

# The Single Plan for Student Achievement

## Kimberly Elementary School

School Name

**2017-2018**

Implementation Date

**36-67843-6036511**

CDS Code

Date of this revision: November 30, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Matthew Osmond  
Position: Principal  
Telephone Number: (909) 307-5540  
Address: 301 West South Avenue  
Redlands, CA 92373  
E-mail Address: matthew\_osmond@redlands.k12.ca.us

## Redlands Unified School District

School District

Superintendent: Mauricio Arellano  
Telephone Number: (909) 307-5300  
Address: 20 W. Lugonia Ave.  
Redlands, CA 92734  
E-mail Address: mauricio\_arellano@redlands.k12.ca.us

The District Governing Board approved this revision of the School Plan on February 13, 2018.

**Kimberly Elementary School**  
**Single Plan for Student Achievement**  
**Table of Contents**

School Vision and Mission .....	3
School Profile.....	3
School Based Coordinated Programs (SBCP).....	5
Comprehensive Needs Assessment Components .....	6
Analysis of Current Instructional Program .....	7
School and Student Performance Data .....	16
CAASPP Results (All Students) .....	16
California English Language Development (CELDT) Data .....	20
Description of Barriers and Related School Goals.....	21
Planned Improvements in Student Performance .....	22
School Goal #1.....	22
School Goal #2.....	24
School Goal #3.....	26
School Goal #4.....	29
School Goal #5.....	31
Summary of Expenditures in this Plan.....	33
Total Expenditures by Funding Source .....	33
Total Expenditures by Goal .....	34
Recommendations and Assurances.....	35
School Site Council Membership:.....	36
Appendixes.....	37
Appendix A - School Accountability Report Card .....	37
Appendix B - Job Descriptions .....	38
Appendix C - Library Plan .....	41
Appendix D - Title I Eligibility Criteria .....	42
Appendix E - Title I Parent Involvement Policy.....	43
Appendix F - Home/School Compact .....	50

## School Vision and Mission

The staff at Kimberly Elementary School is dedicated to the development of individuals who, through real-life problem-solving experiences, personal accountability, and overall academic excellence will demonstrate the skills, concepts, and goals needed to be productive members of the world community, showing confidence in themselves and sensitivity to others and their environment.

## School Profile

Kimberly Elementary School opened for grades K-3 in September, 1957. Currently, the school has a Transitional Kindergarten through 5th Grade enrollment of approximately 615 students, with a diverse population that includes approximately 48% White, 35% Hispanic, 6% Asian, 7% multi-ethnic, 3% Black/African American, less than 1% American Indian, and less than 1% Hawaiian/Pacific Islander. Included in our student body, there are two special education mild-moderate class and three special education moderate-severe classes with a focus on life skills.

The "Kimberly Elements of Learning" focus on developing the following qualities within the student population: Problem Solving, Academic Excellence, Personal Accountability, Confidence, and Sensitivity. The PeaceBuilder Program has been implemented as a conflict resolution and violence prevention program for over ten years and is an integral part of the Kimberly community.

The Kimberly campus is in the middle of a well established neighborhood. Grounds are well cared for and used for community activities. Many exterior walls are adorned with mosaics dating back to the 1950's and are appreciated by staff, students, and community members. Various school gardens have been planted with a variety of native plants, fruits, vegetables, and flowers to teach science units correlated to Common Core State Standards. In September 2008, a grant from the Lowe's Charitable Foundation provided for a new state-of-the-art playground structure, which includes over ten handicapped-accessible pieces of equipment. A "poured-in-place" surface also covers part of the playground area, allowing accessibility to physically-challenged children and adults. In 2014, a running track and access ramp were added to Kimberly's upper field. This was paid for by a multi-year fundraising effort and is utilized on a daily basis by classes, PE programs, Running Club, and neighbors throughout the community. In 2016, nine new school murals were added to various walls courtesy of Kimberly's PTA.

Kimberly Elementary offers a variety of interventions to support students with special needs. A Reading and Math Intervention pull-out program (W.I.N.-"What I Need") has been provided for at-risk students in grades K-5. Students with identified learning disabilities receive special education services through the Specialized Academic Instruction/Resource Specialist Program Program (SAI/RSP), which provides for a teacher and instructional paraprofessional either through pullout/in-class consultation or a special day class setting. The Language, Speech, and Hearing Program (LSH) serves students with needs in articulation, language, or other speech-related issues. Approximately 30 students are served by in class English Language Development to support their developing use of the English Language. Kimberly's approximately 20 GATE students receive GATE instruction in specially-designed classrooms and through extracurricular activities/programs such as the annual AstroCamp program.

