



Skyridge Elementary

2011-12

Single Plan for Student Achievement

District:

Auburn Union Elementary
255 Epperle Lane
Auburn, CA 95603-3745
(530) 885-7242
www.auburn.k12.ca.us/

School:

Skyridge Elementary
800 Perkins Way
Auburn, CA 95603-5709
(530) 885-7019

SSC Contact:

Maria Jarquin
Parent
530-885-7019

Plan Objective

The top priority of California's education system is academic achievement. The Single Plan for Student Achievement is one of the many tools that California School Districts are using to measure and track their academic achievement accomplishments.

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

Site Contact

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Jennifer Lewandowski
Phone Number:	530-885-7019
Address:	800 Perkins Way Auburn, CA 95603-5709
Email Address:	jlewandowski@auburn.k12.ca.us

Opening Description

SKYRIDGE VISION AND MISSION

SKYRIDGE SCHOOL VISION

Skyridge School's vision sees staff, community, and students working together encouraging responsibility, achieving academic proficiency and maintaining an enthusiasm for learning.

MISSION STATEMENT

- 1) All students will gain proficiency meeting the Auburn Union and California Standards.
- 2) All students will be prepared to become contributing, moral members of society.
- 3) The instructional program is based upon current research and best practices.
- 4) Parents are an integral part of the daily learning environment at Skyridge School.

SCHOOL PROFILE

SETTING and HISTORY

Skyridge School is located in the Sierra Nevada foothill community of Auburn. One of four in the Auburn Union School District, Skyridge has its roots in the original Auburn Grammar School at Lincoln Way School. In 1990, Skyridge moved to its present location, housed in portables until construction was completed in 1994.

STUDENTS AND STAFF

The school currently serves students in kindergarten through grade five. Enrollment is 550. The ethnic make up is as follows: African American 3%; Native American 1%; Asian 3%; Hispanic 12%; Filipino .6%; Pacific Islander 1%; Caucasian 74%; and Multiple 5.4%. Currently 82 students are designated as EL (English Learner) students. Twelve languages are represented by these students.

The students are served by a fully credentialed staff of one principal, 22 regular classroom teachers, one full-time RSP/Learning Center teacher; and the following part-time specialists: speech therapist, psychologist, PE teacher, and a science teacher. Support staff includes office administrative assistant, school clerk, health assistant, instructional aides, severely handicapped / special needs aide, adult crossing guard, noon duty aides, maintenance custodian, evening custodian, and cafeteria staff. With the assistance of the PTC (Parent Teacher Club) and AEF (Auburn Education Foundation) we appreciate a computer lab technician and library technician.

FACILITIES

The school was completed 1994. The library and computer lab are staffed by a part-time library technician and computer lab technician, respectively. Each classroom has at least one computer connected to the Internet. A Learning Center is ample to serve our needs. The speech therapist, occupational therapist and psychologist have their own rooms.

INSTRUCTIONAL MINUTES

Kindergarten 215 instructional minutes

Grades 1-3 310 instructional minutes

Grades 4-5 320 instructional minutes

Minimum Days: 13

PARENT AND COMMUNITY INVOLVEMENT

A healthy and enthusiastic home to school connection is the link that helps each child succeed. Parents play very important roles at Skyridge School through their active participation and involvement in School Site Council

(SSC), Parent Teacher Club (PTC), Art Docent program, Passport to Fun recreational reading program, winter musicals, Carnival, Jog-a-thon, Trekkers, Skyridge Olympics, Running School (morning trail), Life Lab, Book Fairs, Sock Hop, Variety Show and regular volunteering of their services in the classrooms.

The Auburn community and community service clubs support the school through grants, donations, assemblies, and volunteering services.

SUPPORT SERVICES AND PROGRAMS

Skyridge students with special needs may be involved in or assisted by the following programs:

The RTI (Response to Intervention) team meets twice a month and includes Psychologist, RSP / Learning Center teacher, SST coordinator, administrator, and teachers. These meetings include analysis of at-risk behaviors in individual students on a continuum of intensive, strategic, benchmark and challenge levels. Interventions and strategies over a specified period of time are documented and analyzed to help them succeed. If students show improvement, the strategies are continued.

