SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

ELK HILLS ELEMENTARY SCHOOL

15-63446-6009450
CDS Code

Date of this revision: **May 2011**

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 the 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:	**Scott Meier, Ed.D.**
Position:	**Superintendent**
Telephone Number:	**661.765.7431**
Address:	**501 Kern Street (P.O.Box 129) Tupman, CA 93276**
E-mail Address:	scmeier@zeus.kern.org

Elk Hills School District

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

June 7, 2011 (Pending)

School Vision and Mission

District Vision Statement

The Elk Hills Elementary School District together with students, families, and community in a cooperative effort will provide an excellent educational program to ensure that all students are successful life-long learners, in a safe, caring, moral, drug/tobacco-free, and supportive environment, with the ultimate goal that they will become successful, productive and responsible citizens.

District Mission

Elk Hills Elementary is dedicated to preparing our students for the 21st century by providing each student with a quality education which includes the knowledge, confidence, and self-esteem to participate in a culturally diverse democracy as an effective and informed citizen. We believe that our schools have active, supportive parents and the Elk Hills Elementary District warmly welcomes parents to be involved in their children's schools. We view this Single School Plan for Student Achievement as an opportunity to continue our communication and collaboration with parents, staff, and the community as we continue to develop our partnerships. The elements and specifics provided in this plan will serve as a guide to the entire district and community.

We are committed to personalizing each student's program and instruction, regardless of complexity, to the best of their ability. Emotional health, self-understanding, self-esteem and dignity are prime values in the education of the human being. Once these values are cultivated, the student begins to achieve and succeed in academic and social skills. Every opportunity is provided for each student to achieve his/her education. The process by which an individual develops mentally, physically, socially, culturally, and emotionally in his/her environment is a definition of education practiced by the total staff. Working together, we will be up to the challenge.

Overview of District Goals and Philosophy: *"Where Kids Come First!"*

1. No student should be left behind in California's movement toward standards, assessment, and accountability. Elk Hills School will provide well-coordinated and supported programs led by credentialed professionals who can help reduce the barriers to learning, assist with the educational plan for each student that provides appropriate options, intervene with appropriate services for students and families, and make referrals as needed to outside agencies.
2. Elk Hills School is designed to enhance and promote academic excellence and works to ensure that all students have access to high quality educational programs and the support necessary to attain high academic achievement.
3. Elk Hills School provides student support systems to create and maintain an environment conducive to learning, work with families and the entire community to

extend the empowerment necessary to assist in their students' academic achievement, and to assist students to develop decision-making skills.
4. Elk Hills School believes that all students need to know and understand that academic success is the key to opening the door to opportunity and that present choices they make will affect their future educational and career options.
5. Elk Hills School provides students with the most favorable learning conditions to help them become capable, motivated life-long learners. The school helps students by creating a technology rich positive learning environment, teaching self-management skills, arranging for aid in overcoming barriers to learning, advocating for youth, and providing relevant academic information to enable them to make informed decisions along the way.

School Profile
The Elk Hills School district is located on the southwestern side of Kern County; often referred to as the Westside. The Elk Hills school site, located in the town of Tupman, population 210, has been serving students for over 80 years as the only school in the district. The Elk Hills students going on to high school must travel 20 miles to the west to attend Taft Union High School. The demographic make-up of the district has the majority of guardians and parents with no college background. Most recently, the school has seen a significant increase in the number of Hispanic students population.

The Elk Hills School student population in the 2010-2011 is comprised of an enrollment of **142,** as of May 2011**,** including 22 percent Hispanic/Latino students, 73 percent White/European American students, and 5 percent African American. Approximately 5 percent of the Elk Hills students are English Learners with Spanish as the major primary language. Approximately 67 percent of the students participate in the free and reduced lunch program, which is lower than in previous years, due to the increase in student population.

The enrollment in the Elk Hills School District has increased from 69 in the 2007-2008 school year to the current size of 142. The school has six full-day credentialed teachers, one special education teacher/vice principal and a superintendent. The school has 9 support staff members including instructional/yard aides, custodial, transportation and maintenance staff, food service staff and office support staff. Elk Hills School District is governed by three Board of Trustees members whom meet regularly to support and guide the educational programs of the district.

The school has increased over the past two years, and is projecting a student population of 200 for the 2011-12 school year. The increase in mostly due to the "District of Choice" program which allows parents to select Elk Hills School to help meet their educational needs from other school districts in the area. School Districts in the area have worked together to support the educational needs of the community.

