

The Single Plan for Student Achievement  
KERNVILLE ELEMENTARY SCHOOL

15-63545-6009641  
CDS Code

Date of this revision: February 2009

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:

Contact Person: Aileen DeLapp

Position: Principal

Telephone Number: (760) 376-2249

Address: PO Box 2007  
13350 Sierra Way  
Kernville, CA 3238

E-mail Address: [aidelap@zeus.kern.org](mailto:aidelap@zeus.kern.org)

Kernville Union Elementary School District

The District Governing Board approved this revision of the School Plan on February 11, 2009.

## Process for Developing the Kernville Elementary Single School Plan

The Kernville Elementary School School Site Council composed of staff, parent and community members, were responsible for the development of this Single School Plan. An initial comprehensive need assessment was conducted which included input from parents, students, and staff. Data was gathered relevant to student outcomes in the core instructional areas, school climate, parent involvement, and resources necessary to achieve desired instructional goals to meet the needs of all our students. Information came from API information and STAR data, parent and student surveys, school data, and discussions with parents and staff. The School Site Council gathered and analyzed all available data and came to a consensus determining the direction the school needs to take to improve services to all students. The Kern County superintendent of Schools office provided technical assistance and training. This plan will be updated annually.

The next several pages of the Single School Plan lay out the results of the data gathering process as well as updated STAR and multiple measure results. It should be mentioned that statistical results and evaluation of the improvement process would be ongoing with the School Site council, the primary group for monitoring progress.

*English-Language Arts Adequate Yearly Progress (AYP)*

AYP PROFICIENCY LEVEL	All Students			Economically Disadvantage											
	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
Participation Rate	100	100	100	100	100	100									
Percent At or Above Proficient	43	45.9	54.1	34	23.1	43.8									
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2									
Met AYP Criteria	Y	Y	Y	Y	N	Y									

Conclusions indicated by the data:

1. Continued growth overall
2. PLCs are working
3. Intervention programs and Title I program working
4. Met AYP growth target of 35.2% proficient or advanced

*Mathematics Adequate Yearly Progress (AYP)*

AYP PROFICIENCY LEVEL	All Students			Economically Disadvantaged											
	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
Participation Rate	100	100	100	100	100	100									
Percent At or Above Proficient	56.5	61.2	64.7	46.8	44.2	56.3									
AYP Target	26.5	26.5	37	26.5	26.5	37									
Met AYP Criteria	Y	Y	Y	Y	Y	Y									

Conclusions indicated by the data:

1. Continued growth overall
2. PLCs are working
3. Intervention programs and Title I program working
4. Met AYP growth target of 37% proficient or advanced

*Academic Performance by Grade Level – Reading Language Arts Data By Grade For All Students*

API PROFICIENCY LEVEL		Grade 2			Grade 3			Grade 4			Grade: 5		
		Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
		Number (#) and Percent (%) At or Above Proficient	#	7	11	9	7	8	11	17	11	18	16
	%	21	35	39	32	29	38	61	44	72	64	58	61
Number and Percent At Basic	#	15	10	8	8	11	13	6	10	5	6	9	8
	%	47	32	35	36	39	45	21	40	20	24	35	35
Number and Percent Below Basic	#	5	8	5	4	8	5	2	3	2	2	2	0
	%	16	26	22	18	29	17	7	12	8	8	8	0
Number and Percent Far Below Basic	#	5	2	1	3	1	0	3	1	0	1	0	1
	%	16	6	4	14	4	0	11	4	0	4	0	4
TOTAL NUMBER AND PERCENT	#	32	31	23	22	28	29	28	25	25	25	26	23
	%	100	100	100	100	100	100	100	100	100	100	100	100
AYP Target		24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria		N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Conclusions indicated by the data:
<ol style="list-style-type: none"> <li>1. All grade levels met AYP target of 35.2% proficient or advanced</li> <li>2. Significant increase in the % of students scoring proficient or advanced</li> <li>3. Decrease in the % of students scoring FBB in all grade levels except 5<sup>th</sup> where 1 student scored FBB</li> <li>4. Decrease in the % of students scoring BB at all levels</li> <li>5. We are improving</li> </ol>

*Academic Performance by Grade Level – Reading Language Arts Data By Grade for Econ. Disadvantaged Students*

API PROFICIENCY LEVEL		Grade 2			Grade 3			Grade 4			Grade: 5		
		Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
		Number (#) and Percent (%) At or Above Proficient	#	3	3	3	4	2	5	6	5	8	5
	%	18	15	25	25	13	26	43	35	57	55	22	56
Number and Percent At Basic	#	7	8	4	6	6	9	4	5	4	3	5	6
	%	41	40	33	38	40	47	29	36	29	33	56	38
Number and Percent Below Basic	#	4	7	4	3	6	5	1	3	2	1	2	0
	%	24	35	33	19	40	26	7	21	14	11	22	0
Number and Percent Far Below Basic	#	3	2	1	3	1	0	3	1	0	0	0	1
	%	18	10	8	19	7	0	21	7	0	0	0	6
TOTAL NUMBER AND PERCENT OF TOTAL STUDENT POPULATION	#	17	20	12	16	15	19	14	14	14	9	9	16
	%	53	64.5	52.2	73	54	65.5	50	56	56	36	35	69.6
AYP Target		24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria		N	N	N	Y	N	N	Y	Y	Y	Y	N	Y

Conclusions indicated by the data:

1. All grade levels met AYP target of 35.2% proficient or advanced
2. Significant increase in the % of students scoring proficient or advanced at all grade levels – all grades levels increased by at least 10% with 4<sup>th</sup> and 5<sup>th</sup> grade showing the greatest increase.
3. Significant decrease in the % of students scoring BB in all grades
4. Significant decrease in the % of students scoring FBB in all grades except 5<sup>th</sup> where 1 students scored FBB
5. The % of students in the basic range decreased all grade levels except 3<sup>rd</sup> grade, however, this is OK because the % of students scoring BB significantly decreased which is what we want to see

*Academic Performance by Grade Level – Reading Language Arts For Non-Econ. Disadvantaged Students*

API PROFICIENCY LEVEL		Grade 2			Grade 3			Grade 4			Grade: 5		
		Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
		Number (#) and Percent (%) At or Above Proficient	#	4	8	6	3	6	6	11	6	10	11
	%	27	73	54	50	46	60	78	54	91	69	76	71
Number and Percent At Basic	#	8	2	4	2	5	4	2	5	1	3	4	2
	%	53	18	36	33	38	40	14	45	9	19	24	29
Number and Percent Below Basic	#	1	1	1	1	2	0	1	0	0	1	0	0
	%	7	9	9	17	15	0	7	0	0	6	0	0
Number and Percent Far Below Basic	#	2	0	0	0	0	0	0	0	0	1	0	0
	%	13	0	0	0	0	0	0	0	0	6	0	0
TOTAL NUMBER AND PERCENT OF TOTAL STUDENT POPULATION	#	15	16	11	6	13	10	14	11	11	16	17	7
	%	47	35.5	47.8	27	46	34.5	50	44	44	64	65	30.4
AYP Target		24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Conclusions indicated by the data:
<ol style="list-style-type: none"> <li>1. All grade levels met AYP growth target of 35.2% proficient or advanced</li> <li>2. Significant increase in the % of students scoring at or above proficient in grades 3 and 4; decrease in grades 2 and 5</li> <li>3. Significant decrease in the % of students scoring BB in 3<sup>rd</sup> grade; all students scored basic or above</li> <li>4. Only 1 student school wide scored below the basic range</li> <li>5. No student scored FBB</li> </ol>

*Academic Performance by Grade Level – Math Data By Grade For All Students*

API PROFICIENCY LEVEL		Grade 2			Grade 3			Grade 4			Grade: 5		
		Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
		Number (#) and Percent (%) At or Above Proficient	#	14	19	11	11	17	20	14	10	19	16
	%	43	62	48	50	61	68	50	40	76	64	61	61
Number and Percent At Basic	#	10	6	8	7	6	6	10	8	4	6	6	4
	%	31	19	35	32	21	21	36	32	16	24	23	17
Number and Percent Below Basic	#	8	5	4	3	5	3	3	6	2	3	4	4
	%	25	16	17	14	18	10	11	24	8	12	15	17
Number and Percent Far Below Basic	#	0	1	0	1	0	0	1	1	0	0	0	1
	%	0	3	0	5	0	0	4	4	0	0	0	4
TOTAL NUMBER AND PERCENT	#	32	31	23	22	28	29	28	25	25	25	26	23
	%	100	100	100	100	100	100	100	100	100	100	100	100
AYP Target		26.5	26.5	37	26.5	26.5	37	26.5	26.5	37	26.5	26.5	37
Met AYP Criteria		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Conclusions indicated by the data:

1. All grade levels met AYP target of 37% proficient or advanced
2. The % of students scoring proficient or advanced increased in grades 3 and 4; decrease in grade 2; and remained the same in grade 5. All grade levels are well above the AYP target.
3. Only one student school wide scored FBB
4. Decrease in % of students scoring BB in grade 3 and 4; increase in grades 2 and 5

*Academic Performance by Grade Level – Math Data By Grade for Econ. Disadvantaged Students*

API PROFICIENCY LEVEL		Grade 2			Grade 3			Grade 4			Grade: 5		
		Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
		Number (#) and Percent (%) At or Above Proficient	#	6	8	4	8	7	11	4	4	9	5
	%	34	40	33	50	47	58	28	28	64	55	44	69
Number and Percent At Basic	#	5	6	4	4	4	5	7	4	3	3	2	1
	%	29	30	33	25	27	26	50	29	21	33	22	6
Number and Percent Below Basic	#	6	5	4	3	4	3	2	5	2	1	3	4
	%	35	25	33	19	27	16	14	36	14	11	33	25
Number and Percent Far Below Basic	#	0	1	0	1	0	0	1	1	0	0	0	0
	%	0	5	0	6	0	0	7	7	0	0	0	0
TOTAL NUMBER AND PERCENT OF TOTAL STUDENT POPULATION	#	17	20	12	16	15	19	14	14	14	9	9	16
	%	53	65.5	52.2	73	54	65.5	50	56	56	36	35	69.6
AYP Target		26.5	26.5	37	26.5	26.5	37	26.5	26.5	37	26.5	26.5	37
Met AYP Criteria		Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y