Kimberly Elementary School has one Principal, 23 General Education teachers, five SAI providers, and two intervention teachers. In addition, we have one Art Enrichment Teacher, one Physical Education Enrichment Teacher, and one Music Enrichment Teacher on a rotating basis, two Speech and Language Pathologist, and one part-time School Psychologist. There are appr. 25 Special Education paraprofessionals, a Library Media Clerk, and five part-time Campus Monitors. Kimberly Elementary School also has two office secretaries and two custodians.

Between 2013 and 2016, Redlands USD purchased mobile laptop/tablet carts for Kimberly's TK-5th grade classrooms. To support these added technological resources, Kimberly Elementary hired a part time Help Desk Technician (1 day/week). These resources will help Kimberly students develop college and career-readiness skills to ensure future success.

Equally important to our school are the many parent volunteers at Kimberly, who provide numerous hours of valuable service in the classroom, as well as on the Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Committee (ELAC).

Kimberly Elementary offers a variety of extra-curricular clubs and organizations to provide students with enriching and creative opportunities for growth. These clubs and organizations include: Running Club, Chess Club, Chorus, Band, and Friendly Helpers.

Kimberly Elementary teachers engage in ongoing professional development and collaboration designed to improve the delivery of Common Core State Standards.

## School Based Coordinated Programs (SBCP)

*(All schools with a School-Based Coordinated Program are required to submit this page).*

**Program Goals:** To provide greater flexibility for schools and school districts in coordinating and using various state funds.

**Key Strategy:** The school's planned program coordinates the categorical services to meet the special needs of students and enables them to learn the district's core curriculum.

### 1. State explicitly what your school seeks to accomplish by participating in the SBCP.

By participating as a SBCP, Kimberly Elementary School seeks to provide an exemplary coordinated comprehensive program that will best meet the needs of each individual student.

### 2. Describe what supplementary instructional and auxiliary services will be used to meet the needs of the following student population:

Participating as a School-Based Coordinated Program allows greater flexibility for Kimberly Elementary School to coordinate categorical services and personnel. The key strategy of SBCP is to ensure that services are coordinated and coherent to meet the special needs of students and to enable them to learn the district core curriculum. The services and programs are designed to enhance our students' success. All English Learners (EL students), Title I students, Gifted and Talented Education (GATE) students, and Special Education students have access to the core curriculum. Students receive supplementary and classroom instruction, including Specially Designed Academic Instruction (SDAIE) when appropriate, for their needs. There is a collaborative effort involving the classroom teacher, the Title I Intervention Teacher/EL Support Teacher, the SAI Provider (pull-out), the Speech and Language Pathologist, and/or the RUSD School Psychologist. In order to meet the needs of all students, a collaborative service delivery model will be implemented as described below:

Content and Performance Standards-Instruction within a collaborative service delivery model will reflect content and performance standards and will ensure access to the core curriculum.

Assessment Strategies-Students will be assessed utilizing probes selected from the core curriculum. Students will be grouped for instructional purposes, according to their assessed performance.

Instructional Strategies-Following assessments, students will receive reading instruction at their reading level, utilizing a variety of service delivery models, including small group instruction, collaboration, and a variety of instructional strategies (direct instruction, peer tutoring, cross-age tutors, guided reading groups, collaborative learning). Identified special education services may be delivered through pull-out programs or within the regular education classes, with consultation from special education personnel.

Instructional Materials-Students receive core subject instruction utilizing district-adopted core curriculum, such as Journeys (ELA) and Math in Focus.

Staff Development-Staff members involved in professional learning communities will be provided training in effective, research-based teaching practices, methods of teaching special needs students, and effective collaborative practices.

TITLE I TARGETED ASSISTANCE PROGRAM-The Title I Targeted Assistance Program at Kimberly Elementary School is implemented to ensure that all students (K-5) reach high standards in reading and mathematics, as outlined in the No Child Left Behind (NCLB) Legislation. Students, who have been identified using multiple measures as Title I students, have immediate access to the core curriculum, supplemental programs, materials, resources, and equipment. Student outcome data is used for early identification of needs, to monitor students' progress, and to determine appropriate interventions and strategies to assist students with improving in the areas of literacy, language development, and mathematics. Training is provided for staff and parents in a variety of ways, including a Family Literacy Night and Parent Institutes (districtwide). These activities are designed to help parents assist the school to accelerate or remediate students' learning. A Title I Intervention Support Teacher assists at-risk students. Regular Education and Special Education teachers assist in coordinating schoolwide programs, such as an After School Intervention Program, and the Intervention Support Team (IST). The EL Coordinators and our EL Support Teacher help monitor the progress of our EL students.