- **Student Study Team (SST):** Meets bi-monthly and includes parents, teachers, psychologist, and specialists. The SST further discusses concerns when a child is not showing growth through the RTI process.
- **Resource Specialist Program (RSP):** Meets needs of students identified with learning disabilities having an active Individual Education Plan.
- **Speech and Language:** A speech and language specialist serves Skyridge students who qualify for speech services and have an IEP.
- **Learning Center:** Meets daily to support at-risk and special education students needing additional help with core curriculum.
- **Gifted and Talented Education (GATE):** GATE identified students in grades 4 and 5 may participate by being clustered by grade level within a heterogeneous class. The cluster classes stress the study of a variety of subjects with an emphasis on greater breadth and depth, as well as developing critical thinking and problem solving skills. PTC sponsored enrichment classes are available after school hours. Students are identified by Multiple Measures, results of standardized testing, collections of student work, report card grades, observation by the teacher, subject matter tests from core curriculum and cultural considerations, as well as parent/teacher surveys. **THE GATE IDENTIFICATION AND DELIVERY MODEL IS CURRENTLY UNDER REVIEW BY THE DISTRICT GATE ADVISORY COMMITTEE.**
- **English Language Learners (ELL):** Identified students are placed in a class with a BCLAD, CLAD, or SDAIE certificated teacher, and receive SDAIE strategies and ELD instruction within their classrooms.
- **Art Docent Program:** Trained parent volunteers present works of great artists to each classroom 4-6 times a year.

- **A focus of the school is the Larry Ford Life Lab.** It is open to all classrooms throughout the school day and is manned by a Master Gardener 2 days a week at lunch recess, afternoon, and afterschool for parents and their children to work and enjoy the activities available. Food is grown in the Lab that is shared with classrooms and the school food services for the garden bar.
- **Health Services:** A district nurse and health assistant assist children and maintain health records.
- **Counseling and Support Services:** A part-time psychologist assists teachers and performs appropriate assessments. A counseling aide assists the district school counselor by running Second Step, a violence prevention program, with targeted small groups for K-3 students.
- **Referral to Outside Agencies:** Placer County Office of Education, SMART, ACCESS, and other community agencies provide additional support for students needing services not available at Skyridge School.
- **School/Community Police Relations:** Skyridge School works closely with the Auburn Police Department, the fire department, and other community agencies to ensure the safety of all students, staff and parents on campus.

STANDARDS BASED INSTRUCTIONAL MATERIALS

AUSD supplies basic texts, instructional materials, assessment materials, and standardized achievement tests to support our school program. The following have been adopted by AUSD:

READING LANGUAGE ARTS: McMillan McGraw Hill K-5

MATHEMATICS: Saxon grades K-5
HISTORY SOCIAL/SCIENCE: Houghton Miffl in K-5
SCIENCE: Houghton Miffl in K-5

Additionally, Skyridge teachers and staff use Accelerated Math, Accelerated Reading, and Rosetta Stone in their classrooms and in the computer lab.

STUDENT ASSESSMENT

Students in grades 2 through 5 participate in the California testing program, STAR (State Testing Assessment Review). Parents are provided with student achievement information. Teachers (K-5) use additional district created assessments to measure student achievement. Those measures include informal assessments, classroom tests, Writing Assessment, Slosson, QRI, STAR scores and ongoing unit assessments. Multiple assessments are used for students in grades K-1 and include writing samples and concepts of numbers. Student data is disaggregated by multiple criteria.

PROGRAM ASSESSMENT

Standardized test scores, multiple measures, Skyridge parent survey, observation, parent conferences and other informal assessments are used to assess program strengths and areas for improvement. Self reviews increase program effectiveness.

EASING THE TRANSITION FROM PRE-SCHOOL TO ELEMENTARY and ELEMENTARY TO MIDDLE SCHOOL

In order to ease the transition into kindergarten, students and parents will receive the following support:

- Notices are published in the local newspapers.
- Parents are given a complete registration packet.
- The school office contacts area preschools.
- Parent visitations are scheduled with an administrator on a voluntary basis before the school year begins.
- Kindergarten teachers and the principal host an evening meeting for parents to learn about the Skyridge kindergarten program.
- Kindergarten orientation is held before the start of the school year.
- Parent conferences are held by request.

