL # 2 Improvement in Math
(Based on conclusions from Analysis of Program Components and Student Data pages)
Identified Need:

A. Students are transitioning to the CCSS standards in math and need lessons, activities, and support that reflect the rigors of the common core standards.
B. 4% of students were at "Standards Met" or "Exceeds Standards". There were 87% who did not meet the standards

C. Students need explicit and direct instruction to assure that the students are given the varieties of experience, and breadth and depth of practice and application. These practices rest on important "processes and proficiencies" with importance in mathematics education:
   - Make sense of problems and persevere in solving them.

   - Reason abstractly and quantitatively.

   - Construct viable arguments and critique the reasoning of others.

   - Model with mathematics.

   - Use appropriate tools strategically.

   - Attend to precision.

   - Look for and make use of structure.

   - Look for and express regularity in repeated reasoning.

   - These blend in with The Standards for Mathematical Content and are a balanced combination of procedure and understanding.

D. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments. The assessment data needs to be analyzed by the staff to drive instruction

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Expected Outcome:

A. Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard) The percentage of students who meet or exceed standards will rise from 0% to 5%.

B. Students will be monitored and grow-----Using these Aimsweb Tests:
   - Test of Early Numeracy (TEN)
   - Mathematics-Concepts & Applications (M-CAP)
   - Mathematics-Computation (M-COMP)

Group data to be collected to measure academic gains:
Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.

Students will take the Interim Smarter Balanced Tests
Students will take the Smarter Balanced Summative Test in May.
School assessments for reading and math
2015,2016 CAASPP report
2015-2016 CELDT scores

C. Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress. D. Students will take the Interim Smarter Balanced Tests. E. Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests: F. 50 students will participate in math intervention during and after school G. All staff will participate in math Professional Development H. Instructional Materials will be purchased to support teaching and learning in math I. Technology will be purchased and used to support and enhance math J. Student academic and attendance incentives will be purchased and given for students who excel in math K. Students will attend extra & Co-Curricular Activities to support and enhance math L. A new standards-based core textbook adoption will selected and implemented to support the teaching and learning of math M. Students will attend summer school to support and enhance math N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction O. Software programs will be purchased and implemented to support the teaching and learning in math P. Students will attend field trips to provide language experience and background experiences Q. Students will participate in the Horse and Reader curriculum integration program R. Students will participate in the hands-on science-math integration program	

SCHOOL GOAL # 2 Improvement in Math				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
1. Common Core Staff Development 15 times throughout the year Teachers work collaboratively at grade level meetings and are given a planning day (to create a year at a glance) to ensure that the CA content standards for Math are being covered. Teachers will analyze data from District Math assessments and make appropriate instructional decisions to meet the needs of all students at grade level meetings.	Start date: September 2016 Completion Date: June 2017	Staff Development for new math series Grade level meeting Professional Learning Communities focused on curriculum and assessments	$3,000	LCFF S/c
2. Staff will attend trainings aligned to the CCSS	Start date: September 2016 Completion Date: June 2017	Staff development related to CCSS	$5,000	LCFF
3. Intervention provided by staff members during and after school day	Start date: September 2016 Completion Date: June 2017	Math intervention for students	$6,000	LCFF
4. Provide support materials to assist in teaching to the math CCSS	Start date: September 2016 Completion Date: June 2017	Support materials	$5,000	LCFF