Conclusions indicated by the data:
<ol style="list-style-type: none"> <li>1. All grades except 2<sup>nd</sup> grade met the AYP target of 37%</li> <li>2. Significant decrease in the % of scoring FBB. No student scored FBB</li> <li>3. Decrease in the % of students scoring BB in all grade levels except 2<sup>nd</sup> grade</li> <li>4. The % of students scoring at or above proficient increased in grades 3, 4, and 5, with a significant increase in 4<sup>th</sup> grade (36%)</li> </ol>

*Academic Performance by Grade Level – Math For Non-Econ. Disadvantaged Students*

API PROFICIENCY LEVEL		Grade 2			Grade 3			Grade 4			Grade: 5		
		Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08	Yr 06	Yr 07	Yr 08
		Number (#) and Percent (%) At or Above Proficient	#	8	11	7	3	10	9	10	6	10	11
	%	53	100	63	50	76	90	72	54	91	69	71	43
Number and Percent At Basic	#	5	0	4	3	2	1	3	4	1	3	4	3
	%	33	0	36	50	15	10	21	36	9	19	24	43
Number and Percent Below Basic	#	2	0	0	0	1	0	1	1	0	2	1	0
	%	13	0	0	0	8	0	7	9	0	13	6	0
Number and Percent Far Below Basic	#	0	0	0	0	0	0	0	0	0	0	0	1
	%	0	0	0	0	0	0	0	0	0	0	0	14
TOTAL NUMBER AND PERCENT OF TOTAL STUDENT POPULATION	#	15	11	11	6	13	10	14	11	11	16	17	7
	%	47	35.5	47.8	27	46	34.5	50	44	44	64	65	30.4
AYP Target		26.5	26.5	37	26.5	26.5	37	26.5	26.5	37	26.5	26.5	37
Met AYP Criteria		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Conclusions indicated by the data:

1. All grade levels met AYP target of 37% proficient or advanced
2. The % of students scoring proficient or advanced increased in grade 3 and 4; decreased in grades 2 and 5.
3. All students except for 1 scored basic or above

## Demographic Data Summary

Grade	Students Continuously Enrolled Since Kindergarten by Number (#) and Percent (%)																		
	All Groups		White		African-American		Asian		Hispanic		English Learners (EL)		Redesignated - Fluent English Proficient		Socioeconomic Disadvantaged		Students w/Disabilities		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>K</b>																			
<b>1</b>																			
<b>2</b>	12	52													4	33			
<b>3</b>	18	62													10	53			
<b>4</b>	13	52													7	50			
<b>5</b>	9	40													5	25			

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE DATA BY GRADE FOR ALL STUDENTS ENROLLED SINCE KDG																				
		Grade 2			Grade 3			Grade 4			Grade: 5											
		LA	M		LA	M		LA	M		LA	M										
Number (#) and Percent (%) At or Above Proficient	#	5	6		9	14		11	12		7	6										
	%	42	50		50	78		85	92		78	67										
Number and Percent At Basic	#	5	3		8	2		2	1		1	1										
	%	42	25		44	11		15	8		11	11										
Number and Percent Below Basic	#	2	3		1	2		0	0		0	2										
	%	16	25		6	11		0	0		0	22										
Number and Percent Far Below Basic	#	0	0		0	0		0	0		1	0										
	%	0	0		0	0		0	0		11	0										
TOTAL NUMBER AND PERCENT	#	12	12		18	18		13	13		9	9										
	%	100	100		100	100		100	100		100	100										

Conclusions: A large number of students enrolled since kindergarten score proficient or advanced. The SSC feels that students enrolled since kindergarten are at an advantage across the board. Look at number of students, not percentages, as percentages are deceiving because of the small number of students.

*Academic Performance by Grade Level – Enrolled at Kernville School since KDG*

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE DATA BY GRADE FOR NON-ECON. DISADVANTAGED STUDENTS																	
		Grade 2			Grade 3			Grade 4			Grade: 5								
		LA	M		LA	M		LA	M		LA	M							
Number (#) and Percent (%) At or Above Proficient	#	4	5		5	8		6	6		4	3							
	%	50	63		63	100		100	100		100	75							
Number and Percent At Basic	#	4	3		3	0		0	0		0	1							
	%	50	37		37	0		0	0		0	25							
Number and Percent Below Basic	#	0	0		0	0		0	0		0	0							
	%	0	0		0	0		0	0		0	0							
Number and Percent Far Below Basic	#	0	0		0	0		0	0		0	0							
	%	0	0		0	0		0	0		0	0							
TOTAL NUMBER AND PERCENT	#	8	8		8	8		6	6		4	4							
	%	100	100		100	100		100	100		100	100							

Conclusions: No student scored FBB or BB. Every student in the 4<sup>th</sup> grade scored proficient or advanced.

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE DATA BY GRADE FOR ECON. DISADVANTAGED STUDENTS																				
		Grade 2			Grade 3			Grade 4			Grade: 5			Grade: ____			Grade: ____			Grade: ____		
		LA	M		LA	M		LA	M		LA	M										
Number (#) and Percent (%) At or Above Proficient	#	1	1		4	6		5	6		3	3										
	%	25	25		40	60		71	86		60	60										
Number and Percent At Basic	#	1	0		5	2		2	1		1	0										
	%	25	0		50	20		29	14		20	0										
Number and Percent Below Basic	#	2	3		1	2		0	0		0	2										
	%	50	75		10	20		0	0		0	40										
Number and Percent Far Below Basic	#	0	0		0	0		0	0		1	0										
	%	0	0		0	0		0	0		20	0										
TOTAL NUMBER AND PERCENT	#	4	4		10	10		7	7		5	5										
	%	100	100		100	100		100	100		100	100										

Conclusions: Econ. Disadvantaged students who were enroll since KDG did very well. Very few scored BB or FBB.

**Kernville Elementary School  
Language Arts  
Multiple Measures 2007-08**

Use the grading codes at the bottom of the page to mark each area as Far Below Basic, Below Basic, Basic, Proficient, or Advanced. Place an X in the box following Total that equals the average rating for all scores/grades. Mark next to a student's name a (1) for SDC, (2) for RSP, and (3) for Title I.

School _____ Grade _____ Year _____ Teacher _____										
Grade	Report Card Grade	End of Year Reading Test	Benchmark Test	CST Score	Total	Advanced <b>5</b>	Proficient <b>4</b>	Basic <b>3</b>	Below Basic <b>2</b>	Far Below Basic <b>1</b>
2						0	35	35	22	8
3						0	38	34	24	4
4						8	48	28	16	0
5						13	22	48	13	4
	<b>CST Scores</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>				
	2nd Grade	150 - 261	262 - 299	300 - 349	350 - 401	402 - 600				
<b>Percentages</b>	3rd Grade	150 - 258	259 - 299	300 - 349	350 - 401	402 - 600				
90 - 100 = A = Advanced = <b>5</b>	4th Grade	150 - 268	269 - 299	300 - 349	350 - 392	393 - 600				
80 - 89 = B = Proficient = <b>4</b>	5th Grade	150 - 270	271 - 299	300 - 349	350 - 394	395 - 600				
70 - 79 = C = Basic = <b>3</b>	6th Grade	150 - 267	268 - 299	300 - 349	350 - 393	394 - 600				
60 - 69 = D = Below Basic = <b>2</b>	7th Grade	150 - 262	263 - 299	300 - 349	350 - 400	401 - 600				
59 and below = F = Far Below Basic = <b>1</b>	8th Grade	150 - 265	266 - 299	300 - 349	350 - 394	395 - 600				

**Kernville Elementary School  
Mathematics  
Multiple Measures 2007-08**

Use the grading codes at the bottom of the page to mark each area as Far Below Basic, Below Basic, Basic, Proficient, or Advanced. Place an X in the box following Total that equals the average rating for all scores/grades. Mark next to a student's name a (1) for SDC, (2) for RSP, and (3) for Title I.

School _____ Grade _____ Year _____ Teacher _____										
Grade	Report Card Grade	End of Year Math Test	Benchmark Test	CST Score	Total	Advanced <b>5</b>	Proficient <b>4</b>	Basic <b>3</b>	Below Basic <b>2</b>	Far Below Basic <b>1</b>
2						13	35	35	13	4
3						10	38	17	28	7
4						12	36	24	24	4
5						9	22	30	22	17
	<b>CST Scores</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>				
	2nd Grade	150 - 261	262 - 299	300 - 349	350 - 401	402 - 600				
<b>Percentages</b>	3rd Grade	150 - 258	259 - 299	300 - 349	350 - 401	402 - 600				
90 - 100 = A = Advanced = <b>5</b>	4th Grade	150 - 268	269 - 299	300 - 349	350 - 392	393 - 600				
80 - 89 = B = Proficient = <b>4</b>	5th Grade	150 - 270	271 - 299	300 - 349	350 - 394	395 - 600				
70 - 79 = C = Basic = <b>3</b>	6th Grade	150 - 267	268 - 299	300 - 349	350 - 393	394 - 600				
60 - 69 = D = Below Basic = <b>2</b>	7th Grade	150 - 262	263 - 299	300 - 349	350 - 400	401 - 600				
59 and below = F = Far Below Basic = <b>1</b>	8th Grade	150 - 265	266 - 299	300 - 349	350 - 394	395 - 600				

**Kernville Elementary School  
Multiple Measures 2007-08**

Use the grading codes at the bottom of the page to mark each area as Far Below Basic, Below Basic, Basic, Proficient, or Advanced. Place an X in the box following Total that equals the average rating for all scores/grades. Mark next to a student's name a (1) for SDC, (2) for RSP, and (3) for Title I.