Elk Hills does not currently have a pre-kindergarten, Head Start or other feeder programs or schools. It is planning to start a transitional kindergarten program for the 2011-12 school year.

Elk Hills provides full-day kindergarten with 375 minutes of instruction and regular day instructional minutes of 320 for grade 1-3 and 335 for grades 4-8. Twenty-four minimum days are scheduled in the 2011-12 school year for staff training and instructional planning.

Elk Hills School has up-to-date, high-tech facilities. The campus was built to accommodate around two hundred students with 10 classrooms, library, hands-on math/science STEM lab, and activity center. The campus has recently been fully modernized. All classrooms are

spacious and air-conditioned. Students have use of a fully equipped auditorium for performances and assemblies. Elk Hills also provides a cafeteria. The campus has a separate classroom for special education and speech services. The campus also has a full size gymnasium equipped with locker rooms. We have a library center as well. The playground area is grassy and will accommodate the student population size of the school. We are exploring the option of new playground structures and landscape using the final stage of GO bond funds. Students have a regulation size softball field and soccer field on the lower playground. The school has implemented a one-to-one Macbook/iPad wireless computer system for all students to enhance instruction and prepare students for the future.

The administration and staff at Elk Hills School are dedicated to strengthening and improving their efforts to raise academic achievement. Through the school plan process staff and parents have worked hard in the past several years to analyze student achievement results and target improvement efforts. The school's on-going planning efforts to review student achievement data, including the School Accountability Report Card, have engaged staff, parents, and the Site Council to review and contribute to this Single School Plan for academic achievement.

Academic Performance Index (**API) Overview:**

2004-2005   The Elk Hills School District 2004-2005 API base was 551. The growth target was 12 and the API growth was +49.

2005-2006   The Elk Hills School District 2005-2006 API base was 600. The growth target was 10 and the API growth was -42.

2006-2007   The Elk Hills School District 2006-2007 API base was 549. The growth target was 13 and the API Growth was +66.

2007-2008   The Elk Hills School District 2007-2008 API base was 615. The growth target was 9 and the API Growth was -15.

2008-2009   The Elk Hills School District 2008-2009 API base was 600. The growth target was 10 and the API Growth was +100.

2009-2010   The Elk Hills School District 2009-2010 API base was 700. The growth target was 5 and the API Growth was -151.

2010-2011   The Elk Hills School District 2010-2011 API base is 552. The growth target is 12 and the API Growth results are pending, August 2011.

Analysis of Current Educational Practices

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

The Elk Hills Elementary School District has adopted the state approved content standards in language arts/reading, math, social studies and science as the standards for learning. All students, K-8, are expected to master the grade level standards in order to be promoted to the next grade.

All curriculum in the core classes have been aligned to the state standards and have been approved for adoption by the State Board of Education. These materials were approved by the State Board of Education because they were aligned with content standards and frameworks; organized in a sequential way from grade level to grade level; contain assessment designed to measure what students know and what they can do; provide universal access for all students; and provide instructional planning and support for teachers.

Currently in language arts, we are using the current state adopted textbooks: Houghton Mifflin "A Legacy of Literature" grades K-6 and McDougal, Littell "Reading and Language Arts Program in grades 6-8. These texts are comprehensive and are utilized by all student groups including Gifted students, special education students and English language learners. In mathematics, we are using the state adopted Harcourt Math in grades K-6 and Prentice Hall Pre-Algebra and Algebra 1 in grades 7-8. All student groups use these materials.

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

The goal of our instructional program is to ensure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Elk Hills uses differentiated instruction to challenge the G.A.T.E. students daily within the regular classroom setting. Elk Hills employs the power of technology resources to meet the individual needs of all students in learning the curriculum standards.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the students' academic needs. Elk Hills School out-sources Special Education services to the Kern County Superintendent of Schools. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. Each teacher on site has received either their BCLAD, CLAD, SB1969 certification, SB395 certification, or will participate in training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for these students to master the curriculum. Students in need of intensive language instruction have access to on-line language labs and interactive multimedia programs in order to meet their language acquisition needs.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated on a yearly basis and a district-wide staff development plan is developed from that data. The district utilizes the number of staff development days authorized by the state each year. Additionally, certificated and classified staff are encouraged and supported to attend conferences and classes that address their specific professional needs. The 2011-2012 Staff Development Goals are to provide in-service opportunities in the following areas:

- New teacher training for implementation of reading adoption materials
- Reading and literacy training for direct instruction
- Mathematic training using hands-on manipulatives
- Technology training
- Strategies and techniques for teaching diverse student populations
- Differentiated Instruction
- Training in the content areas (Science & Social Science Theme)
- Classroom Management
- Standard-based Instruction
- Arts Integration into the curriculum

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

At Elk Hills Elementary School, some grade level students participate in multi-graded classrooms that provide the opportunity for under-performing students to meet the standards. Students are assessed electronically at the beginning of the year and are placed in instructional programs based on that data. Each program is structured to meet the needs of the students in that particular reading or math level. Students are reassessed throughout the year, as their academic proficiency improves the software changes to challenge them at higher levels. In grades six through eight, some math and language arts classes are also leveled in order to meet the needs of under-performing students. Similar to the reading classes above, enrollment is fluid and students are able to progress from one group to another.

In seventh and eighth grade, the teacher volunteers to assist students with any homework problems. In addition, before school tutoring is available for all grade levels in math and language arts for all "at risk" students. Elk Hills also publicizes the "Do The Math" live televised after school homework help sponsored by the Kern Superintendent of Schools.

Student Study Team meetings are held to collaboratively find ways to help under-performing students meet the state standards. The team includes the classroom teacher, a special education teacher, parents, and the administration. As a result of these meetings, students are often referred for testing for special education services, counseling, and tutoring. A plan is developed to assist the regular education teacher meets the needs of under-performing students in the classroom.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Federal and State categorical funds are spent for multi-media standards based instructional software and on personnel who work directly with under-performing students. Funds are

used for supplemental materials, instructional / yard aides, learning trips, and staff development. Because research indicates that physically fit students perform better academically, funds are also used to promote athleticism. Team shirts and athletic equipment may be purchased with funds. Title II Part A , monies are used to enhance teacher and principal quality through staff development. Title V funds are used for library materials, field trips, before and after school programs, network support, software, reference materials, staff development. Economic Impact Aid LEP monies are spent on limited English students and students needing support because of poverty related circumstances. Multi-media materials focusing on state standards are also purchased.

6. Use of state and local assessments to modify instruction and improve student achievement:

One goal during the 2011-12 school year, is to develop and implement grade level bench mark assessments. The data generated by these assessments will be used to determine if a student is proficient at the various grade level standards. This information will be collected every quarter, so teachers are able to use this data in order to make instructional decisions for the upcoming quarter.

In addition, each teacher currently gives publisher and teacher designed assessments throughout each quarter that are unique to their individual classrooms. These assessments also assist a teacher in determining whether or not their students are meeting the standards.

A second goal is to implement a grade level writing assessment to be administered to all K-8 students. Teachers compare and analyze their students' work comparing it to examples of proficient writing.

The Elk Hills Elementary School District also maintains a rigorous promotion and retention policy. Each year, our students participate in the testing as required by the state. Students are tested using the STAR reading for grades 2-8 and STAR Math for grades 2-8. The data generated by STAR is disaggregated and made available to the teachers. Teachers were able to see areas of strength and weakness.

7. Number and percentage of teachers in academic areas experiencing low student performance.

All students are evenly distributed into classrooms to achieve a balance of high, medium, and low abilities. As a result, every teacher works with children who are under-performing. Part-time NCLB highly-qualified paraprofessionals also assist with instruction to support low performing students.

8. Family, school, district and community resources available to assist these students:

A goal in this area for the 2011-12 school year is to develop a teacher web portal connection via the Elk Hills Internet website, so teachers can suggest to parents and students internet learning sites that directly supports and link to classroom learning.

"Do the Math": This is an after school interactive televised program sponsored by the Kern County Office of Education. This program provides extended learning opportunities for all children, regardless of ability.

The Kern County Office of Education and Kern Mental Health provide counseling services. Taft College also provides counseling service support to our campus.

"Home and School Connection" and "Parents Make the Difference" will be published monthly and distributed to all families via the district website.

9. School, district, and community barriers to improvements in student achievement:

The Elk Hills Elementary School District serves a population of students and their families from an area that is socio-economically depressed. This year, nearly 70% of our students receive free and reduced breakfast and lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of direct parental involvement, lack of health care and mental health care services, absenteeism, child abuse and neglect, and family instability and violence. Many of our students are being raised by grandparents and/or other relatives. Elk Hills also has a high rate of student absences that greatly affects their achievement. During the 2010-11 school year, the school has addressed attendance issues and the school has seen an increase in student attendance. This will continue to be a focus for the 2011-12 school year.