**3. Describe the staff development program for teachers, paraprofessionals, other school personnel, and volunteers.**

The content of the Staff Development program is determined by an annual needs assessment. Administrative staff meets with a committee of teachers to determine the needs of the staff. Areas of staff development include curriculum, student achievement, use of technology, and instruction. In-service activities are led by administrative staff, teachers from our school or other schools, and invited speakers. The results of the Teacher Survey are expressed in the school site plan.

## **Comprehensive Needs Assessment Components**

**A. Data Analysis**

See Section VI

**B. Surveys**

In spring 2017, the Kimberly School Site Council administered a Parent Survey via internet resources and hard copies of the survey. The results of this survey were discussed with SSC. Results of this survey are available in the school office.

**C. Classroom Observations**

Classroom observations are completed by the Kimberly School administration on a regular basis to ensure that students are receiving the core academic program.

**D. Student Work and School Documents**

Student work can be addressed with the individual classroom teacher. Specific school documents may be found on the school website or in the Kimberly School office.

**E. Analysis of Current Instructional Program**

See Section V

## Analysis of Current Instructional Program

The following statements are adapted from Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement  
Kimberly Elementary School staff understands the importance of appropriate assessment methods and tools to ensure that each student is able to make progress in developing skills and knowledge in the areas of language arts and mathematics. The staff regularly uses a variety of formal and informal assessment instruments, including the Illuminate Data Program, to monitor and assess student achievement. Some of these assessments include the Smarter Balanced Test (SBAC), district Common Assessments, ESGI, teacher-developed assessments, teacher observations, STAR Reading and Early Literacy, Running Record and Miscue Analysis instruments such as DIBELS, student work samples with rubrics, Accelerated Reader (AR) quizzes and textbook assessments that are aligned to standards. Special needs students receive additional assessments to monitor growth. These include the Mini Battery of Achievement (MBA), the California Alternate Assessment (CAA), CELDT/ELPAC (English Language Proficiency Assessment of California) and the COGAT Exam. Modifications include small group administration, reading of questions to students, extended time periods and use of aids and/or manipulatives. Redlands USD Common Assessments in ELA and Mathematics evaluate the mastery of standards regularly during the year. The results are available to teachers for analysis and guidance for future instruction through Illuminate. This information also helps to identify at-risk students. Teachers share valuable information and teaching strategies on a continuing basis in order to grow professionally and benefit the entire school population. Teachers work in grade levels to examine both strengths and areas for potential growth in language arts and mathematics. This allows teachers to identify reteaching and intervention resources. In addition, the need for possible modification of individual classroom strategies is discussed. This work leads us to determine the need to continue and broaden the use of our Accelerated Reader Program.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
Kimberly School staff uses Illuminate reports for schoolwide, grade level, and/or classroom results for analysis. In addition, Illuminate reports are used for District Common Assessments to review results to modify instruction. Accelerated Reader (AR) reports and Renaissance STAR Reading/Early Literacy programs are also used to monitor student progress in their reading and reading comprehension.

## Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

Instruction is provided by highly qualified teachers and paraprofessionals, as outlined by the Every Student Succeeds Act (ESSA) requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Redlands Unified School District does not participate in AB75; however the District does provide ongoing principal training and administrator training at monthly Elementary Principal Meetings. Current training consists of publishers' presentations on adopted instructional materials, Direct Interactive Instruction, Instructional Conversations, Data Analysis, Curriculum Alignment, and Professional Learning Communities.

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

All teachers are appropriately credentialed in their current teaching positions. Kimberly School teachers have received training in the past three years in the following areas: Common Core, Close Reading, Illuminate, Autism, Thinking Maps, Accelerated Reader, Write from the Beginning, ESGI, Lexia, and the PeaceBuilder program.

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

Professional staff development is encouraged and supported both at the District level and at the site level. Redlands Unified School District's Educational Services Division assists professional development activities by arranging for training staff, parents and community on state standards and targeted areas of improvement from the Common Assessments. Using information from these assessments, the District sponsors training such as Sensory Integration in the Classroom, Effective Teaching Strategies in the Combination Classroom, test-taking strategies, and center-based instruction training. All District training is aligned with the California Standards for the Teaching Profession. Training has been provided in the areas of corrective reading for at risk students, meeting the needs of Gifted and Talented Students, working with linguistically diverse students, technology, classroom management, writing, Transitional Kindergarten curriculum, and supporting school personnel with a Teacher-on-Assignment (TOA) on site. There has also been extensive staff development to improve instruction of Common Core State Standards using district adopted math and ELA curriculum.