	Start date/Completion		Cost	Funding
5. Summer School- The goal of the Summer School Program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data	Start date: September 2016 Completion Date: June 2017	Summer school for extended learning time	$8,000	LCFF
6. Academic Recovery Aide- Works with Academic Recovery Teacher to provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards. • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. Work with students and motivate them to participate in learning activities.	Start date: September 2016 Completion Date: June 2017	Aide to target instruction	$15,000	LCFF
7. Math Textbook Adoption-curriculum will be implemented consistently in all grade levels using the district pacing guide. Also, math support materials	Start date: September 2016 Completion Date: June 2017	New math adoption	$30,000 $1,500	General Fund LCFF
8. Software instructional and Assessment Systems- Accelerated Math, IXL, Moby Max, SRA reading, Aimsweb,	Start date: September 2016 Completion Date: June 2017	Instructional/assessment software	$2,000	LCFF
9. Participate in Various TCOE Student Activities that are Aligned to the CCSS	Start date: September 2016 Completion Date: June 2017	Student engagement activities	$1,000	LCFF
10. Field Trips Aligned to the CCSS	Start date: September 2016 Completion Date: June 2017	Filed trios to support teaching math	$2,000	LCFF
11. Purchase of support instructional materials- Accelerated Math, IXL, Moby Max, SRA reading, Aimsweb. ,Instructional material that is needed to supplement the core curriculum	Start date: September 2016 Completion Date: June 2017	Purchase of support intervention material	$16,402	LCFF
12. Students will participate in the hand-on science-math integration program	Start date: September 2016 Completion Date: June 2017	Hands-on STEM program	$20,000	LCFF
13. Students will participate in the Horse and Reader Curriculum Integration Program- Students will attend the Horse and Reader Literacy Program. Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day's character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals	Start date: September 2016 Completion Date: June 2017	Enrichment, extension	$15,000	LCFF

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English Language Learners

## Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	1 (7.0%)	1 (7.0%)	(0.0%)	1 (8.0%)	1 (11.0%)	1 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	5 (5.0%)
Early Advanced	(0.0%)	2 (17.0%)	2 (13.0%)	1 (7.0%)	7 (54.0%)	5 (42.0%)	2 (22.0%)	3 (30.0%)	4 (57.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	26 (28.0%)
Intermediate	(0.0%)	3 (25.0%)	10 (67.0%)	8 (53.0%)	3 (23.0%)	1 (8.0%)	4 (44.0%)	4 (40.0%)	2 (29.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	35 (38.0%)
Early Intermediate	(0.0%)	7 (58.0%)	1 (7.0%)	3 (20.0%)	3 (23.0%)	4 (33.0%)	2 (22.0%)	1 (10.0%)	1 (14.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	22 (24.0%)
Beginning	(0.0%)	(0.0%)	1 (7.0%)	2 (13.0%)	(0.0%)	1 (8.0%)	(0.0%)	1 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	5 (5.0%)
Number Tested	(0.0%)	12 (100.0%)	15 (100.0%)	15 (100.0%)	13 (100.0%)	12 (100.0%)	9 (100.0%)	10 (100.0%)	7 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	93 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	416.0	472.5	465.1	534.8	538.3	546.0	534.1	590.6	0.0	0.0	0.0	0.0
Speaking	0.0	418.3	449.3	456.0	511.5	546.5	527.2	572.5	557.4	0.0	0.0	0.0	0.0
Reading	0.0	424.3	458.7	469.3	510.5	498.8	529.8	506.3	591.7	0.0	0.0	0.0	0.0
Writing	0.0	386.2	482.7	461.8	522.2	487.3	541.3	533.0	568.3	0.0	0.0	0.0	0.0

14.

Listening	416	472.5	465.1	534.8	538.3	546	534.1	590.6
Speaking	418.3	449.3	456	511.5	546.5	527.2	572.5	557.4
Reading	424.3	458.7	469.3	510.5	498.8	529.8	506.3	591.7
Writing	386.2	482.7	461.8	522.2	487.3	541.3	533	568.3

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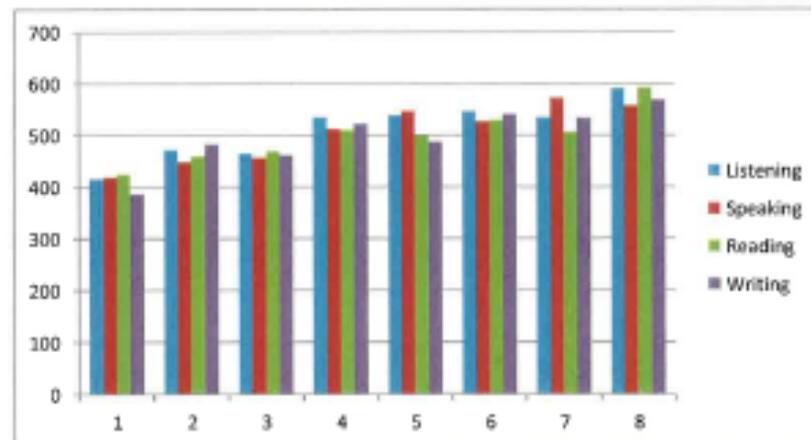
SCHOOL GOAL # 3 To increase the rate of ELs students meeting adequate yearly progress

Identified Need:

Student groups and grade levels to participate in this goal:
The staff needs to explicitly teach English language development.