School _____	Grade _____	Year _____	Teacher _____							
Grade	Report Card Grade	End of Year Reading Test	Benchmark Test	CST Score	Total	Advanced <b>5</b>	Proficient <b>4</b>	Basic <b>3</b>	Below Basic <b>2</b>	Far Below Basic <b>1</b>
Language Arts # of Students						5	36	36	19	4
Language Arts %						5	36	36	19	4
Mathematics # of Students						11	33	26	22	8
Mathematics %						11	33	26	22	8
	<b>CST Scores</b>	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>				
	2nd Grade	150 - 261	262 - 299	300 - 349	350 - 401	402 - 600				
<b>Percentages</b>	3rd Grade	150 - 258	259 - 299	300 - 349	350 - 401	402 - 600				
90 - 100 = A = Advanced = <b>5</b>	4th Grade	150 - 268	269 - 299	300 - 349	350 - 392	393 - 600				
80 - 89 = B = Proficient = <b>4</b>	5th Grade	150 - 270	271 - 299	300 - 349	350 - 394	395 - 600				
70 - 79 = C = Basic = <b>3</b>	6th Grade	150 - 267	268 - 299	300 - 349	350 - 393	394 - 600				
60 - 69 = D = Below Basic = <b>2</b>	7th Grade	150 - 262	263 - 299	300 - 349	350 - 400	401 - 600				
59 and below = F = Far Below Basic = <b>1</b>	8th Grade	150 - 265	266 - 299	300 - 349	350 - 394	395 - 600				

**Kernville Elementary School  
Parent Survey 2007-2008**

<u>Descriptor</u>	<u>Agree</u>	<u>Disagree</u>	<u>Not Sure</u>
1. I am treated with respect at school.	100%	0%	0%
2. Discipline is handled appropriately at school.	84%	7%	9%
3. The amount of homework assigned is appropriate.	89%	11%	0%
4. My child needs extra help to complete his/her homework.	50%	44%	6%
5. I am kept informed about school programs.	90%	9%	1%
6. The staff makes me feel welcome at school.	98%	0%	2%
7. I feel welcome at PTC/parent group meetings.	77%	2%	20%
8. My child's needs are being met in reading/language arts.	89%	9%	2%
9. My child's needs are being met in math.	92%	8%	0%
10. I read with my child or my child reads independently at least 4 nights a week.	91%	9%	0%
11. I feel free to bring my concerns to the staff at school.	96%	1.75%	1.75%
12. I have a good working relationship with my child's teacher.	97%	1.5%	1.5%
13. I see myself as an important partner in helping the school educate my child.	91%	4.5%	4.5%
14. My child feels safe at school.	87%	9%	4%
15. My child feels safe at the bus stop.	82%	7%	11%
16. My child has been bullied at school by other students.	38%	53%	9%
If marked "agree" – have you contacted the school? 88% 25% Not sure-4%		Was it resolved? Yes-69%	Somewhat resolved-
17. The school is generally clean and well-maintained.	99%	1%	0%
18. The school's playground is adequate.	94%	4%	2%
19. My child likes to go to school.	94%	4%	2%
20. I understand the rules and requirements about student:			
a. Dress Code	100%	0%	0%
b. Language	100%	0%	0%
c. Behavior	100%	0%	0%
21. If the school can't help me, I know they will refer me to someone who can.	92%	4%	4%
22. The meals and snacks offered to my child are nutritional.	75%	15%	10%
If marked "disagree", why not? _____			
23. My child's teacher lets me know right away if my child is having a problem with:			
a. Behavior	100%		
b. Homework	100%		
c. Academics	100%		
		d. Tests	100%

24. During this school year, my child has seen students with the following at school (please circle all that apply):  
 Drugs 1 Alcohol 0 Tobacco 0 Students with weapons 4  
 Did you report it to the school? Yes 1 No 4  
 If you didn't report it to the school, what prevented you from reporting it? 2- it was my child's friend; 1- didn't know about it at the time; 1- it was already reported

25. Circle the family activities you attended this year.  
 Back-to-School Night Halloween Carnival Star Gazing Santa's Secret Shop  
 Open House Christmas Program Bubble Festival HOPE Family Activities  
 Other (please list) \_\_\_\_\_

92% attended at least one event

If you were unable to attend, what prevented you from attending (circle all that apply)

- a. Scheduling 26 families
- b. Did not know about it 3 families
- c. Was not interested 8 families
- d. Other 13 families

**Kernville Elementary School  
Student Survey  
2007-2008**

<u>Descriptor</u>	<u>Agree</u>	<u>Disagree</u>	<u>Not Sure</u>
1. I'm treated with respect at school.	51%	18%	31%
2. The discipline plan is handled fairly.	50%	20%	30%
3. The amount of homework assigned is fair.	74%	12%	14%
4. I need extra help to complete my homework.	20%	59%	21%
5. The staff makes me feel welcome at school.	68%	10%	22%
6. I need help in reading/language arts.	25%	49%	26%
7. I need help in math.	23%	53%	24%
8. Someone reads with me or I read independently at least 4 nights per week.	64%	27%	9%
9. I feel like I can talk to staff members if I have a problem.	60%	19%	21%
10. I feel safe at school.	68%	11%	21%
11. I feel safe at the bus stop.	55%	18%	27%
12. I have been bullied at school by other students.	52%	40%	8%
If you marked "agree", did you tell a staff member?	yes 83%	no 17%	
Did the problem get better after you told a staff member?	yes 54%	no 46%	
13. Did Deputy Garcia's bullying program help reduce bullying?	yes 64%	no 34%	2%
14. The school is generally clean and well-maintained.	60%	19%	21%
15. The school's playground is adequate.	61%	20%	19%
16. I am kept informed about my progress in school.	82%	2%	16%
17. I like to go to school.	58%	27%	15%
18. I understand the rules and requirements about:			
a. Dress Code	82%	14%	4%
b. Language	92%	2%	6%
c. Behavior	88%	6%	6%
18. The meals and snacks offered are healthy and appetizing	54%	23%	23%
19. This school year I have seen students with the following at school (please circle all that apply):			
Drugs 3                      Alcohol 0                      Tobacco 0                      Students with weapons 18			
If you saw any of the above, did you tell a staff member?	Yes 6	No 15	

If marked "no", what prevented you from telling a staff member? 4 – He was a friend; 1 – Didn't want to get a friend in trouble; 1 – He threatened me; 1 - It was a mean person; 2 – Not sure; 1 – I told my mom and she called the school; 1 – It was a teacher; 1 – I forgot; 1 – I can take care of it myself; 1 – I was afraid he'd hurt me; 1 – no response

## Summary of Student Achievement and Demographic Data Analysis

1. School wide all subgroups met AYP targets in ELA and math. Economically disadvantaged students in grades 4 and 5 met AYP target in ELA and grades 3, 4, and 5 in math.
2. Students enrolled since KDG did quite well except for 2<sup>nd</sup> grade.
3. Overall, 2<sup>nd</sup> grade were below expectations, however, in the past these students showed an increase in scores as they move on.
4. Multiple measures scores tend to be lower than STAR scores indicating that our formative and summative assessments administered are rigorous.

### Conclusions:

Kernville Elementary School continues to show growth in both ELA and math. All grade levels except 2<sup>nd</sup> are at or above the state averages in ELA and math. 5<sup>th</sup> grade is above the state average in science. We well exceeded the 2008 AYP growth targets in ELA and math and were above the AYP targets for 2009. We are very proud of the achievement we are making.

## School Vision and Mission

*The mission of Kernville Elementary School is to create a community of learners in which teachers, students, and parents work together as a team to create a positive, safe environment so that all students learn. Our vision is to provide a safe nurturing environment; encourage trustworthiness, responsibility, respect, caring, citizenship and fairness; have high expectations for all children; promote tolerance and acceptance; provide all students with a rich and varied instruction in challenging curriculum which meets or exceeds district and state standards.*

To assist in accomplishing this mission, the school's vision is full implementation and refinement of the following goals:

- Grade-level performance of all students in reading, written expression, and mathematics.
- Organization, at the primary level, of a skills based reading program that includes phonics, sight words, word structure, vocabulary, and comprehension.
- Continued emphasis and coordination of early intervention and remedial programs to meet the needs of students at risk of reading failure.
- Instruction in alignment with state frameworks that meets or exceeds state and local (LEA) standards.
- Provide meaningful and regular opportunities for parents and community members to become partners in education.
- Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.
- Ensure access to core curriculum by budgeting for materials, by providing staff development, and by monitoring instruction.
- Ensure that all students have equal access to the core curriculum.
- Emphasis on technology to supplement core curriculum.
- Improve accountability by gathering data relevant to student demographics that is valid, leading to program changes that improve student outcomes.

## School Profile

Kernville Elementary is located in the town of Kernville, California, and is one of four schools in the Kernville Union School District serving the communities of Wofford Heights, Kernville, and Riverkern. The community is non-industrialized, comprised largely of forestry, agriculture, small businesses, and services needed to support a resort community. The background of the student population varies widely with 58.3% of all families receiving some level of AFDC. The student ethnic population consists of 84.1% Caucasian, 7.6% Hispanic, .6% American Indian, 1.3% Asian American, and 1.9% African American, and 4.5% multiple ethnicities.

The Kernville Elementary school staff includes six full-time self-contained credentialed teachers, one half-time physical education teacher, one half-time Title I teacher, and a full-time principal. All teachers are teaching in their field of training and within their credential authorizations.

Designated Instructional Services (DIS) and Special Education Services are provided by the District. At Kernville Elementary, this includes students identified as learning disabled and/or for speech and language disorders. Specialists in those fields receive referrals from either certificated staff or parents, conduct proper assessment, and place students accordingly.

Classified staff members include one full-time secretary, two food service personnel, two custodians, and four paraprofessionals. We also have the services of a district nurse, part-time school psychologist, family advocate, and after school program recreation leaders.

Kernville Elementary operates on a traditional school year calendar and is in session one hundred and eighty days. We have 36 early release days for district Professional Learning Community meetings, and 10 minimum days per year for parent conferences and days preceding major holidays. Total instructional minutes per day by grade level are the following: Kindergarten: 325 Grades 1-3: 300 Grades 4-5: 350. We exceed the state required instructional minutes.

Supplemental programs include Title I, SLIP, EIA, Special Education, counseling/psychological services, parent volunteer programs, ropes course instruction, and a four-hour after school program offered to all students grades K through 5.

Kernville Elementary School has a computer lab with 30 computers and an extensive library.

Kernville Elementary School has been a Schoolwide Title I school since 1999. In 2005, Kernville Elementary School received the Title I Academic Achievement Award.

The KUSD has a Student Attendance Review Board (SARB) and contracts with the District Attorney's office to provide a representative in an effort to improve attendance with the overall goal of increasing student's instructional time and achievement.

Character Counts was fully implemented in the fall of 2007 to address and improve student behavior. All staff members have been trained and participate in the program to focus on the six pillars of positive character development.

## Analysis of Current Educational Practice

### I. Standards, Assessment, and Accountability

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

Kernville Elementary has established high standards for all subject areas that are in line with state standards and educational research. They have been reviewed and approved by all certificated staff members, school site and district administration, and the Kernville Union School Board of Trustees. All standards are reviewed and revised in accordance to state frameworks and content standard adoptions. All students attending Kernville Elementary have equal access to the district's core curriculum. Students and parents are provided with a copy of grade level standards and expectations at the beginning of each trimester.