New teachers are hired at the district level and supported in many ways. Through our Beginning Teacher Support and Assessment (BTSA) program new teachers receive 24 hours of in-service training. Teachers are given the option of choosing which in-services will meet their needs, as well as the needs of their students. Some in-services that teachers may choose include: IST Training, Effective Strategies for the Combination Classroom, Designing Effective Instruction, Effective Strategies to Support English Learners.

Kimberly teachers are provided frequent opportunities to collaborate at grade level meetings, general staff meetings, and Kimberly Leadership Team meetings. At these meetings teachers support the school vision by discussing curriculum, intervention strategies and programs for special needs students, school discipline and the PeaceBuilder program. Teachers are able to grow professionally through these meetings by being open and sharing specific grade level and teacher assessment results. More importantly, teachers collaborate to share current research and practices, student work and classroom strategies in an effort to continually learn new ways to align classroom practices with the standards.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Redlands Unified School District, Kimberly School staff, and principal provide instructional support and assistance to all teachers. This support includes a "Teacher on Assignment" (TOA) who serves as an instructional coach and curriculum/content expert. This teacher works inside and outside the classroom to support teachers and to deepen the knowledge about content and delivery of instruction. The TOA has been trained to coach teachers and are knowledgeable about current educational research, various adopted programs, curriculum, and the Scope and Sequences for grade levels.

8. Teacher collaboration by grade level (EPC)

Kimberly School staff meet regularly and frequently for collaboration so that teachers may focus on the use of assessment data and data review to strengthen the core program. These opportunities provide staff time to review assessment results, discuss data in meaningful ways, examine the implications, make instructional decisions, and plan lesson delivery. Grade level meetings are held once a month to review and plan units of instruction and to discuss teaching strategies. Kindergarten teachers meet each week for planning and instructional strategies discussions. Our district-provided Teacher-on-Assignment (TOA) has provided additional opportunities for grade level collaboration in such areas as data analysis, Accelerated Reader, ESGI, Thinking Maps, Neos 2, Write from the Beginning, and STAR Reading and Early Literacy.

During the school year, Kimberly School has eight (8) shortened days for staff development (where students are released at 11:35am) and one full day for staff development in September. These days will be used for discussion of Common Core, new curriculum, and other professional development topics.

## Teaching and Learning

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

All Kimberly teachers implement Common Core State Standards in language arts, mathematics, science and social studies. Kimberly Elementary School is dedicated to the development and success of every student.

Student data is gathered from year-end assessments to be used to determine student needs. Every teacher uses the District's Scope and Sequence Guides to plan daily instruction. In addition, parents are made aware of the standards at Back-to-School Night, parent teacher conferences, and other opportunities. Common Core State Standards are printed on the back of student report cards.

In order for the staff to be thoroughly knowledgeable about the content standards, numerous opportunities have been provided for professional development. Previously, teachers have attended the Good Teaching Conference, sponsored by the Redlands Teachers' Association. As mentioned previously, the entire staff has received training in the program Thinking Maps. This training provided ideas on how to provide students with strategies and techniques for organizing thoughts, and can be used across the curriculum.

The Library Media Clerk and teachers work closely on the Accelerated Reader (AR) Program. This program consists of leveled reading books that correlate with the curriculum. In addition, our school library provides leveled books to accommodate the diverse reading levels in the classroom and the majority of individual classrooms have a nice collection of labeled AR books. Additional books are purchased each year to support beginning readers in the primary grades. Kimberly encourages reading in other ways for students and families. All families are invited to participate in a Family Reading Night held each year. This event provides opportunities for parents to learn different strategies for teaching reading standards at home, information about how a child's brain works, etc. During Reading Month, community readers are encouraged to come throughout the school day to read to students. The Accelerated Reader program encourages students to independently read books at individualized reading levels at home.

Science standards and curriculum are emphasized both during the school day, as well as after school with enrichment activities, which include a school-wide Science Night.

Math Common Core State Standards are met through ongoing professional development and the implementation of the Math In Focus curricular materials. The TOA supports teachers with this curriculum through weekly coaching.

History/Social Studies standards are taught via district-adopted curriculum, assemblies, programs, and field trips.