English Learning Students need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards.

ELs must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write.
Teachers need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively.

Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical-thinking and analytical skills and the particular reading strategies of the disciplines.

Staff needs to focus on the language proficiency level of students by use of the CELDT Test results and a EL Benchmark Tests

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

The newly adopted reading curriculum will be implemented consistently in all grade levels using the district pacing guide, implementation of ELD standards.

Teachers work collaboratively at grade level meetings (to create a year at a glance) to ensure that the CA content standards for English Language Arts are being covered.
Teachers will analyze data from adopted reading series and make appropriate instructional decisions to meet the needs of all their students at grade level meetings

Expected Annual Outcome:
- A. 20 EL students will be targeted for Intervention before, during and after school to provide explicit and specific instruction
- B. Proficiency rates in English Language Development will increase by one year
- C. 50 students will participate in Language arts intervention during and after school
- D. All staff will participate in English Language Development Professional Development
- E. Instructional Materials will be purchased to support teaching and learning in English Language Development
- F. Library books will be purchased to support and enhance English Language Development
- G. Technology will be purchased and used to support and enhance English Language Development
- H. Student academic and attendance incentives will be purchased and given for students who excel in English Language Development
- I. Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development
- J. A new textbook adoption will selected and implemented to support the teaching and learning of English Language Development
- K. Students will attend summer school to support and enhance English Language Development
- L. An EL Coach will provide coaching of teachers and staff in instruction in English Language Development
- M. Students will attend field trips to provide language experience and background experiences
- **N.** All teachers will be appropriately assigned by credential and EL Authorization
- **O. As students proceed through language proficiency levels and are academically successful, students need to be identified and reclassified to Fluent English Proficient (RFEP)**

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
Analyzing Assessments, student progress reports, and teacher observation	**Group data to be collected to measure academic gains:** Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress. Students will take the Interim Smarter Balanced Tests Students will take the Smarter Balanced Summative Test in May. School assessments for reading and math 2015,2016 CAASPP report 2015-2016 CELDT scores

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SCHOOL GOAL # 3 To increase the rate of ELs students meeting adequate yearly progress.				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
1. Provide support materials to assist in teaching to the ELD Standards	**Start date:** **September 2016** **Completion Date:** **June 2017**	**Materials to support the core ELA/ELD**	$2,000	LCFF S/C Instructional Materials and supplies
2. Provide professional development in Implementation of ELD Standards-	**Start date:** **September 2016** **Completion Date:** **June 2017**	Stone Corral will provide staff development to implement the new program: strategies, use of assessment data, clustering, management, focus wall, fluency, sound spelling cards, pacing guide, blending, assessments, interventions, UA, and writing. Teachers will analyze data from adopted reading series and make appropriate instructional decisions to meet the needs of all their students at grade level meetings. ELD Team established to analyze and quantify data, identify strengths and challenges, survey our EL students, and set goals for improving CELDT/CAASPP scores	$1,000 $5,000 $1,000	LCFF S/C Instructional Materials and supplies EEGB Title III
3. ELD Coach – Working with staff as a resource with ELD strategies	**Start date:** **September 2016** **Completion Date:** **June 2017**	Academic coach assisting staff in ELD instruction	$3,000 $1,266	LCFF S/C Salaries and Benefits EEGB
4. Software for instructional and assessment and Tracking Systems	**Start date:** **September 2016** **Completion Date:** **June 2017**	Assessment of student learning	$2,000	LCFF S/C Instructional Materials
5. Develop and provide an effective ELD intervention program	**Start date:** **September 2016** **Completion Date:** **June 2017**	ELD intervention program	$8,790	Title III