Measures used to determine student outcomes and the effect of district and school programs on student performance include the following:

- A. Multiple measures that include the student grades, the end of the year reading/math tests, benchmark tests, and proficiency level on the CST.
- B. Targeted California State Standards will be used to develop proficiency assessments using EduSoft to measure competency in reading, mathematics, and written language. These assessments will be administered three times per year.
- C. Phonics decoding and fluency test for first grade
- D. Skills based criterion reference evaluation (pre and post) for kindergarten
- E. Parent/student surveys

*Listed below are the formal assessment tools and curriculum-embedded assessment tools used to determine student achievement with a brief description provided:*

#### 1. *California Standards Test (STAR)*

Administered: STAR grades 2-5

Expectation: proficient or above on the CST grades 2-5.

Individualized results: Teachers are given scores for each of their students for all tests administered. School staff analyzes the results to make necessary modifications in the educational program.

Interpretation: All parents are mailed a copy of their son/daughter's scores with an explanation on how to interpret the results.

2. *Multiple Measures:*  
Administered: All students (grades 2-5) are assessed in the spring of each year  
Expectation: Proficient or advanced scores in all areas  
Individual Results: Forward to district categorical director and used for school assessment of student outcomes for program improvement purposes  
Interpretation: Summary of results are reported in Accountability Report Cards published each fall and sent home to parents
  
3. *Kindergarten Assessment:*  
Administered: Three times each year to all kindergarten students  
Expectation: Acquisition of skills (reading and math readiness) at grade level in preparation of beginning first grade.  
Individual Results: Used by kindergarten teacher to assess student readiness skills and individual program. Results used to evaluate effectiveness of class size reduction.  
Interpretation: Results discussed during parent conferences on an as needed basis.
  
4. *Houghton Mifflin Theme Tests*  
Administered: To all students in grades 1 – 5 as recommended by the publisher.  
Expectation: Students will pass with a minimum of 70%  
Individual Results: Used by teachers to determine proficiency and to determine those who need additional instruction and reinforcement.  
Interpretation: Results will be shared with parent at parent conferences and throughout the year.
  
5. *Curriculum-Embedded Assessments*  
Administered: To all students in grades K – 5 in all subject areas  
Expectation: Students will pass with a minimum of 70%  
Individual Results: Used by teachers to determine proficiency and to determine those who need additional instruction and reinforcement.  
Interpretation: Results will be shared with parent at parent conferences and throughout the year.
  
6. *IEP's for Speech and Special Education Program:*  
Administered: All needed tests are given to students requiring additional services, including speech and special education.  
Expectation: Guidelines for qualification for possible special education placement from the State and Federal Departments of Education are followed.  
Interpretation: IEP meetings are scheduled with the parent, teacher, student, resource teacher, administration and any other needed personnel needed to support required student services. All guidelines (state and federal) are followed. Parent rights are administered and copies of all necessary documents (IEP) are provided to parents.

7. *Accelerated Reader Quizzes:*  
Administered: Students take a quiz when they have completed a book  
Expectation: Pass the quiz with 70% or better  
Individual Results: Used by the teachers to determine reading level and to assess comprehension skills.  
Interpretation: Results will be used to determine when a student should move to another level. Results will be shared with parents during parent conferences.
  
8. *Edusoft Assessment System*  
Administered: To all students in grades K-5 as recommended by the publisher  
Expectation: Students will pass with a minimum of 70%  
Individual Results: Tests will be developed and used by teachers to determine proficiency in grade level state standards and to determine those who need additional instruction and reinforcement.  
Interpretation: Results will be shared with parent at parent conferences and throughout the year.
  
9. *California English Language Development Test (CELDT)*  
Administered: All students who have a home language other than English  
Expectation: Proficiency  
Individual Results: Used by school staff to determine level of proficiency in the English language.  
Interpretation: Parents are notified of results within 30 days after results from the publisher
  
10. *DIEBELS Oral Reading Fluency*  
Administered: Each trimester grades 2-5; by teacher request K-1  
Expectation: Proficiency  
Individual Results: Used by school staff to determine level of Oral reading fluency English language.  
Interpretation: Parents are notified of results with each report card
  
11. *Benchmark testing grades K-5*  
Administered: 2 – 3 times per year depending on grade level  
Expectation: Proficiency  
Interpretation: Results will be shared with parents during parent conferences
  
12. *Formative assessment grades K-5*  
Administered: Weekly or bi-weekly as determined by PLCs  
Expectation: Proficiency  
Individual Results: Used by school staff to determine interventions needed  
Interpretation: Parents are notified through progress reports and parent conferences
  
13. *DIEBELS Progress Monitoring*  
Administered: Weekly to students at risk  
Expectation: Proficiency  
Individual Results: Used by school staff to determine reading fluency progress  
Interpretation: Results are shared with parents at RtI meetings and during parent conferences

Kernville Elementary School has an assessment and monitoring system in place. These assessments inform staff on student progress and effectiveness of instruction in all classrooms. Through these assessments, timely data is provided that will improve instruction and student achievement. Assessment results are stored electronically using EduSoft.

There is evidence that these assessments guided the improvement of student achievement as our test scores continue to improve. Students at Kernville Elementary School exceed the AYP growth target required by NCLB, which is a strong indicator that these assessments modify instruction and improve student achievement. Kernville Elementary School was also awarded a California Distinguished School Honorable Mention Award in 2008.

Parents are kept informed of assessment results through parent conferences, newsletters, report cards, progress reports, the School Accountability Report Card, and the Professional Learning Communities information bulletin board. Kid friendly standards are sent home each trimester.

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

All teachers use the Houghton-Mifflin curriculum-embedded assessments in reading/language arts and mathematics. This information is stored electronically using EduSoft. Curriculum-embedded assessments are administered every four to eight weeks. These assessments are used to monitor student progress and the effectiveness of instruction. Through data analysis, decisions are made that will improve instruction and student achievement. These assessments are used to modify instruction by identifying students who need additional support through the push-in program and/or standards that need to be retaught.

STAR reports, multiple measure results, and other assessments conducted are reported to all teachers and support personnel. Discussions of strategies and areas in need of improvement are discussed. Modifications are made in the instructional program and reviewed on a regular basis. Regular reports prepared by school site administration are presented to the community at Back-to-School Night, school board meetings, staff meetings, through the School Accountability Report Card (SARC), and school site council meetings. Goals reflecting needed program improvement are established on an ongoing basis to ensure growth for all students.

The process for ongoing evaluation of the site/district's educational programs include the following: 1) determining essential standards 2) administering assessments (formative and summative) 3) compiling results 4) desegregating data 5) reporting and analyzing data 6) making recommendations/changes for program improvement 7) reteaching if necessary. This is accomplished through weekly PLC meetings where grade level teams meet to focus on the learning of all students. Members work together to clarify exactly what students must learn, determine assessment tools, monitor students' learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, as well as, extend and enrich learning when students have already mastered intended outcomes.

Response to Intervention (RtI) meetings are held weekly as needed for students who are experiencing difficulties in school, either academic or behavior difficulties. The team, including the teacher, principal, psychologist, parent, nurse, and other district staff as needed, meet to discuss concerns and to develop an action

plan including goals of intervention, steps to reach the goals, and types of data to be collected prior to the next meeting. Follow-up meetings are held every three - four weeks as needed.

STAR scores, multiple measures assessment data, and other assessment results are shared at the end of the school year and are used in the fall of the following year to provide teachers of an overview of their students in order to best meet individual student/class instructional needs.

During the year, assessment results, progress toward IEP goals, multiple measure results, and other assessment results are distributed to teachers following administration and scoring of the tests. Modifications to classroom instruction or to program delivery are made with input from PLC teams, site administration, staff, student success teams, and parents. Reports are required by the Kernville Union School District Superintendent and categorical program coordinator at various times during the year.

Instructional program monitoring, staff development, and planning/collaboration meetings aid in implementing needed changes. Our goal is to meet or exceed criteria set for annual evaluation of program effectiveness. The School Site Council monitors the data, determines student growth and adjusts program goals as needed.

Parents are kept informed of assessment results through parent conferences, newsletters, report cards, and the School Accountability Report Card and progress reports.

## **II. Staffing and Professional Development**

### **3. Status of meeting requirements for highly qualified staff**

Kernville Elementary School's teaching and paraprofessional staff is 100% NCLB-compliant. 100% of the teaching staff is CLAD/CTEL certified.

### **4. Principal's AB 75/430 training on State Board of Education adopted instructional materials**

The current site principal has not had the Assembly Bill 75/430 training on State Board of Education adopted instructional materials.

### **5. Sufficiency of credential teachers and teacher professional development in SB 472 (formerly AB 466)**

All teachers at Kernville Elementary School are fully credentialed. Kernville Elementary School has two (2) teachers who have attended the SB 472 (formerly AB 466) Professional Development Program featuring the district's adopted core program for English/reading/language arts. No teachers have received SB 472 training in mathematics. All teachers are given the opportunity and encouraged to participate in the SB 472 training.

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

The Kernville Union School District believes strong professional development is a key factor in the change process and educating students. The primary focus of all staff development centers on how to meet our students' instructional needs while maintaining alignment with state content standards. All teachers and support personnel have the opportunity to participate in research-based staff development, in-services, and workshops designed to provide training in delivering the core curriculum, meeting the needs of all students, technology, standards and assessment, school safety, and other areas of need. Title II funds as well as district funds are used to support staff development activities. A majority of the school's professional development practice is researched based. All teachers participate in weekly PLC grade level meetings.

Goals for staff development at Kernville Elementary include:

- Implementing Professional Learning Communities
- Familiarize staff with state and district standards, and school wide assessment tools.
- Focus on teachers as central to student learning
- Promote and enhance technology usage
- Introduce new materials and teaching methods that are in line with best available research and practices
- Promote a safe, positive school climate

Staff development will be facilitated in the manner outlined below:

- a. In-service or Buy Back days designed for curriculum development. These in-services will be conducted by school administration and staff, as well as outside experts in the specific curricular areas. Emphasis will be on language arts/reading and math and research-based teaching strategies.
- b. Weekly early release days for PLC meetings for data analysis, grade-level planning purposes or for specific instructional training as deemed necessary by administration and school staff.
- c. Release time provided by the principal enabling mentor staff to observe or facilitate individual staff development particular to a single content area.
- d. Staff attendance at workshops within the state of California targeting specific instructional goals. Such workshops are to be paid out of the school's categorical budget and Title II funds (as budget allows).
- e. County workshops sponsored by the Kern County Superintendent of Schools.
- f. Monthly staff meetings. The agendas of each staff meeting emphasize curriculum and staff development needs. Informal assessment occurs during these meetings.