Entering students with special needs:

- Teams of staff and parents work together to provide a smooth transition for children with special needs.

In order to provide a smooth transition from Skyridge to EV Cain STEM Charter Middle School the following support is provided:

- Middle school counselor or Vice principal visit Skyridge classrooms.
- Fifth graders are bussed to the middle school for a visit and a tour.
- Fifth grade parents, district-wide, attend an orientation evening at the EV Cain STEM Charter Middle School.
- Fifth graders and their parents are invited to participate in the EV Cain STEM Charter Open House.
- Fifth grade and Sixth grade teachers have a planned articulation day prior to the end of the school year.

LOCAL IMPROVEMENT PLAN

The objectives and programs included in the Auburn Union Local Improvement Plan are integrated within this Skyridge Improvement Plan. Programs that apply are GATE and ELL. The complete plan is on file in the school office and the principal's office.

SAFE SCHOOL PLAN

The Skyridge Safe School Plan is part of the comprehensive Auburn Union District Safe School Plan. The Crisis Response Plan is on file in the school office and the principal's office. This is part of the Skyridge Safe School

Plan.

PARENT TEACHER CLUB (PTC): An active PTC supports each and every aspect of Skyridge School.

REPORTING TO PARENTS:

Student report cards are given at the end of each trimester. Parent conferences are held at the end of the first and second trimester. Parents freely schedule conferences during the school year. Results of the STAR test are given to each parent. The School Accountability Report Card, curriculum guides and grade standards and Student Handbooks are available in the office and on line for each family. Results of parent surveys are available in the office and posted on the website. Back to School Night is held at the beginning of the school year and Open House is held near the end of the school year.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize the educational practice at this school:

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

- a) Our Saxon Math program is aligned to a great degree.
- b) McMillan McGraw Hill K-5 language arts program which is aligned to the standards.
- c) Houghton Mifflin science program and social studies programs are aligned to the standards.

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

- a) All students are provided standards-based instructional materials.
- b) Students who have IEPs or need special accommodations are taught the standards-based curriculum and may have modified materials or an accommodated work load.

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

- a) Site Staff development time is scheduled for use in grade level collaboration to create a professional learning community. It occurs on average twice a month. Their time is spent examining classroom, district and state assessment data, determining best teaching strategies for instructional effectiveness, utilizing technology to enhance learning and assessment (example: new on line report cards website). Through these collaborations if it is determined that the staff needs targeted staff development in a specific area, staff development days will be utilized in this manner.
- b) District staff development sessions are focused upon standards-based instructional practices and materials, assessments, data, best classroom practices, and grade level collaboration practices.

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

- a) Intervention programs are provided for students progressing below grade level.
 - i. Reading Intervention groups will be set up for students in grades 1-5
 - ii. EL is provided in class outside of the language arts block as well as during pull out EL time.

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

- a) Reading intervention is funded by appropriate funds.
- b) RSP and Learning Center for students with an IEP, 504, or below basic are funded by the site.
- c) English Language Development program: All teachers are credentialed in CLAD and SDAIE strategies use Rosetta Stone, Read Naturally, and other materials with the core curriculum.

6. Use of state, local assessments and on-line learning plans to modify instruction and improve student achievement:

- a) Write-On (Step Up To Writing) district-created math and language arts tests in grades 2-5; various assessments for kindergarten and grade one, and classroom/grade level assessments guide instructional decisions.
- b) Compass Learning/Odyssey On Line
- c) STAR scores guide school discussions regarding overall program successes and weaknesses. Individual scores

highlight students achieving below grade level.

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

a) All 22 teachers (100%) have some students who are below basic as well as those who are proficient. We work to balance classes, then to modify the instructional program to meet the needs of all students. Those who have IEPs or are below basic participate in the aforementioned intervention programs.