A primary-grade Science Lab was developed and established during the 2010-2011 school year. This wonderful classroom is dedicated to science lessons and experiments. Teachers bring their students to the lab for a variety of "hands-on" science lessons. The Kimberly PTA helped with the purchase of special tables and chairs for our lab. Other examples of social studies and science extensions include the fourth grade "Walk through California" to experience first-hand the history of California, the first grade trip to Riley's Farm to tie in with the social studies curriculum, and the third grade trip to the Planetarium to augment the science curriculum.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
The school complies with and monitors implementation of instructional time for the adopted core programs for Reading/Language Arts and Mathematics. This time is given priority and is protected from interruptions.
11. Lesson pacing schedule (EPC)  
The District prepares and provides access to a Sequence Pacing Guide for each grade level (Transitional Kindergarten through Grade 12) for Reading/Language Arts, Mathematics, Social Studies and Science, in order for all teachers to know when and in what sequence each lesson is expected to be taught to ensure content coverage.
12. Availability of standards-based instructional materials appropriate to all student groups  
In the Redlands Unified School District (RUSD) and at Kimberly Elementary School, textbooks and materials are chosen based on their alignment with the Common Core State Standards. Also, teachers promote literacy by class participation in book clubs. This allows teachers to increase the classroom library and obtain sets of books that enhance the curriculum. Additional standards-based instructional materials and support is also available. A Library Media Clerk and the teachers work closely on the Accelerated Reader Program. This program consists of leveled reading books that correlate with the curriculum. The computer lab, mobile laptop carts, and classroom computers provide online support and references to the titles of many of the books in the Accelerated Reader Program. This allows the students to inquire into books at their reading level in their zone of proximal development, take reading comprehension tests, and record their progress for continued growth. The computer lab is a vital element in the success of the Accelerated Reader Program. In addition, our school library provides leveled book titles found in the Accelerated Reader Program to accommodate the diverse reading levels in the classroom. Teachers purchase supplemental materials for students ranging from the GATE level to low-performing students. These materials compliment district-adopted textbooks, scope and sequence, as well as the Accelerated Reader Program. In addition, the Lexia and ESGI programs are used to supplement Reading and Language Arts instruction. Handwriting without Tears has been purchased by some teachers for use with students' fine motor skills.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
Kimberly School provides the most recent State Board of Education adopted core instructional programs, including accelerated interventions for Reading/Language Arts and Mathematics, documented to be in daily use in every classroom, with materials for every student.

## Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards  
Along with the core curriculum materials, Kimberly implements the Accelerated Reader Program (AR). Accelerated Reader is standards-based and is used as a supplemental program for additional teaching practices, as well as a key component of the reading intervention program. Students who are underperforming are referred to an Intervention Support Team Meeting. The IST Team is comprised of parents, present and former teachers, school counselor, psychologist, speech and language pathologist, and administrator as needed. If the interventions implemented prove ineffective, an IST level II meeting is held for possible recommendation and psychological assessment to determine an underlying disability. If a disability exists, the staff initiates the IEP process. The regular education program enables underperforming students to meet the standards in the following ways: cross-age tutors, reading buddies, peer buddies, in-class teacher modifications, parent volunteers, accessibility to appropriate instructional materials, technology support, and team teaching. The Kimberly staff is dedicated to ensuring that the regular curriculum is accessible to all students. Special needs students are served in a variety of ways including mainstreaming opportunities, accommodations and services specific to their needs and disabilities, etc. EL students receive support through both differentiated instructional practices within the classroom and pullout services for at least 30 mins per day.
15. Research-based educational practices to raise student achievement at this school  
The Kimberly School staff uses research-based educational practices to raise student achievement at this school. Some of the strategies and methodologies include Professional Learning Communities (PLC), use of Elements of Learning, and training in Thinking Maps. In addition, training in various Renaissance Learning programs also have supported student achievement.
16. Opportunities for increased learning time (Title I SWP and PI requirement)  
There is an intervention program in both ELA and Math which provides intervention support to students four days a week.
17. Transition from preschool to kindergarten (Title I SWP)  
Kimberly School Kindergarten teachers assess each student entering the Kimberly Kindergarten program. In addition, Kindergarten teachers have attended parent conferences, IEP Meetings, and other informational meetings with local pre-schools to ensure the best transition for all students entering Kindergarten.