10. The following are limitations of the current educational program that have been factors in the inability of under-performing students to meet state standards:

-Lack of community resources due to rural isolation

-Limited ability to facilitate parental involvement in their students' academic endeavors

-Current intervention cannot serve students who rely on school bus transportation.

-More vocational education opportunities are needed for student motivation.

- Insufficient funding to hire necessary staff to open the campus and resources on Saturdays and evenings.

 -Insufficient funding to hire a Library Media clerk.

 -Insufficient funding to hire a Music/Arts teacher to support Visual and Performing Arts.

 -Curriculum auditing indicates that students would benefit from an increase in direct and intergraded instructional strategies.

-The extended instructional day allows insufficient time for staff preparation and development.

Use of Resources
The following fiscal practices apply to the use of funds generated through the Consolidated Application at Elk Hills School:

Eighty-five percent of the Elk Hill School funds, including Economic Impact Aid and Title II funds are used for direct educational services to students at Elk Hills School.   In addition, up to 15 percent may be spent for administrative costs incurred at the school district and county office in support of these programs.

The district reserves funds from the Title II and the Basic Grant Program that are used for the costs of parent involvement and professional development.

Funds received through the Consolidated Application are used to reach school goals for improving the academic performance of all students to the level of state standards. Elk Hills School ensures that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Form A: Planned Improvements in Student Performance

The Administration, staff and 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:

SCHOOL GOAL # 1 & 2:
(Based on conclusions from Analysis of Program Components and Student Data pages)
The Academic Performance Index (API) growth targets and Annual Measurable Objectives (AMO's) will be met school wide and for each subgroup.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students and all grade levels will participate in this goal.	Anticipated significant subgroup growth is the following: All Sub groups: **Growth Target: 12**

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
California Standards Test (Grades 2-8) Teacher Assessment of State Standards for K-1 levels	Academic Performance Index (API) and Adequate Yearly Progress (AYP) Reports Assessment Master Item Analysis and History Reports

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Materials and Resources: Core curriculum textbooks have been aligned with the California State Standards in English Language Arts and Mathematics. Supplemental materials and software will be purchased to support Reading and Mathematics. Purchase of data software and assessment materials.	State adopted texts are being utilized in English Language Arts and Mathematics from 8/22/11-6/2/12, grades K-8.	Remedial and supplemental Materials will be purchased for texts in the ELA and Mathematics textbook series.	$1,285 $1,129 $1,500	Title II SCE REAP
Improved Instructional Strategies: Regular monthly meetings for teacher training and collaboration in effective teaching strategies (Marzano) Professional Development as needed for entire staff or individuals.	Schedule teacher in-service on regularly scheduled minimum days	Professional Development Fees	$2,000 $500 $1,400	Title II SCE REAP
Intervention Reading/Mathematics Program: Below Basic (BB) and Far Below FBB) Basic students in grades 2-6 will receive Language Arts and/or Mathematic Intervention 1hr. daily by instructional aide.	August 2011- June 2012	Instructional Aide Salary Materials	$3,000 $10,000	SCE REAP

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 3:	
(Based on conclusions from Analysis of Program Components and Student Data pages) **English Language Learners:** all English Language Learner students will gain **one level** of language proficiency as measured by the California English Language Development Test.	
Groups participating in this goal (e.g., students, parents, teachers, administrators): All English Language Learners (levels E1-E5), Ten English Language Learner Teachers (CLAD Certified), and administrators.	Anticipated annual growth for each group: At the Beginning, Early Intermediate and Intermediate levels will gain **one level of proficiency** at the Early Advanced and Advanced levels will bring all skill areas up to the intermediate level.
Means of evaluating progress toward this goal: California Standards Test Annual CELDT Assessment for all English Learners High Point Assessments	Group data to be collected to measure gains: Academic Performance Index (API) and Annual Yearly Progress CELDT Assessment Results High Point Assessment Data