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

a) The Auburn Recreation District has after school day care on our site and provides an opportunity for students to complete homework.

b) The Auburn Boys and Girls Club provides off-campus after school care, help with homework and tutoring.

School Site Council Membership

The current make-up of the school site council is as follows:

Site Council Composition								
Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Jennifer Lewandowski	x							
Kelly Lardner			x					
Kristen Wingate					x			
Laura Albright					x			
Maria Jarquin (Chair)					x			
Nan Jacobson				x				
Noel Martin				x				
Renee Christensen					x			
Column Totals	1		1	2	4			

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.

State Programs

The following State categorical funds are allocated to this school through the school district's consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent for direct services to students at this school site.

• Economic Impact Aid (EIA) State Compensatory Education (SCE)	\$50,320.00
• Economic Impact Aid (EIA): Limited English Proficiency (LEP)	\$12,580.00
State Funding Total:	\$62,900.00

Federal Programs

The following Federal categorical funds are allocated to this school through the school district's consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent for direct services to students at this school site.

• Title III, Part A: Limited-English-Proficient (LEP) Students	\$1,264.00
Federal Funding Total:	\$1,264.00

Custom Programs

The following funds are allocated to this school through the school district's consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent for direct services to students at this school site.

• Donations	\$10,633.00
• Auburn Ed Foundation	\$4,800.00
• PTC	\$16,620.00
Custom Funding Total:	\$32,053.00

All Funding Total: \$96,217.00

1. **School Goal:**

Goal Name: Student Academic Achievement

Subject Area: Language Arts,
Mathematics, & Science

Goal Statement:

The number of Skyridge Students scoring proficient or advanced on the CST, CELDT and district multiple measures test by the end of the 2011- 2012 school will increase by 8%. This will include all subgroups namely; low socioeconomic status, English Language Learners, students with disabilities, and Hispanic students.

Groups Participating:

All students at Skyridge School, including subgroups, K-5, are participants.

Students Affected:

All Students, English Learners, Socially Economically Disadvantaged, Special Education

General Anticipated Results:

Students in Skyridge School will show an 8% gain in academic achievement and meet the State AYP and API (Adequate Yearly Progress and Academic Performance Index).

All Students Anticipated Performance Growth:

All students, K-5 will show gains of 8% of proficiency in academic achievement toward district and state standards in math, language arts, and science by the end of the 2011-2012 school year.

English Language Learners Results:

English Language Learners anticipated performance growth will be 8% more scoring proficient or advanced as measured by the State CST and district assessments by the end of the 2011- 2012 school year as well as 8% will increase a level as measured by the CELDT Test.

Socially Economically Disadvantaged Results:

Socioeconomically Disadvantaged students who score proficient or advanced will increase by 8% as measured by the State CST and district assessments by the end of the 2011 - 2012 school year.

Special Education Results:

Special Education students anticipated performance growth will be 8% more scoring proficient or advanced as measured by the California CST and district assessments by the end of the 2011 - 2012 school year.

Means of Evaluating Progress:

Student performance results will be evaluated by staff and Site Council. English learners will display progress toward English Language acquisition as determined by the CELDT, (California English Language Development Test), reviewed at ELAC, staff meetings, and Site Council.

Group Data to be Collected:

Data reviewed will be results of CST, CELDT, CMA, API scores, district and site assessments, multiple

measures, core subjects and classroom assessments.

Re-Evaluation Date: 9/20/2012 12:00:00 AM

■ Action 1:

Action Name: Grade level Collaboration

Action Description:

In addition to staff meetings and inservice days, grade level teams will be given an hour of time monthly during grade level meetings to collaborate. Teachers will collaborate on effective instructional practices, analyze assessment results, and determine when and how to re-teach the material so that all students can master it.

■ Action 2:

Action Name: Reading group support

Action Description:

A certificated teacher and instructional assistant will provide reading support to students in grades 1 through 5 to help students that are reading below grade level. Certificated teachers will be hired to support EL students with additional academic time utilizing EL materials built into the ELA curriculum.