As a follow up to non-school site workshops, teachers are required to state in advance the specific instructional purpose for their attendance and how they plan to disseminate new information to all staff members upon returning. This is done in an attempt to have all staff members possibly benefit from each workshop attended.

Staff training for standards-based teaching include: differentiated instruction, release time for collaboration and peer observation, school visits, classroom grouping, clarification of specific state standards, Senate Bill

472 curriculum textbook in-service, and analysis of assessments and data, addressing students below grade level.

#### 7. Ongoing instructional assistance and support for teachers

Ongoing instructional assistance and support for teachers is available to all teachers through PLC meeting and administration.

The Kernville Union School District utilizes a push-in program for reading/language arts. The Title I teacher works in the classroom to provide assistance to low achieving students identified as needing additional assistance. The Title I teacher provides the same lesson as the regular teacher, but with a smaller group of students, providing extra help as needed.

Kernville Union School District participates in the BTSA program and Intern program. Kernville Elementary School does not have anyone in the BTSA or Intern programs.

#### 8. Teacher collaboration by grade level

The Kernville Union School district provides weekly opportunities for teachers to collaborate within PLCs using curriculum-embedded assessment data and benchmark data to plan instruction and lesson delivery. The focus is on English/Language Arts and/or Math and utilizing research-based instructional strategies to improve instruction. Curriculum and Instruction Team Leaders at each grade provide the leadership for these meetings.

### **III. Teaching and Learning**

#### 9. Alignment of curriculum, instruction, and materials to content and performance standards

Kernville Elementary makes alignment of curriculum, instruction and materials to the California State content standards a priority. Standards are reviewed yearly and incorporated into lesson planning. All students attending Kernville Elementary have equal access to the district's core curriculum and are taught by highly qualified teachers.

Kernville Elementary's curriculum and instructional strategies for all core areas (language arts, mathematics, social studies, and science) are based on state curriculum documents and standards, and specific program requirements are in alignment with state standards. All curriculums have on-going diagnosis built in and intervention begins first in the classroom. No student will suffer discrimination or harassment, or be denied access on the basis of gender or on any other difference, to any program or activity in which the school participates. We believe that all children can master challenging content and develop complex problem solving skills.

Lesson plans are written to reflect the standards being taught. Lesson plans are monitored and checked weekly by the principal to ensure that the state adopted standards are being taught to all students. Pacing calendars have been developed district wide and are used in all classrooms for reading/language arts and math. All teachers are expected to adhere to the pacing calendars.

The Kernville Union School District provides weekly early release days for the purpose of PLC meetings for data analysis, collaboration and instructional planning. Teachers focus on the use of curriculum-embedded assessment data and data review to strengthen implementation of the Houghton-Mifflin reading/language arts and mathematics programs. During this time, teachers within their PLC grade level team, review the results of embedded assessments together, discuss data in meaningful ways, examine implications, make instructional decisions, and plan lesson delivery. We are working on developing formative assessments.

Students who experience difficulty in attaining the proficient or advanced level of academic content standards are provided additional assistance through tutoring, additional pull-out time with the Title I teacher, and the HOPE After school program. Students in grade 4 and 5 who are below basic and far below basic in English/Language Arts are provided additional intervention through the Rewards program, push-in, and pull-out opportunities.

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

Kernville Elementary School complies with and monitors implementation of instructional times for the adopted reading/language arts and mathematics. This time is given priority and is protected from interruptions as much as possible. Instructional time is as follows:

<u>Reading/language arts</u>		<u>Mathematics</u>	
K	90 minutes daily	K-5	60 minutes daily
1-3	2.5 hours daily		
4-5	2 hours daily		

11. Lesson pacing schedule

District wide annual pacing calendars are prepared for reading/language arts and mathematics in order for all teachers to know when and in what sequence each lesson is expected to be taught to ensure content coverage. These are reviewed and revised as needed. Pacing calendars are determined during PLC meetings through a collaborative effort of all grade level teachers.

Kernville Elementary School has a protected and uninterrupted block of time from 8:05 to lunch to focus on English Language Arts and math standards.

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

Kernville Elementary School provides opportunities for all children to meet the state's proficient and advanced levels of student achievement. All teachers use standards based textbooks and instructional materials to meet the needs of all students. Additional supplemental materials are used when needed to provide concept mastery and enrichment opportunities.

Current state approved textbooks used:

- Houghton-Mifflin *Legacy for Literacy*
- Houghton-Mifflin mathematics
- Houghton –Mifflin history/social science
- Houghton-Mifflin science

Supplemental materials/programs used: Phonics Dance grades 1 and 2  
Scholastic Reading program grades 1-3  
*Rewards* grades 4 and 5  
Accelerated Reader program  
STAR Reading program  
Total Reading  
Foss Science  
Harcourt Language  
*Dibels* Progress Monitoring  
Test Best  
Bell Works

The materials used include intervention strategies and activities for varied learning levels, take home curriculum, review books, and activity books that expand and enrich the core program. Ancillary components include audio/visual materials, software, and manipulatives that help to reach all learning modalities. The adopted materials target subgroups such as the at-risk learner at each grade level and provide challenge materials for students at and above grade level.

Teachers, to more closely monitor progress and to identify specific student instructional needs, including all significant subgroups, use EudSoft. EduSoft provides a variety of reports on state testing, benchmarks, and classroom tests, including group reports, individual reports, multiple measure reports, performance band reports, item analysis reports, etc. EduSoft also allows teachers to identify students who need intervention based on their performance on a single assessment or on a combination of assessments. This enables the classroom teacher to easily identify students who have not mastered identified standards. Students with further instructional needs receive additional assistance from the Title I teacher, paraprofessionals, volunteers and/or small group remediation. These students may also be recommended for additional tutoring.

This same process is used to identify gaps in the core-curriculum. When gaps exist, teachers supplement with additional materials as needed, which are included in the Houghton-Mifflin programs. They also use other supplemental materials available to the teacher.

13. Use of SBE-adopted and standards-aligned materials, including intervention materials

The Kernville Union School district provides state standards-aligned textbooks for all students in reading/language arts, mathematics, history/social science, science, and intervention programs.

#### **IV. Opportunity and Equal Educational Access**

14. Services provided by the regular program to enable under-performing students to meet standards

As a Schoolwide Title I school, all students receive the educational services they need to achieve the high academic standards in all curricular areas. The Kernville staff is very supportive of the programs currently being used and is dedicated to providing a quality education for each child, with high expectations and assistance to ensure that each child is successful. Each staff member works closely with parents through phone calls, progress reports, parent conferences, and workshops to ensure that parents understand programs and expectations as well as updating parents on the strengths and weaknesses of their child(ren).

Services provided by the regular classroom program include the following:

- Peer tutoring
- Cross-age tutoring
- Individual and small group instruction
- Classroom volunteers
- Response to Intervention (Formerly Student Success Team)
- Attendance incentives
- Small class size
- Adjusted instruction as needed
- The use of a variety of instructional strategies to meet the learning styles of all students
- Hands on instruction
- Title I push-in program
- Accelerated Reading/STAR Reading Programs
- Student planners for grades 4 and 5
- Paraprofessionals in kindergarten, combination classes and some primary classrooms
- Peer buddies
- Progress reports

Students are defined as “under-performing” if they meet one or more of the following:

- Scoring basic or below on the STAR test in language/arts and/or mathematics
- Scoring below proficient on district administered benchmarks
- Scoring below 70% on curriculum-embedded assessments
- Fluency test scores and AR Scores

Teachers use these assessments for planning and pacing instruction, as well as implementing differentiated instruction. Teachers using differentiated instruction employ small group or individual student instruction focused on the specific needs of the students, use supplemental materials that reinforce or enrich specific subject areas, and assign paraprofessionals or volunteers to work with individuals or small groups of students.

Personnel providing additional services to under-performing students include the Title I teacher, special education teachers, volunteers, speech therapist, and psychologist.

EduSoft and multiple measures of assessments are used to determine if a student’s needs have been met.

The intervention plan for Kernville School is consistent with the Kernville Union School District Local Education Plan and utilizes state approved programs and recommendations. The State approved Essential Program Components (EPC) for instructional success is used and followed to support academic achievement including standards-aligned instructional materials and interventions, appropriate instructional time and pacing schedules, professional development, assignment of highly qualified staff, use of data obtained from an achievement monitoring system, instructional support, teacher collaboration, and fiscal support. The Academic Program Survey for elementary school is used to determine the level of implementation.

## 15. Research-based educational practices to raise student achievement at this school

Research-based educational practices in place at this school include, but are not limited to, the following:

- Teacher collaboration
- Explicit direct instruction
- Standards based curriculum
- Benchmark assessments and curriculum embedded assessments
- Use of graphic organizers
- Cooperative learning groups
- Small group instruction

All teachers use Marzano's books *Classroom Instruction that Works* and *A Handbook for Classroom Instruction That Works* as guidelines and resources on researched-based practices.

All teachers use effective methods and instructional strategies based on scientific research that strengthen the core academic program.

The amount and quality of learning time is increased by extended minutes in the regular school day, before school Quiet Room for homework and extra help, the after school HOPE program, and offering an enriched curriculum to all students based on needs.

## **V. Involvement**

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

The goal of our school is that everyone works as a team. School site administration, teachers, secretaries, paraprofessionals, cafeteria staff, volunteers, and all others working at the school site are here for the betterment of children and will do whatever it takes to educate them. This is accomplished through listening to each other and through generating solutions to problems through team effort. We want to guarantee that we all will do whatever we can to see that students achieve at the established grade level standards.

The staff at Kernville Elementary believes that a critical dimension of an effective school site is parental involvement. Research shows that schools and students are more successful when there is a strong instructional program supported by parents. The school has an open door policy for parents and community members. Parents serve on various school committees (School Site Council, PTC, District Advisory Council/Budget Committee, etc.) allowing them to take an important part in program changes. A Parent Involvement Survey that is sent home to all parents the first day of school. The purpose of this survey is to identify how parents would like to contribute to the school and to learn about what would motivate them to be engaged in their child's education.