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Instruction/Materials and Resources: English Language Learners are given (30 minutes) English Language Development instruction in the classroom daily. Provide instruction ELL support materials to foster effective learning strategies.	Ongoing August 2011-June 2012	None	$930	EIA/LEP
Instruction: ELL trained classroom teachers and instructional aides to provide additional support in language arts and math.	August 2011-June 2012	Instructional Aides Salary	$2,000	SCE
Involvement of staff, parents and community: Student Council Activities Back to School Nights (Fall & Spring) School Site Council Rep. Parent Conferences (Fall & Spring)	Ongoing August 2011- June 2012	Publication Costs	$250	SCE
Monitoring program implementation and results: Staff meetings California Standards Test Results Board Reports	Monthly Yearly	None	None	n/a

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> 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 <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.) **Based on 2010-11 funding levels.**

State Programs	Allocation
California School Age Families Education <u>Purpose</u>: Assist expectant and parenting students succeed in school.	
Economic Impact Aid Estimated Funding for 2011-12 Based on current funding levels:	**Total: $8,676** KCSOS admin. Fee (10%) -$867 **Balance $7,809** Divided into SCE & ELL programs:
Economic Impact Aid/ State Compensatory Education (SCE) <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	$6,879
Economic Impact Aid/ English Learner Program (ELL) <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$930
High Priority Schools Grant Program <u>Purpose</u>: Assist schools in meeting academic growth targets.	
Instructional Time and Staff Development Reform <u>Purpose</u>: Train classroom personnel to improve student performance in core curriculum areas.	
Peer Assistance and Review <u>Purpose</u>: Assist teachers through coaching and mentoring.	
Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	
School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$8,117 (Level III Gen. Budget Flex)
School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	
Total amount of state categorical funds allocated to this school	**$16,793**

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	
Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals *(Funds can be spent like Title One Funds due to REAP School)*	Total $3,649 KCSOS Adm. -$364 Balance $3,285
Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	
Title VI, Part B: Rural Education Achievement Program (REAP) Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	$12,900
Total amount of federal categorical funds allocated to this school	**$16,549**
Total amount of State and Federal categorical funds allocated to this school	**$33,342**

Form D: 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:[1]

Names of Members	Principal / Supt.	Classroom Teacher	Other School Staff	Parent or Community Member
Scott Meier, Ed.D.	X			
Sandra Bafia		X		
Lindsay Anderson		X		
Mona Ross		X		
Nancy Stephens			X	
Brandi Calbert, Chairperson				X
Chris Hickernell				X
Adrienne Clouds				X
Becky Gifford				X
Esmeralda Hernandez (ELL Rep.)				X
Numbers of members of each category	1	3	1	5

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Form E: 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

   N/A   English Learner Advisory Committee

   √   Community Advisory Committee for Special Education Programs

   N/A   Gifted and Talented Education Program Advisory Committee

   √   Parent/Teacher Organization

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 reviewed and adopted on: **May 19, 2011.**

Attested:

_____Scott Meier, Ed.D_____   _____   _____
Typed name of school principal   Signature of school admin.   Date

_____Brandi Calbert_____   _____   _____
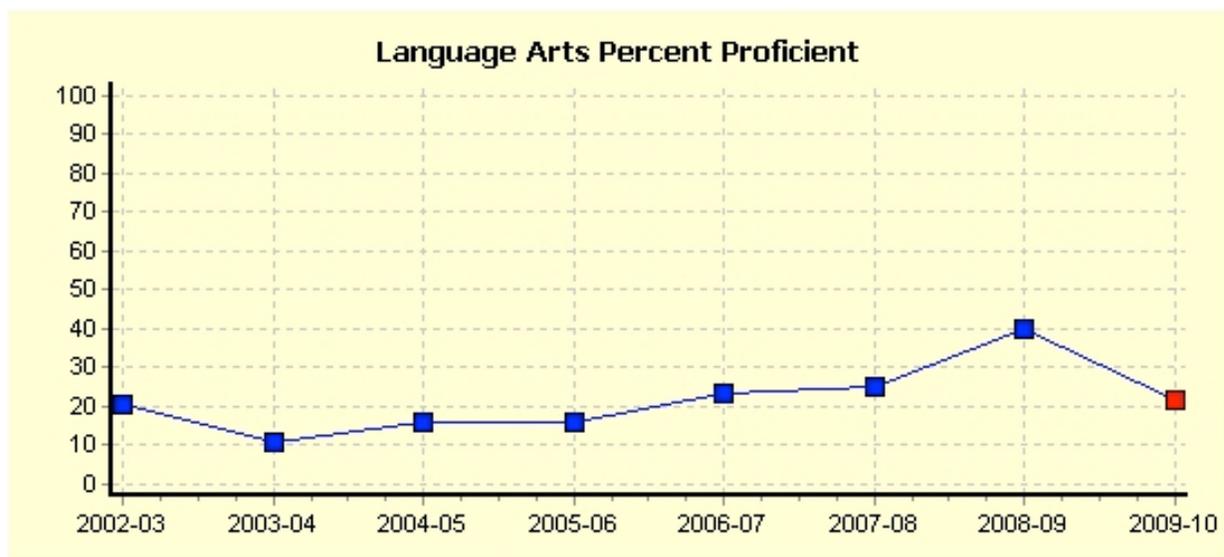Typed name of SSC chairperson   Signature of SSC chairperson   Date
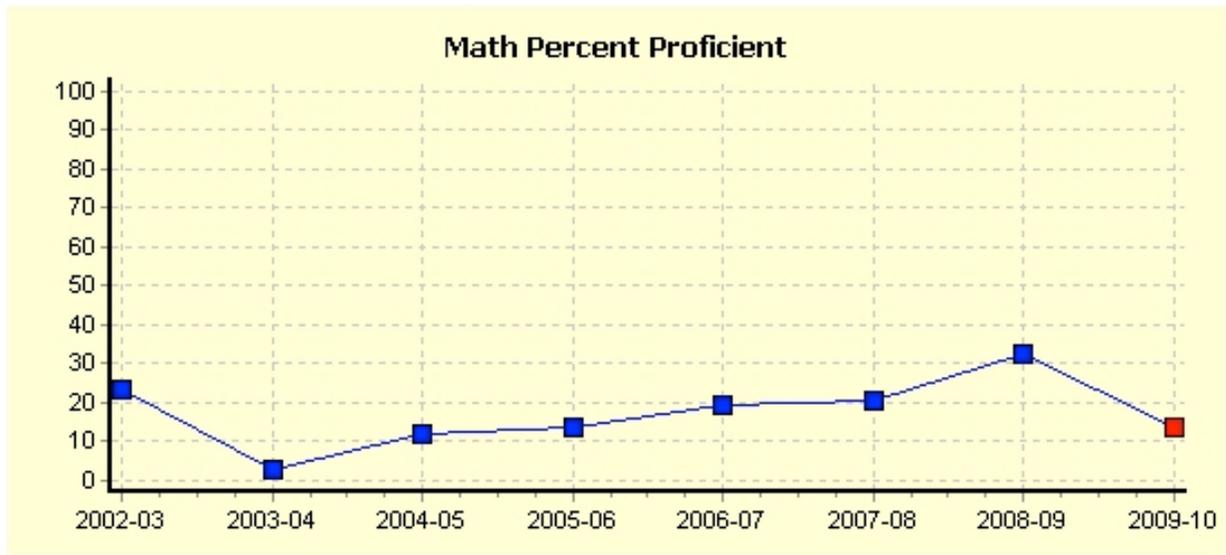
Supporting School Data and Analysis:

Table 1: Academic Performance

California's Student Testing and Reporting (STAR) program, which includes the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA), measures the achievement of California content standards for grades two through eleven. STAR results include English-language arts and mathematics in grades 2-11, science in grades 5 and 8-11, and history-social science in grades 8, 10, and 11. In high school, math and science tests reflect the course in which the student is enrolled. There are five benchmarks to indicate a student's proficiency on STAR. "Proficient" or "Advanced" indicates that a student is meeting or exceeding state standards, which is the desired achievement goal for all students. Elk Hills School tests students in second-eighth grades.

Program Year	Schoolwide ELA % Proficient and above	ELA State	Schoolwide Mathematics % Proficient and Above	Math State	Met API Growth Indicator Target	Met API Subgroups Growth Indicator Target	Placed in Program Improvement
2003-2004	10.8%	13.6%	2.7%	16.0%	No	No	No
2004-2005	15.7%	24.5%	11.8%	26.5%	Yes	Yes	No
2005-2006	15.9%	44.8%	13.6%	48.0%	No	Yes	No
2006-2007	23.5%	45.5%	19.6%	48.5	Yes	Yes	No
2007-2008	25.0%	48.2%	20.5%	51.0%	No	Yes	No
2008-2009	40.0%	50.0%	32.7%	46.0%	Yes	Yes	No
2009-2010	21.6%	52.0%	13.7%	48.0%	No	Yes	No
Net Gain or Loss +/-	**10.8%**	38.4%	**11%**	32%			