Funding Source(s):

Economic Impact Aid (EIA) State Compensatory Education (SCE)	\$18,600.00
Balance:	\$18,600.00

Economic Impact Aid (EIA): Limited English Proficiency (LEP)	\$10,380.00
Balance:	\$10,380.00

■ Action 3:

Action Name: Additional Instructional materials

Action Description:

The Auburn Union School District has purchased additional instructional materials such as Accelerated Math and Reading, Rosetta Stone to supplement current materials so that students can receive individualized instruction and well as intervention opportunities for further practice towards mastering standards. Additionally, the school is purchasing Compass Learning/Odyssey for intervention, state test prep, and enrichment for approaching, on-level, and beyond grade level students.

Funding Source(s):

Economic Impact Aid (EIA) State Compensatory Education (SCE)	\$22,165.51
Balance:	\$22,165.51

■ **Action 4:**

Action Name: Additional Staff Support

Action Description:

Skyridge has a learning center that includes a full-time credentialed RSP teacher. There is also a part-time speech teacher and psychologist. These staff members provide additional support to identified students who need it. Additionally there is an English Language Site Corrdinator who works with the principal to assure that our program for English Learners is being implemented. A Community Liaison postion is allocated to work with our Spanish speaking population to ensure successful transition into school and academic achievement supported with translation services between home and school.

Funding Source(s):

Economic Impact Aid (EIA): Limited English Proficiency (LEP)	Balance:	\$2,200.00
		\$2,200.00
Title III, Part A: Limited-English-Proficient (LEP) Students	Balance:	\$1,264.00
		\$1,264.00

■ **Action 5:**

Action Name: After School Academic Programs

Action Description:

The Boys and Girls Club of Auburn provides additional homework help for participating students with a place to work and staff to answer questions for students. Students are bussed to the boys and girls club after school. We also have an on site after school care program from the Auburn Recreation District that includes in its program homework support for those who wish to participate.

■ **Action 6:**

Action Name: Meetings with Stakeholders

Action Description:

Parent conferences are scheduled twice a year and teachers meet with parents as needed through out the school year depending on the needs of the student. Teachers are also making phone calls to parents as needed to resolve any concerns on the progress of a particular student. ELAC (English Language Advisory Committee) meetings occur at least twice a year where the school provides information and strategies to help their child as they work towards being proficient in English and in mastering the curriculum in school. The school site council approves the single plan for student achievement and is a part of decisions on allocating resources to best help the students.

■ Action 7:

Action Name: Core Curriculum

Action Description:

The Auburn Union School District has purchased core instructional materials for English Language Arts, Math, Science, and Social Studies. These materials are aligned to the CA state content standards. Teachers use the materials to guide their instruction and provide a foundation for instruction.

■ Action 8:

Action Name: Part-time Library Technician

Action Description:

A part-time library technician has been hired one and one half days a week to allow students greater access to reading materials and to increase student interest in reading.

Evaluation Findings:

Formative assessment results will be monitored on-going during the school year to define needed intervention for individual and groups of students. Summative assessment results (STAR, District Trimester tests) will be monitored each trimester and the beginning of the following school year.

This goal was continued from last year.

2. School Goal:

Goal Name: Attendance

Subject Area: All Core Subjects

Goal Statement:

The average Daily attendance at Skyridge Elementary will increase by 1% at the end of the 2011-2012 school year as compared with the previous school year.

Groups Participating:

All Groups of students

Students Affected:

All Students

General Anticipated Results:

We anticipate that student attendance will improve slightly from last year.

All Students Anticipated Performance Growth:

The expectation is that because of improved attendance students will also improve academically.

Means of Evaluating Progress:

We will look at the end of year attendance data to see if we met our goal.

Group Data to be Collected:

The data collected will be through our student management system (AERIES)

Re-Evaluation Date: 9/20/2012 12:00:00 AM

Action 1:

Action Name: Attendance incentives

Action Description:

Incentives will be given for perfect attendance and improved attendance for individuals and classes for each month and trimester to help motivate students to improve their attendance.

Funding Source(s):

Economic Impact Aid (EIA) State Compensatory Education (SCE)	\$300.00
Balance:	\$300.00