## Involvement

### 18. Resources available from family, school, district, and community to assist under-achieving students

The Kimberly Elementary community focuses on developing school-family support and community partnerships in order to improve school climate and programs, provide family support and services, increase and develop parenting skills, connect families and most importantly help our students succeed in school and life. Kimberly's model of forming partnerships among family and community is based on the following assumptions: 1) that an attempt will be made to utilize all available school, family and community resources; 2) that staff will support collaborative models amongst school community partnerships; 3) that partnership activities will be connected to teaching and learning; and, 4) that there will be motivation, support and assessment of student learning through curriculum planning and delivery. Kimberly's families and community partners have many opportunities to participate in school activities. Some of these agencies include the the South Coast Community Counseling program, the Redlands Assistance League's Operation School Bell and Heritage Tour Programs and their medical and dental services, the Christian Counseling Services and the YMCA on-site daycare. The city of Redlands provides opportunities for students to better know their community by encouraging field trips to the local library, police station, fire department, post office and government offices, as well as the San Bernardino County Museum. Kimberly's business partners include Shakey's Pizza, Frugal Frigate Children's Bookstore, Redlands Educational Partnership (REP) Foundation, Environmental System Research Institute (ESRI), and the California Dairy Council. The local Lowe's Store has also been a business partner and donor to Kimberly School. Students are able to participate in many community based school activities with various organizations including the Boy and Girl Scout Troops and the American Youth Soccer Organization. Kimberly School works collaboratively and in mutually respectful ways by involving its families and the community partners in the education of all children and communicates with parents through a strong partnership with our Parent Teacher Association (PTA). Weekly All-Calls, the quarterly KimberLetter, as well as individual teacher/classroom newsletters, keep parents and our community partners updated on the various activities that our school and its students are involved in. Families are also able to participate in Science and Reading Family Nights. In addition, Back-to-School Night, a PTA-sponsored Ice-Cream Social (at the beginning of the school year), Kimberly Kampout, a PTA-sponsored Spaghetti Dinner event, Family Fitness Night, and an End-of-the-Year Family Picnic help foster open communication and partnerships between Kimberly families and staff members. Cultural Ambassadors (parents, grandparents, and community members) are invited to our school to share their cultures with students. Families have opportunities to interact at events such as the Kimberly Kampout, Community Garden Nights, during Reading Month (including Morning Read, Fresh Air Read, Reading to the Principal), and at our annual Fall Festival. Kimberly's website is updated regularly and provides information about Kimberly School and its many programs and activities. Kindergarten teachers provide incoming parents an orientation about our Kindergarten program, which includes information about curriculum and standards. Parents are encouraged to volunteer in classrooms to provide additional instructional support. Resources to assist students include: homework folders, homework organizers, Math Facts-in-a-Flash, Book Bridges (a parent participation reading program), the Accelerated Reader Program, Parent University, School Attendance Review Team (SART), and the School Attendance Review Board (SARB).

19. Strategies to increase parental involvement (Title I SWP)

Kimberly School has a very active parent community. At the start of each year, a PTA volunteer form is sent home to all parents asking which area they might be able to assist our school. Some of the ways parents can be involved include: as a member of School Site Council, PTA Board, Kimberly Culture Cubs, or ELAC; as Field Trip Chaperones, as Room Parents, representing Kimberly on the GATE Advisory Committee; attending our Family Nights or special events.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Input from the SSC parent survey, from conversations at PTA Meetings, School Site Council Meetings, Kimberly Culture Cub Meetings, Coffee with the Principal, and other special events, combined with specific input from parent representatives on School Site Council, PTA Board, and our ELAC committee, assist with the planning, implementation, and evaluation of the consolidated application.

### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards

Numerous services are provided by categorical funds for underperforming students. At-risk students are served both by in-class and pull-out programs by classroom teachers, a Reading Intervention teacher, Special Education teachers (SAI Providers) and University of Redlands tutors. The teachers use a variety of reading assessments and observational surveys to assess these students. The Title I Intervention Support Teacher will use the assessments and surveys to work with underperforming students in small groups. Staff development provides teachers with needed expertise to meet the needs of low-achieving students. Additional activities to ensure students meet the Common Core State Standards include: Accelerated Reader, Lexia, a Family Literacy Night, and PeaceBuilder Program activities. Students who are under-performing also receive additional support with supplemental materials. Some of these include: classroom library books, instructional materials, technology hardware and software along with technological support.

22. Fiscal support (EPC)

The General and Categorical Funds of Kimberly School are used appropriately to support the English/Reading/Language Arts and the Mathematics program goals, as outlined in the School Plan Goals Section.

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	106	88	93	102	87	92	102	87	92	96.2	100	98.9
Grade 4	88	95	86	85	94	85	84	94	85	96.6	100	98.8
Grade 5	100	87	96	84	87	95	84	87	95	84.0	91.6	99
All Grades	294	270	275	271	268	272	270	268	272	92.2	97.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2472.7	2505.2	2492.7	53	61	56.52	23	23	23.91	13	9	13.04	12	7	6.52
Grade 4	2472.1	2522.9	2537.2	31	50	57.65	29	21	30.59	11	19	3.53	28	10	8.24
Grade 5	2550.2	2533.2	2583.4	36	38	58.95	43	32	23.16	8	10	11.58	13	20	6.32
All Grades	N/A	N/A	N/A	41	50	57.72	31	25	25.74	11	13	9.56	17	12	6.99