Language Arts Percent Proficient

Math Percent Proficient

STAR-Percent Scoring Proficient or Above by Subgroup
Elk Hills Elementary School District, 2009-10
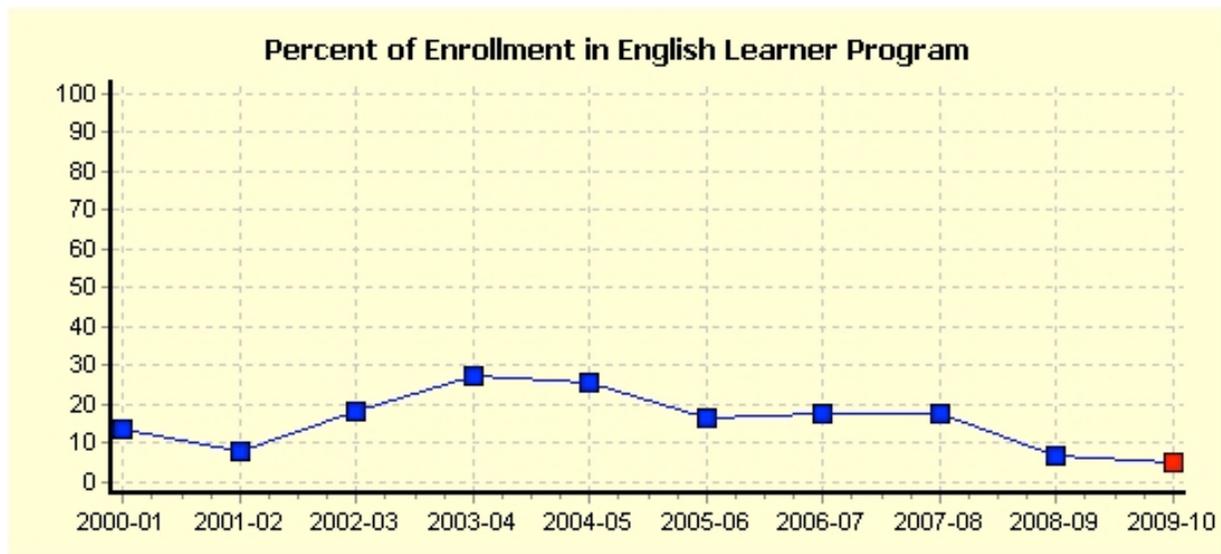STAR by subgroup information is not available at the district level.

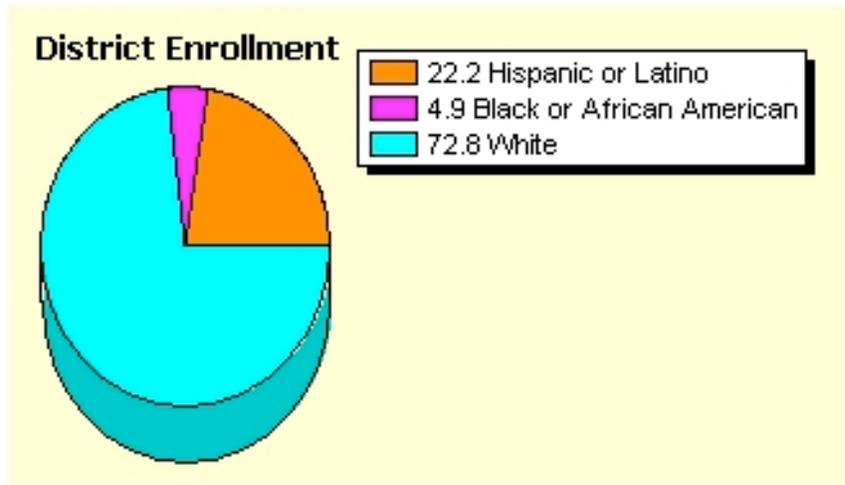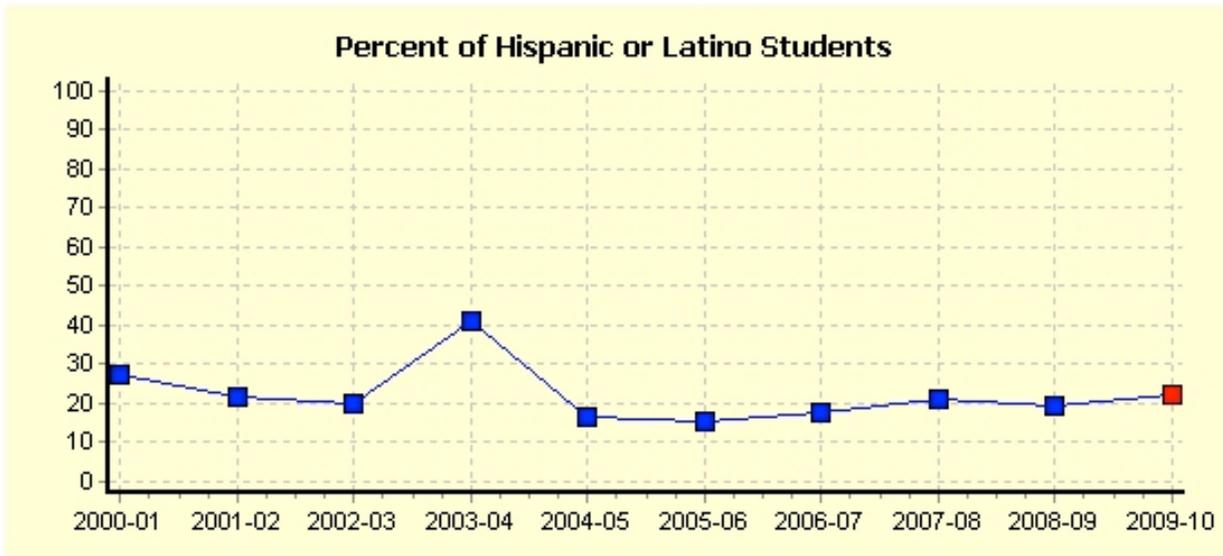**Conclusions indicated by the data:**