## Kernville Elementary Parent Involvement Goals

*To help parents and families develop parenting skills and to help foster conditions at home that support children's efforts in learning and social development:*

- Parent workshops, informational brochures and materials are made available to all families. Topics include school preparation for children, building positive home conditions that support school learning and behavior, and helping children with homework.

*To empower parents and families with techniques and strategies which will support their children's learning at home:*

- The school will provide parent education workshops specific to core instructional content (reading, math) focusing on helping children at home; newsletters with tips; and materials for check-out through the parent center to be implemented by our Family Resource Center.

*To promote clear and consistent two-way communication between the school and home as to the school's programs and child's success:*

- Through the use of monthly newsletters and calendars from both the school office and individual classroom teachers, positive phone calls home with follow up assistance when necessary, formal parent conferences in the fall and spring of each school year, progress reports and report cards, and school accountability report card. The school also has a web site that contains valuable information for parents.

*To involve parents and families in instructional and support roles at school:*

- Meaningful involvement during the school day can be accomplished when parents who are able to participate serve as volunteers to help with instructional activities in the classroom, share hobbies and cultures, present career information, and assist with class trips or fund raising. Parent volunteer orientations are held formally in September of each school year informing parents of the roles they can take at the school site.

*To support parents as decision makers and to develop their leadership in governance, advisory, and advocacy roles:*

- Parents serve on or actively participate in school/district advisory committees, school site council, Parent Teacher Committee (PTC), and other school or district groups.

*To provide access to and coordinate community and support services for children and families:*

- Our district's Family Resource Center Parent Advocate will coordinate services for families and students on an as needed basis. Our school's Response to Intervention Team provides support at the school level for students requiring such services.

*To train administrators and teachers to communicate with parents:*

- Staff members will receive helpful information and "how-to's" at staff meetings and receive articles and ideas on effective teacher/parent communication.

*To integrate parental involvement programs into the school's master plan for academic accountability.*

- Parents receive the school accountability report card, and workshops are presented on topics such as helping children at home to read, write and do mathematics. The School Site Council (SSC) and District Advisory Committee (DAC) will assist in planning parent programs based on academic goals.

Active and informed parents and community members are vital to our program's success. Specific steps will be taken to maintain a collaborative approach for the achievement of student outcomes. These may include:

- Family nights or parent education nights designed to provide assistance with specific content areas.
- Development of a parent handbook
- Monthly school-parent newsletters
- School's web-site
- Written communication from the classroom teacher
- Monthly recognition assemblies in which parents are invited to attend
- Local business involvement with our school student recognition program
- "Positive Phone" messages home
- Establishing agendas for formal parent conferences
- Incentives to students/families for good attendance
- Maintaining an effective parent volunteer program which reflects school goals
- Monthly School Site Council meetings
- School/parent activities such as Back to School Night, Open House, and Family Nights.
- Encourage active participation on our school's Parent Teacher Committee (PTC)

Planning, implementation, and evaluation of all parent programs are a result of collaboration among staff members, administration, and parents. The SSC meets monthly to monitor and give input to the school plan, set budget parameters, and suggest activities and programs to be offered at the school site. Parent surveys and needs assessments are conducted on a yearly basis.

Through the Family Resource Center, additional assistance will be available for health, mental, and welfare services through the school and district. Free physicals and immunization screenings are provided. Counseling services from College Community Services are held at the school site one day per week for students with open cases.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs

Kernville Elementary School has an active School Site Council (SSC) composed of ten (10) members including parents, community members, teachers, other staff members, and the site administrator. The SSC meeting monthly to carry out the following duties:

- Develop, revise annually (if needed), approve, and monitor the Single School Plan
- Approve all budgets and expenditures from categorical programs
- Develop, revise annually, and monitor the Safe School Plan

- Evaluate progress toward reaching established goals
- Other activities as needed

SSC members are elected for a two-year term by their peers.

In addition to the SSC, the District has a District Advisory Council/Budget Committee. This committee is composed of parents, community members, and school staff. The primary purpose of this committee is to provide input on and be involved in matters that affect the education of all students in the district.

The SSC monitors and evaluates the processes/activities related to the Single School Plan. The plan is evaluated yearly and revised if needed.

## **IV. Funding**

### 18. Services provided by categorical funds that enable under performing students to meet standards (NCLB)

Since Kernville Elementary School is a Schoolwide Title I school, all students receive services provided by Title I. The instructional goal of the Title I program is to provide, expand, and improve the educational opportunities for all students to succeed in the regular core program. By providing a quality Title I program, the achievement gap between disadvantaged students and the rest of our students will be narrowed. Students who are underperforming or are experiencing difficulty in the core program and not meeting standards will work with a Title I specialist for small group instruction. The students working with the Title I specialist receive the core curriculum in reading/language arts and mathematics with modifications.

Paraprofessionals funded through Title I, SLIP, and EIA are used in the primary classrooms and in combination classrooms. Paraprofessionals work 3 ½ hours a day and are funded through categorical programs.

After school tutoring may be offered to students at risk, if funded by the state approved hourly programs.

The Kernville Union School District operates a learning center for students who qualify for special education services. The special education teacher works with students who have been referred and placed in the program on the basis of a learning disability. This program is designed to ensure that students have extra help in acquiring the district's core curriculum. Students are served on a pullout basis according to their Individual Education Plan (IEP). An annual IEP review determines progress and continued placement. All learning disability students are placed in the least restrictive environment. Regular collaboration occurs with the specialist, the classroom teacher, the parent, and the student to discuss student progress and modifications for required goals. All special education classes are provided at Woodrow Wallace School. Transportation is provided.

The Severely Handicapped (SH) is operated by the Kern County Superintendent of Schools for the more severe students. The KCSOS works with the district on a referral basis to Search and Serve to assess students for possible placement. Students referred by the school site must first have been provided all possible school/district placement options prior to a full scale assessment by the County Search and Serve team. These options include modifying the child's regular education program, Title I services, and RSP placement for a period of time sufficient to indicate a more restrictive learning environment may be necessary.

A Speech and Language Pathologist works with students who experience speech and language difficulties. Students are assessed and identified for placement. Students are served on a pullout basis according to their IEP. The speech pathologist also works with classroom teachers on lessons to improve articulation, delivery, and language production.

Currently we do not operate a Gifted and Talented Education program. These students are served in the regular classroom with enrichment and differentiated instruction.

The district receives Title II funds designated for preparing, training, and recruiting highly qualified teachers and principals. All staff members are encouraged to take advantage of professional development opportunities offered throughout the year. Title II funds cover the cost of substitutes, registration, lodging, meals and transportation, as well as guest presenters.

The Kernville Union School District receives funds from the McKinney-Vento Homeless Assistance Program to provide services to homeless students attending the schools in the District. Students identified as homeless include those living in substandard housing, shelters, motels, trailer parks, living with friends or relatives, or placed in interim foster care. The primary objective of the program is to provide services that will help families keep their children in school while homeless or living in transitional housing situations. Services provided include helping parents locate or update child immunization records needed to enroll their children in school, providing clothing and school supplies, and providing transportation to and from school.

The Kernville Union School District received a School Safety Violence Prevention Grant which provides a school resource officer in the district. The deputy is the program coordinator and provides science-based prevention programs in classrooms. The deputy is on campus three days per month and as needed for emergency situations.

Parenting classes and adult education classes are provided through the Family Resource Center.

Disciplinary team meetings are held monthly. This is a collaborative team with members from the school as well as community agencies.

The School Site Council, District Advisory Council, and the school district are responsible for ensuring that the school's intervention plan is consistent with the state plan and the local improvement plan. The plans are reviewed annually and updated as needed. They also ensure the coordination and integration of federal, state, and local services and programs. By reviewing data and surveys, the School Site Council will determine if the needs have been met.

## 19. Fiscal Support

To provide continuity in the transition to kindergarten from preschool, Kernville Elementary will invite all local pre-school and Head Start families to visit the kindergarten program in the spring of each year. Formal invitations will be sent out for these visits. Preschool students and parents will have an opportunity to talk with the kindergarten teachers on topics such as the instructional program, health requirements prior to entering kindergarten, services provided by the school and district to assist families and students, and provide ideas/materials for parents to work with their child over the summer to prepare them for kindergarten in the

fall. Search and Serve, provided by the County SELPA, is advertised throughout the community to enroll pre-school students in need of special services.

Funding sources for materials/personnel for each service provided are as follows:

Title I (\$56,825)

- ✓ Title I teacher (part-time) \$32,646
- ✓ Paraprofessionals (part-time) \$11,343
- ✓ Benefits \$11,608
- ✓ Indirect costs \$1,228

EIA (\$18,749)

- ✓ Paraprofessionals (part-time) \$16,355
- ✓ Benefits \$1,035
- ✓ Indirect costs \$553
- ✓ Supplies \$806

SLIP (\$17,088)

- ✓ Paraprofessionals (part-time) \$9,503
- ✓ Benefits \$1,662
- ✓ Supplies \$5419
- ✓ Indirect costs \$504

Lottery (\$2970)

- ✓ Supplies \$2,970

Discretionary Block Grant (\$7,500)

## Summary of Findings

### I. Summary of Findings from APS and DAS Data: (DAS was not administered)

#### A. Strengths of academic program:

- Instructional Program components fully implemented in ELA and substantially implemented in math
- Instructional Time component substantially implemented
- All classrooms are staffed with highly qualified staff
- Ongoing Instructional Assistance and support for Teachers substantially implemented in ELA
- Weekly collaboration by Grade Level or Program Level for Teachers Facilitated by Principal substantially implemented
- Lesson Pacing Schedule fully implemented
- Fiscal Support substantially implemented

#### B. Barriers and challenges to student achievement:

- All teachers have not completed an approved SB472 professional development program for ELA and math
- Limited support and instructional assistance for math – we do not have adequate Title I time to cover math
- PAR Program eliminated due to budget cuts

### II. Summary of Findings from Analysis of Current Educational Practice Data:

#### A. Strengths of academic program:

- Standards based textbooks and instructional materials
- PLCs to collaborate and use data to guide instruction, develop assessments, to focus on how all students are learning and achieving, and providing for all students
- Very strong volunteer program and parent involvement policy
- Multiple measures are used to determine the effects of the instructional program
- RtI meetings are held weekly
- All staff members are highly qualified
- Pacing calendars implemented and followed
- Lesson plans developed and checked weekly
- Uninterrupted block of time for ELA and math

**B. Barriers and challenges to student achievement:**

- Limited support staff and resources
- Limited intervention time and materials for math
- No state board approved intervention materials for primary grades in ELA and math
- Funding
- Time to fit everything in
- Limited pre-KDG opportunities in the valley – many students enter school lacking basic skills

**III. Summary of Findings from Parent and Student Input:**

Parent surveys reflect that overall, parents are pleased with the academic and school environment. There are some concerns regarding lack of interventions. A majority of the students surveyed are pleased with the school environment.