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	53	54	52.17	32	34	35.87	15	11	11.96			
Grade 4	30	47	49.41	43	37	37.65	27	16	12.94			
Grade 5	39	46	60.00	49	26	29.47	12	28	10.53			
All Grades	41	49	54.04	41	33	34.19	18	18	11.76			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	55	51.09	40	38	40.22	14	7	8.70
Grade 4	33	47	57.65	40	46	36.47	26	7	5.88
Grade 5	38	41	60.00	51	40	34.74	11	18	5.26
All Grades	37	48	56.25	44	41	37.13	17	11	6.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	40	39.13	48	55	57.61	11	5	3.26
Grade 4	20	43	42.35	63	52	51.76	17	5	5.88
Grade 5	31	28	46.32	60	56	49.47	10	16	4.21
All Grades	31	37	42.65	56	54	52.94	12	9	4.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	59	52.17	45	33	42.39	12	8	5.43
Grade 4	29	40	54.12	46	48	36.47	25	12	9.41
Grade 5	45	49	63.16	51	37	29.47	4	14	7.37
All Grades	39	49	56.62	47	40	36.03	13	11	7.35

**Conclusions based on this data:**

1. 3rd Grade reading scores indicate additional focus on small group reading instruction is necessary
2. 5th Grade scores indicate the instructional program is strong and continued growth can be expected.
3. Listening skills are consistent between 3rd-5th graders but don't show as much ABOVE STANDARD achievement as other areas.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	106	88	93	103	86	92	81	86	92	97.2	98.9	98.9
Grade 4	88	95	86	85	94	85	81	93	85	96.6	100	98.8
Grade 5	100	87	96	84	87	95	84	86	95	84.0	91.6	99
All Grades	294	270	275	272	267	272	246	265	272	92.5	96.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2473.5	2490.4	2484.8	42	51	43.48	39	28	36.96	10	13	14.13	10	8	5.43
Grade 4	2488.6	2511.6	2527.7	27	27	43.53	21	40	31.76	28	27	17.65	19	6	7.06
Grade 5	2539.2	2524.6	2558.3	29	29	43.16	31	21	22.11	25	30	21.05	15	20	13.68
All Grades	N/A	N/A	N/A	33	35	43.38	31	30	30.15	20	23	17.65	14	11	8.82

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	62	72	63.04	23	20	30.43	15	8	6.52			
Grade 4	36	47	52.94	30	42	34.12	35	11	12.94			
Grade 5	40	36	54.26	40	36	30.85	19	28	14.89			
All Grades	46	52	56.83	31	33	31.73	23	15	11.44			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	58	55.43	35	28	33.70	15	14	10.87
Grade 4	33	30	47.06	38	58	41.18	28	12	11.76
Grade 5	32	33	46.32	49	42	37.89	19	26	15.79
All Grades	39	40	49.63	41	43	37.50	21	17	12.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	58	50.00	38	38	40.22	11	3	9.78
Grade 4	33	43	48.24	44	44	42.35	22	13	9.41
Grade 5	25	22	41.49	58	53	44.68	17	24	13.83
All Grades	36	41	46.49	47	45	42.44	17	14	11.07

**Conclusions based on this data:**

1. 5th grade math scores were relative a strength compared to other grade levels.
2. Problem solving appears to be the area of greatest difficulty.
3. 3rd grade students were very successful, particularly in concepts and procedures.

## School and Student Performance Data (continued)

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>				***	***	25			75					***	
<b>1</b>	17	33	25	17	33	25	33		25			25	33	33	
<b>2</b>	25		33		40	17	25	40		25		17	25	20	33
<b>3</b>						29	25	20	14	50	20	29	25	60	29
<b>4</b>					14		***	43	***	***	14		***	29	***
<b>5</b>			40	20	20			40			20	20	80	20	40
<b>Total</b>	9	7	17	13	23	17	22	27	21	17	10	17	39	33	28

## **Description of Barriers and Related School Goals**

School, district, and community barriers to improvements in student achievement: One of the many attendance areas that Kimberly School serves is approximately 5 miles from the school. Because of transportation and distance, it can be difficult for parents to participate in school functions and activities. The staff, as well as the PTA and SSC, will continue to explore other ways to eliminate this barrier. Another area that needs to be considered is the language barrier that exists between Kimberly's English Learner community and the school.