SCHOOL GOAL # 4   Ensuring that all students have access to instructional materials (emphasis on technology)

Identified Need

A.   Technology must be brought into the classroom for instruction. This includes hardware, devices, and software.
B.   Staff must learn how to implement, support, and sustain technology in the class.
C.   Staff must learn how to effectively use technology in support of their teaching, assessment, and gathering data.
D.   The technology infrastructure must be more robust
E.   The school facility is maintained and in good repair

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All significant subgroups: Hispanic English Language Learners Socioeconomic Disadvantaged	Computer Lab and classroom technology will be supported and extended to support the instructional program Professional Development for all staff in technology Software will be purchased for student and staff use The technology infrastructures will be improved
Means of evaluating progress toward this goal: A. Computer Lab and classroom technology will be supported and extended to support the instructional program B. Professional Development for all staff in technology C. Software will be purchased for student and staff use D. The technology infrastructures will be improved E. A school facility committee will be established to make sure the he school facility is maintained and in good repair	**Group data to be collected to measure academic gains:** 2016 CAASPP results

SCHOOL GOAL # 4   Ensuring that all students have access to instructional materials (emphasis on technology)

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Technology Staff Development	Start date: September 2016 Completion date: June 2017	Staff development focused on training staff in utilizing computers and devices	$1,000	LCFF S/C Professional Development
2. Provide computerized programs to support Common Core implementation	Start date: September 2016 Completion date: June 2017	Instructional programs	$2,000	LCFF

3. Purchase technology devices to reduce the students to computer ratio at grade level meetings.	Start date: September 2016 Completion date: June 2017	New computers, devices	$10,000 LCFF
4. Increase internet bandwidth from 10 MG to 100MG	Start date: September 2016 Completion date: June 2017	Improve infrastructure	$40,000 LCFF E-Rate

SCHOOL GOAL # 5 Improving pupil attendance and truancy rates

Identified Need:
A.   Students need to attend school every day. Attendance rate is 95%
B.   Suspension rate was 0 this year, but alternatives to suspension need to be sought
C.   20 students can be categorized as at risk of being chronic absent
D.   An attendance Plan describing, monitoring, and enforcing attendance is needed
E.   There will be an intervention safety net of support for students who have attendance problems.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All significant subgroups: Hispanic English Language Learners Socioeconomic Disadvantaged	The school's overall attendance percentage will be 96%. An attendance Plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on numbers of absences and tardies, alternatives to suspension and initiate a Stone Corral School Attendance Committee to monitor all student attendance There will be an intervention safety net of support for students who have attendance problems. Student Incentives will be purchased to support and acknowledge learning, attendance, and citizenship goals. A psychologist or counselor will be hired to provide counseling, support for instruction, and learning in the affective realm A TCOE Nurse will work five additional days to provide health and wellness support for students
Expected Outcome: A. The school's overall attendance percentage will be 96%. B. An attendance Plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on numbers of absences and tardies, alternatives to suspension and initiate a Stone Corral School Attendance Committee to monitor all student attendance C. There will be an intervention safety net of support for students who have attendance problems. D. Student Incentives will be purchased to support and acknowledge learning, attendance, and citizenship goals. E. A psychologist or counselor will be hired to provide counseling, support for instruction, and learning in the affective realm F. A TCOE Nurse will work five additional days to provide health and wellness support for students	**Group data to be collected to measure academic gains:** Attendance report Individual student attendance records Attendance plan/policy

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SCHOOL GOAL # 5 Improving pupil attendance and truancy rates				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
1. Hire a part time Psychologist/ Counselor	Start date: September 2016 Completion date: June 2017	Counseling for students and parents	$10,000	LCFF S/C Salaries and Benefits Contracted Services
2. Purchase attendance incentives	Start date: September 2016 Completion date: June 2017	Incentives for perfect/improved attendance	$1,000	LCFF
3. Additional days for county nurse	Start date: September 2016 Completion date: June 2017	Nurse to provide assistance to families for health issues	$2,000	LCFF S/C Salaries and Benefits Contracted Services
4. Noon Duty Supervisors	Start date: September 2016 Completion date: June 2017	For supervision of students for school safety	$15,000	LCFF S/C Salaries and Benefits