**IV. Overall Conclusions:**

The staff at Kernville Elementary School provides a quality instructional program. We are showing constant improvement in all areas and are on the right track. We are always looking for ways to improve.

## 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 API and AYP growth targets. 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:

<b>SCHOOL GOAL # 1</b> Increase the group average percent correct by at least 1 percent in writing strategies; increase % of students in 4 <sup>th</sup> grade who score 8 by 1% in writing applications. Increase the group average percent correct by at least 1% in reading comprehension					
<b>Student groups and grade levels to participate in this goal:</b> Writing strategies – all students grades 2-6 Writing applications – all students grade 4 Reading comprehension all students grade 2-5		<b>Anticipated annual performance growth for each group:</b> Minimum of 1 percent increase in group average for writing strategies and reading comprehension; minimum on 1% increase in the percentages of 4 <sup>th</sup> gr. Students with a score of 8 in writing applications			
<b>Means of evaluating progress toward this goal:</b> State testing reports                      Embedded curriculum assessments Data analysis                                      Benchmark exams		<b>Group data to be collected to measure academic gains:</b> Content scores cores from CST Test to determine group average proficient correct			
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	Person Responsible	Proposed Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards using Houghton-Mifflin <i>Legacy For Literacy</i> 2. Weekly lesson plans/pacing calendars 3. Intervention programs for students below proficient level 4. Supplement Houghton-Mifflin with Harcourt Language 5. Paraprofessionals in classrooms to assist 6. Early Release Days for PLCs 7. Push-in program assist and assess 8. Volunteers working with small groups of students 9. Utilize EduSoft to input data and generate reports 10. Provide challenging and extended activities for students who are above or at grade level 11. Have a 120 minute minimum, uninterrupted block of time for language arts 12. Provide staff development opportunities in reading/language arts 13. RtI meetings as needed 14. After school HOPE Program 15. Dibels and Dibels Progress Monitoring	8/08-5/09	1. Teachers, support staff, admin 2. Teachers, admin 3. Teachers, admin, support staff 4. Teachers, support staff 5. Admin 6. Admin 7. Title I teacher, admin 8. Admin, teachers, parents 9. Teachers, admin 10. Teachers 11. Teachers, admin 12. Admin 13. Teachers, support staff, admin, parents 14. Admin, FRC staff 15. Teachers, admin, volunteers	1. Houghton-Mifflin ELA materials 3, 5, 7. Title I teacher, paraprofessional salaries and benefits; substitutes; intervention materials 6. Mileage 8. Appreciation gifts 9. EduSoft support and agreement; supplies and materials including printing, copiers, scanners, maintenance agreements, and other instructional materials 10. Support materials; copying 12. Professional development activities, conferences, meals, lodging, transportation, travel expenses 14. HOPE staff salaries, benefits and materials 15. Printing costs	1. \$6,000 3. \$200 5. \$30,00 7. \$33,000 8. \$300 9. \$1000 10. \$1000 12. \$7,000 14. ?? 15. \$50	1. Textbook fund, Title I, SLIP, EIA 3. Title I, SLIP, EIA 8. Student Body funds 9. General funds 10. Title I, EIA, SLIP, general funds, lottery 12. Title II 14. Grant funded 15. Lottery, Title I, SLIP, EIA, general

<b>SCHOOL GOAL # 2</b>						
Increase the number of students scoring proficient or above in Language Arts and Mathematics to meet AYP goal of 46% in ELA and 47.5% in mathematics.						
<b>Student groups and grade levels to participate in this goal:</b> All students grades 4 and 5 in ELA and all students grade 2-5 in math All students grade 2 ELA All students grade 3 ELA Economically disadvantaged grades 4 and 5 ELA Economically disadvantaged grade 2 ELA and math Economically disadvantaged grade 3 ELA			<b>Anticipated annual performance growth for each group:</b> Minimum of 1 percent increase Minimum of 7% Minimum of 8% Minimum of 1% Minimum of 21% in ELA and 14.5% math Minimum of 20%			
<b>Means of evaluating progress toward this goal:</b> State testing reports			<b>Group data to be collected to measure academic gains:</b> Scores from state assessment to determine numbers of students scoring proficient or above			
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	Person Responsible	Proposed Expenditures	Estimated Cost	Funding Source
<ol style="list-style-type: none"> <li>Utilize the standards based <i>Legacy for Literacy</i> reading series and Houghton Mifflin math series</li> <li>Utilize the Accelerated Reader program</li> <li>Assess students at least 3 times per year using the STAR Reading.</li> <li>Utilize the assessment tools designed for the <i>Legacy for Literacy</i> and Houghton-Mifflin math series to monitor student growth.</li> <li>Provide intensive Title I services to students scoring below proficient on the CST in English/Language Arts</li> <li>Utilize paraprofessionals and parent volunteers to assist students who are performing below grade level.</li> <li>Provide challenging and extended activities for students who are at or above grade level.</li> <li>Have a 120-minute minimum, uninterrupted block of time for ELA instruction and 60 minutes for math.</li> <li>Flexible grouping of students for reading/language arts and/or math.</li> <li>Students (those scoring below proficient) will be tracked each year to determine growth and to determine which students may need intervention services.</li> <li>Implement a pacing calendar in reading language arts and math</li> <li>Teach students test taking strategies that are included in the Houghton-Mifflin programs and Test Best</li> <li>Use EduSoft to track student progress on theme test in reading language arts and unit test in math and all benchmarks</li> <li>Push-in program to assist and assess</li> <li>RtI meetings as needed</li> <li>Provide staff development opportunities for all staff</li> <li>After school HOPE program</li> <li>Dibels Fluency and Dibels Progress Monitoring</li> </ol>		8/08 – 5/09	<ol style="list-style-type: none"> <li>Teachers, support staff, admin</li> <li>Teachers, support staff, admin</li> <li>Teachers, support staff, admin</li> <li>Teachers, admin</li> <li>Title I teacher, support staff, admin</li> <li>Teachers, admin, parents, paraprofessionals</li> <li>Teachers, support staff, admin</li> <li>Admin</li> <li>Teachers, support staff</li> <li>Teachers, admin</li> <li>Teachers, admin</li> <li>Teachers, support staff, admin</li> <li>Teachers, admin</li> <li>Title I teacher, admin</li> <li>Admin, teachers, support staff, parents</li> <li>Admin</li> <li>Admin, FRC staff</li> <li>Teachers, admin,</li> </ol>	<ol style="list-style-type: none"> <li>Houghton ELA and math textbooks</li> <li>3. AR support agreement, quizzes, library books, STAR Reading program</li> <li>4. Printing and paper</li> <li>5. Title I teacher salary and benefits</li> <li>6. Salaries and benefits</li> <li>10. Support materials, copying, intervention materials</li> <li>12. Test Best</li> <li>13. EduSoft support and agreement; supplies and materials including printing, copiers, scanners, maintenance agreements, and other instructional materials</li> <li>14. Title I teacher salary and benefits</li> <li>16. Professional development activities, conferences, meals, lodging, transportation, travel expenses</li> <li>17. Salaries, benefits, materials</li> <li>18. Printing costs</li> </ol>	<ol style="list-style-type: none"> <li>\$12,000</li> <li>\$6000</li> <li>\$500</li> <li>\$33,000</li> <li>\$30,000</li> <li>\$1000</li> <li>\$1000</li> <li>\$400</li> <li>\$1000</li> <li>\$33,000</li> <li>\$7,000</li> <li>??</li> <li>\$50</li> </ol>	<ol style="list-style-type: none"> <li>Textbook fund, Title I, SLIP, EIA</li> <li>Title I, PTC, SLIP, EIA, donations</li> <li>Lottery, Title I, EIA</li> <li>Title I, SLIP, EIA</li> <li>Title I, SLIP, EIA, lottery, general funds</li> <li>Title I, SLIP, EIA, textbook fund, lottery, general</li> <li>General fund, instructional materials</li> <li>General funds</li> <li>Title I</li> <li>Title II</li> <li>Grant funded</li> <li>Lottery</li> </ol>

<p><b>SCHOOL GOAL # 3</b>  At least 80% of the first grade students will score at the 80<sup>th</sup> percentile in reading and math using the mid-year and end-of-year assessments provided with the <i>Legacy for Literacy</i> reading program and the Houghton-Mifflin math series:</p>						
<p><b>Student groups and grade levels to participate in this goal:</b>  All first grade students</p>		<p><b>Anticipated annual performance growth for each group:</b>  Minimum score of 80 percent on language arts and mathematics assessments</p>				
<p><b>Means of evaluating progress toward this goal:</b>  Mid-year and end-of-year assessments  Embedded curriculum assessments  Data analysis</p>		<p><b>Group data to be collected to measure academic gains:</b>  Scores from each assessment to determine numbers of students scoring at least 75%</p>				
<p><b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p><b>Start Date</b>  <b>Completion Date</b></p>	<p><b>Person Responsible</b></p>	<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<ol style="list-style-type: none"> <li>1. Utilize the standards based <i>Legacy for Literacy</i> reading series and Houghton Mifflin math series</li> <li>2. Implement the Accelerated Reader program and STAR reading program.</li> <li>3. Utilize the assessment tools designed for the <i>Legacy for Literacy</i> and the Houghton Mifflin math series to monitor student growth.</li> <li>4. Utilize paraprofessionals and parent volunteers to assist students who are performing below grade level.</li> <li>5. Provide challenging and extended activities for students who are at or above grade level.</li> <li>6. Have a 150-minute, uninterrupted block of time for reading/language arts instruction and 60 minutes for mathematics.</li> <li>7. Flexible grouping of students</li> <li>8. RtI meetings as needed</li> <li>9. After School HOPE Program</li> <li>10. PLC team meeting for collaboration and data analysis</li> <li>11. Push-in program and assessment and assistance</li> <li>12. Provide staff development opportunities</li> <li>13. Dibels and Dibels Progress Monitoring</li> </ol>		<p>8/08 – 5/09</p>	<ol style="list-style-type: none"> <li>1. Teacher, support staff, admin</li> <li>2. Teachers, support staff, admin</li> <li>3. Teachers, support staff, admin</li> <li>4. Teachers, admin, paraprofessionals</li> <li>5. Teachers, support staff, admin</li> <li>6. Teachers, admin</li> <li>7. Teachers</li> <li>8. Teachers, support staff, admin, parents</li> <li>9. Admin, FRC staff</li> <li>11. Title I teacher, admin</li> <li>12. Teachers, admin</li> <li>13. teachers, admin, volunteers</li> </ol>	<ol style="list-style-type: none"> <li>1. Houghton ELA and math textbooks</li> <li>2. AR support agreement, quizzes, library books, STAR Reading program</li> <li>3. Printing and paper</li> <li>4. Salary and benefits</li> <li>5. Support materials, copying</li> <li>9. Staff salaries, benefits, materials</li> <li>11. Title I teacher salary and benefits</li> <li>12. Professional development activities, conferences, meals, lodging, transportation, travel expenses</li> <li>13. Printing costs</li> </ol>	<ol style="list-style-type: none"> <li>1. \$1,000</li> <li>2. \$6000</li> <li>3. \$100</li> <li>4. \$10,000</li> <li>5. \$50</li> <li>9. ??</li> <li>11. \$33,000</li> <li>12. \$500</li> <li>13. \$10</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook fund, Title I, SLIP, EIA</li> <li>2. Title I, PTC, SLIP, EIA, donations</li> <li>3. Lottery, Title I, EIA</li> <li>4. Title I, SLIP, EIA</li> <li>5. Title I, SLIP, EIA, lottery, general funds</li> <li>9. Grant funded</li> <li>11. Title I</li> <li>12. Title II</li> <li>13. Lottery</li> </ol>