1. Grade level and Subgroups data is not available due to low numbers of students testing.

2. Schoolwide academic performance in both English Language Arts and in Mathematics has been inconsistent in the past three years, however the Net gain has increased from 2003 scores in both areas.

3. In both the English Language Arts and Mathematics scores, the percent proficient and above is lower than the state scores, showing a need for growth in both areas.

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Table 2:   English Learner Demographics

English Learner (EL) students (Language Census): The numbers of students who are not proficient in English (formerly Limited English Proficient, LEP). Students are listed for the top five languages in the school and as a percent of school enrollment. "All other" is a count of the remaining EL students at the school who speak other languages.

	Number of English Learners (ELs)	Percent of Enrollment English Learners (ELs)	Number of Fluent-English-Proficient (FEP) Students	ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year
2003-2004	14	27.5%	0	0
2004-2005	17	25.8%	0	0
2005-2006	13	16.5%	0	0
2006-2007	13	17.8%	0	0
2007-2008	11	17.7%	1	1
2008-2009	5	6.9%	1	1
2009-2010	4	4.9%	0	1

Percent of Enrollment in English Learner Program

Percent of Hispanic or Latino Students

District Enrollment

Legend:
- 22.2 Hispanic or Latino
- 4.9 Black or African American
- 72.8 White

Conclusions indicated by the data:

1. The percentage of English Learners has declined since 2004 school year.
2. The growth of Redesignated Fluent-English-Proficient students has been steady, averaging about 20% of the LEP students for the past three years.

Table 3: School Site Council and Staff Suggestions for School Improvements

Areas for Suggested Improvements	Suggestions for Future Consideration for School-wide Improvements
Instructional/ Curriculum	-Measurable student academic benchmark assessments -Additional training for technology -Additional training to LA & Math resources and materials (adopted textbooks, math manipulatives...) -Improved vocabulary instruction -Increase Music instruction -Implement a "Safety Week" -Implement AR reading program
Staffing	-Additional Instruction aide time for both Language Arts and Mathematics -Additional Yard Duty supervision -Hire Counselor -Hire Music Teacher
Events	-Celebrate literature / history day -Additional Visual/Performing Arts activities
Food Services/ Health	-Increase days per month of nurse on campus -Coordinate health ed. issues with staff and Food Service dept. -Serve more nutritious food/salads at lunches (salad bar) -Have Doctors/Dentist give free seminars
Facilities/Maint./ Transportation	-Crossing Guard for walkers/Add Mirror on street corner turn -Install camera systems on buses -Install additional play equipment -Repave parking lot
Other Items	-More calls home for good student behavior -Implement a variety of student management & disciplinary actions -Increase student achievement recognition -Homework policy? -Purchase additional books for library -Separate younger and older students on playground after before school