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SCHOOL GOAL # 6 To increase parent participation and engagement

Identified need:
Parent programs need to be expanded to get parents engaged at the school to help support student achievement

Student groups and grade levels to participate in this goal: All significant subgroups: Hispanic English Language Learners Socioeconomic Disadvantaged	Anticipated annual performance growth for each group: **Means of evaluating progress toward this goal:** **Analyzing CAASPP data, District Math Assessments, student progress reports, and teacher observation**
Anticipated annual performance growth for each group: A. The PIQUE Program will be implemented. The goal is to have 20 families participate at each session. B. Latino Family Literacy Project will be implemented. The goa is to have 15 families participate at each session C. Volunteer Appreciation awards will be purchased to support volunteers and families that support education. The goal is to honor at least 20 volunteers based on the 20 parents with most signed in volunteer hours documented in Volunteer Log D. 9 Parent Education Nights to help educate and engage families to support learning. Topics will include: Helping students with reading, writing, language development math, and those with special needs E. 10 parents will be trained in governance- School Site Council, English Language Learners Council, exceptional needs parents	**Group data to be collected to measure academic gains:** Attendance report Individual student attendance records

SCHOOL GOAL # 6 To increase parent participation and engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Initiate PIQE Program	Start date: September 2016 Completion date: June 2017	Parent involvement	$2,000	LCFF S/C Contracted Services
2. Initiate Latino Family Literacy Project	Start date: September 2016 Completion date: June 2017	Parent involvement	$2,000	LCFF S/C Contracted Services
3. Volunteer Recognition	Start date: September 2016 Completion date: June 2017	Incentives to encourage and celebrate parent/community involvement	$500	LCFF S/C Materials and Supplies
4. Parent Education Nights	Start date: September 2016 Completion date: June 2017	Monthly parent education nights	$1,000	LCFF S/C Salaries and Benefits
5. Parents will be trained in governance- SSC, ELAC	Start date: September 2016 Completion date: June 2017	Parent participation and engagement in governance	$443	Immigrant

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Appendix B - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
[ ] California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	
[ ] Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	
[ ] Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	
[ ] High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	
[ ] Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
[] Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	
[ ] Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	
[ ] School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	

[ ]	School Safety and Violence Prevention Act Purpose: Increase school safety.	
[ ]	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	
[ ]	List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted $2,170 Lottery Inst. Materials $5,658 Lottery $20,823	$ 28,651

Federal Programs under No Child Left Behind (NCLB)		Allocation
[ ]	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	$
[ ]	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
[x]	Title I, Part A: School wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$106,730
[ ]	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
[ ]	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
[x]	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$21,580
[ ]	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	
[X]	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 10,096
[ ]	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	

[ ]	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	
[ ]	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	$ 21,580
[ ]	Other Federal Funds (list and describe	

Appendix E - Recommendations and Assurances (Stone Corral Elementary School)

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

    [ ]   School Advisory Committee for State Compensatory Education Programs

    [X]   English Learner Advisory Committee

    [ ]   Community Advisory Committee for Special Education Programs

    [X]   Gifted and Talented Education Program Advisory Committee

    Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan 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 school plan was adopted by the school site council on: _____

Attested:

 Chris Kemper   _____   _____
Typed name of school principal   Signature of school principal   Date

                                                          _____   _____
                                                          Signature of SSC chairperson   Date

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Appendix H - School Site Council Membership (Stone Corral Elementary School)

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
Chris Kemper	X				
Dolores Gonzalez			X		
Jesica Rodriguez			X		
Gabriel Perez		X			
Irene Reynoso		X			
Miguel Rodriguez		X			
Maria Saldana				X	
Christina Farias				X	
Elva Torrez				X	
Maria Martinez				X	
Abril Gonzalez				X	
Lisa Barraza				X	
Numbers of members of each category	1	3	2	6	

(43) 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