<b>SCHOOL GOAL # 4</b>						
At least 75% of the kindergarten students will score 80% or better in language arts and math using benchmark assessments for each trimester						
<b>Student groups and grade levels to participate in this goal:</b> All kindergarten students		<b>Anticipated annual performance growth for each group:</b> Minimum score of 80% on benchmark assessments				
<b>Means of evaluating progress toward this goal:</b> Benchmark exams Embedded curriculum assessments Data analysis		<b>Group data to be collected to measure academic gains:</b> Scores from each assessment to determine percentage of students scoring 80% or better				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		<b>Start Date</b> <b>Completion Date</b>	<b>Person Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<ol style="list-style-type: none"> <li>Utilize the standards based <i>Legacy for Literacy</i> reading series and Houghton Mifflin mathematics series</li> <li>Utilize the assessment tools designed for the <i>Legacy for Literacy</i> and Houghton Mifflin mathematics program to monitor student growth.</li> <li>Utilize paraprofessionals and parent volunteers to assist students who are performing below grade level.</li> <li>Provide challenging and extended activities for students who are at or above grade level.</li> <li>Have a 90-minute, uninterrupted block of time for reading/language arts instruction and a minimum of 60 minutes for mathematics</li> <li>Flexible grouping of students for reading/language arts and math</li> <li>Utilize the assessment tools designed for the Houghton-Mifflin series to monitor student growth and to determine which students may need intervention services.</li> <li>Administer benchmark exams each trimester</li> <li>PLC team meetings</li> <li>RtI meetings as needed</li> <li>Provide staff development opportunities</li> <li>Push-in program by Title I teacher</li> </ol>		8/08 – 5/9	<ol style="list-style-type: none"> <li>Teachers, support staff, admin</li> <li>teachers, support staff, admin</li> <li>Admin, teachers, paraprofessionals</li> <li>Teachers, admin</li> <li>Teacher, admin</li> <li>Teacher, admin</li> <li>Teacher, admin, paraprofessional</li> <li>Teacher, admin</li> <li>Teacher, admin</li> <li>Teacher, support staff, FRC, Admin, parent</li> <li>Teacher, admin</li> <li>Teacher, admin, Title I teacher</li> </ol>	<ol style="list-style-type: none"> <li>Houghton-Mifflin ELA and math books</li> <li>Copies, supplemental materials</li> <li>Salaries and benefits</li> <li>support materials, copying</li> <li>copies</li> <li>professional development activities, conferences, meals, lodging, travel expenses</li> <li>Salaries, benefits</li> </ol>	<ol style="list-style-type: none"> <li>\$1000</li> <li>\$100</li> <li>\$10,000</li> <li>\$100</li> <li>\$50</li> <li>\$500</li> <li>\$33,000</li> </ol>	<ol style="list-style-type: none"> <li>Textbook fund, Title I, SLIP, EIA, general</li> <li>Lottery, title I, EIA, SLIP, general</li> <li>Title I, SLIP, EIA</li> <li>Lottery, donations</li> <li>Lottery</li> <li>Title II</li> <li>Title I</li> </ol>

<b>SCHOOL GOAL # 5</b> Improve attendance by 1%						
<b>Student groups and grade levels to participate in this goal:</b> All students grades K-5		Anticipated annual performance growth for each group: <b>Minimum of 1 percent increase in ADA</b>				
<b>Means of evaluating progress toward this goal:</b> Monthly attendance report and end of year attendance report		<b>Group data to be collected to measure academic gains:</b> Monthly and yearly apportionment reports				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		<b>Start Date Completion Date</b>	<b>Person Responsible</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<ol style="list-style-type: none"> <li>1. Attendance incentives daily and monthly</li> <li>2. Recognition for perfect attendance</li> <li>3. Call daily to verify absences</li> <li>4. Provide alarm clocks to students who are having difficulty getting up in the morning</li> <li>5. Educate parents about positive attendance and how revenue is generated for the schools.</li> <li>6. Work with the family advocate and SARB to assist families of children with chronic absenteeism.</li> <li>7. Follow SARB procedures</li> <li>8. Home visits/parent conferences</li> <li>9. RtI meetings</li> <li>10. Independent Study contracts</li> </ol>		8/08 – 5/09	<ol style="list-style-type: none"> <li>1. Admin, teachers, District</li> <li>2. Admin, teachers</li> <li>3. Secretary, principal</li> <li>4. Admin, FRC staff, Secretary</li> <li>5. Admin, teachers, secretary</li> <li>6, 7. Admin, secretary, SARB members, DA</li> <li>8. Teachers, admin</li> <li>9. Teachers, admin, support staff, parents</li> <li>10. Secretary, teachers, admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily and monthly attendance incentives</li> <li>3. Salaries and benefits for attendance clerk, family advocate</li> <li>2, 4. Alarm clocks, printing supplies, copy machine, maintenance agreements</li> <li>5. copy and printing costs</li> <li>6, 7 SARB program – DA, SRO, supplies</li> <li>8. Mileage</li> <li>10. Copies</li> </ol>	<ol style="list-style-type: none"> <li>1. \$1000</li> <li>2, 4 \$150</li> <li>5. \$50</li> <li>6, 7. \$30,000</li> <li>8. \$10</li> <li>10. \$10</li> </ol>	<ol style="list-style-type: none"> <li>1. General fund, FRC, student body</li> <li>4. District, grant, FRC</li> <li>5. lottery, general fund, Title I, SLIP, EIA</li> <li>6, 7. General fund</li> <li>8. Title I, SLIP, EIA</li> <li>10. Lottery</li> </ol>

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical programs 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
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$18,749
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$17,088
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Lottery Discretionary Block Grant (one time grant)	\$2,970 \$7,500
Total amount of state categorical funds allocated to this school	\$46,307

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$56,825
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$56,825
Total amount of state and federal categorical funds allocated to this school	\$103,132

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## School Site Council Membership

*Education Code* Section 64001(g) 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 school site council is as follows:<sup>2</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Aileen DeLapp	X				
Melinda Montgomery		X			
Blue, Nate		X			
Robbie Evans			X		
Scott Alten		X			
Kim Kelso				X	
Katie Hester				X	
Melanie Sherman				X	
Wendy Russ				X	
Wendy Crimmins				X	
Numbers of members of each category	1	3	1	5	

<sup>2</sup> At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council 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

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

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 LEA 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 at a public meeting on: January 20, 2009.

Attested:

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC co-chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Kernville Elementary School  
School Site Council  
Bylaws

Article I  
Name of Council

The name of this committee shall be the Kernville Elementary School School Site Council.

Article II  
Role of Council

The school site council of Kernville elementary School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single School Plan for Student Achievement* from all school advisory committees
- Develop and approve the plan and related expenditures in accordance with all state and federal law as and regulations
- Recommend the plan and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members
- Make modifications to the plan whenever the need arises
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually evaluate the progress made toward school goals to raise the academic achievement of all students
- Carryout all other duties assigned to the council by the district governing board and by state law.

Article III  
Members

The School Site Council shall be composed of ten members, including five parents or community members, three teachers, one other school staff member, and the school principal. The school staff shall elect all staff members, and the parents shall elect all parent and community members.

All members of the School Site Council shall serve for a two-year term. However, in order to achieve staggered membership, one parent or community member and one school staff member shall serve for one year during the 2001-2002 school year. Beginning with the 2002-2003 school year, all terms shall be two years in length. At the first regular meeting after the bylaws have been approved, the council shall determine who will serve the one-year terms.

The School Site Council shall have the power to fill any vacancies occurring among the membership of the committee for a term to last until the next election.

Article IV  
Officers

The officers of the School Site council shall be a chairperson, co-chairperson, and secretary.

The chairperson will facilitate meetings and activities.

The co-chairperson will assist the chairperson and assume responsibilities in the absence of the chairperson.

The secretary will keep a written record of meetings and activities.

Officers shall be elected annually at the first meeting and shall assume their duties at that time.

Filling of existing vacancies is made at the next School Site council meeting.

Article V  
Meetings

The School Site Council shall meet at least four times a year, as necessary. All meetings shall be open to the public.

Meetings may be called by the chairperson or principal, and all members shall be informed of the meeting.

A quorum shall be constituted by  $2/3$  of the council.

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Article VI  
Elections

There shall be an election within three weeks of the start of school to select members of the Kernville Elementary School School Site Council.

Prior to the elections, written notices will be sent out to all parents setting forth eligibility and extending an invitation for their participation in the nomination and selection of members to the School Site Council.

Article VII  
Amendments

Bylaws may be amended by two-thirds vote of the School Site Council.

Revised and Approved January 5, 2005