Limitations of the current program to enable under-performing students to meet standards: The limitations at this time are as follows: 1) Transportation is an issue for many of our families who live outside of a walking distance to Kimberly. It is difficult for many of these parents to be as involved as they would like in Kimberly events. 2) Every school wishes they had more funding to enhance programs, and Kimberly School is no exception. 3) CCSS standards have proven to be more difficult for students who are performing below grade level, particularly in math.

## Planned Improvements in Student Performance

### School Goal #1

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English/Language Arts</b>
<b>LEA GOAL:</b>
High quality instructional program aligned to Common Core (RUSD LCAP Goal #3)
<b>SCHOOL GOAL #1:</b>
Kimberly students will score 88% met/exceeded standards.
<b>Data Used to Form this Goal:</b>
RUSD Common Assessments, SBAC, other classroom assessments
<b>Findings from the Analysis of this Data:</b>
Students need to continue to make growth in English/Language Arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC, RUSD Common Assessments, student grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small Group K-5 Gen Ed Reading Intervention (30 mins per day/4 days per week)	2017-2018	Certificated Staff	Academic Intervention	1000-1999: Certificated Personnel Salaries	Title I	27,500.00
Periodic Reading Benchmark Assessments for 1st-3rd	2017-2018	Certificated Staff	DIBELS Benchmark Reading Screening Assessment	1000-1999: Certificated Personnel Salaries	Title I	3,000.00
Collaboration, Coaching, and Small Group Reading Intervention via RUSD TOA	2017-2018	Certificated Staff and TOA	Coaching, Collaboration, Push In Small Group Reading Intervention	1000-1999: Certificated Personnel Salaries	District Funded	
Classroom Instructional Materials	2017-2018	Certificated Staff	Phonics Workbooks, Reprographic Orders for	4000-4999: Books And Supplies	SSP	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Various Curricular Components	4000-4999: Books And Supplies	Title I	2,855.00
					Lottery: Instructional Materials	5,459.00
All school family reading program (One School/One Book)	2017-2018	All Staff	Family Reading Program and Apprx 700 Copies of Text	4000-4999: Books And Supplies	SSP	1,000.00
Integrated School Library Plan and Librarian	2017-2018	Library Paraprofessional	Book Collections, Shelving and Furniture	4000-4999: Books And Supplies	SSP	1,000.00
			Library Paraprofessional	2000-2999: Classified Personnel Salaries	SSP	8,500.00
In class/push in English Language Development instructional support/intervention for TK-5th students who are not yet fluent in English	2017-2018	Certificated Staff	English Language Development Instruction	1000-1999: Certificated Personnel Salaries	Title I	3,000.00
Instructional technology (B & N Kindles, Lexia, ESGI, Accelerated Reader, Read Naturally, etc.)	2017-2018	Staff	Cloud-Based Instructional Programs	5000-5999: Services And Other Operating Expenditures	SSP	1,000.00
					Title I	2,500.00
			Hardware	1000-1999: Certificated Personnel Salaries	SSP	1,000.00
					Title I	2,500.00
Reading Month Activities	2017-2018	Staff, Volunteers	Assemblies	5000-5999: Services And Other Operating Expenditures	SSP	1,000.00
			Student Incentives and Instructional Materials	4000-4999: Books And Supplies	SSP	1,000.00

## Planned Improvements in Student Performance

### School Goal #2

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
All students will participate in a high quality instructional program aligned to state standards. (RUSD LCAP Goal #3)
<b>SCHOOL GOAL #2:</b>
Kimberly students will score 79% met/exceeded standards.
<b>Data Used to Form this Goal:</b>
RUSD Common Assessments, SBAC, other classroom assessments
<b>Findings from the Analysis of this Data:</b>
Students need to continue to make growth in mathematics.
<b>How the School will Evaluate the Progress of this Goal:</b>
RUSD Common Assessments, SBAC, other classroom assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conferences and workshops for teachers	2017-2018	Staff	Professional Development	5000-5999: Services And Other Operating Expenditures	SSP	1,000.00
Collaboration, Coaching, and Small Group Math Intervention via RUSD TOA	2017-2018	Staff, TOA	Coaching, Collaboration, and Push In Small Group Reading Intervention			
Small Group K-5 Gen Ed Math Intervention (30 mins per day/4 days per week)	2017-2018	Certificated Staff	Academic Intervention	1000-1999: Certificated Personnel Salaries	Title I	30,000.00
Classroom Instructional Materials	2017-2018	Staff	Supplementary Curricular Components	4000-4999: Books And Supplies	SSP	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Reprographic Orders	5000-5999: Services And Other Operating Expenditures	SSP	2,000.00
					Lottery: Instructional Materials	5,000.00
Instructional technology (IXL, CBM, etc)	2017-2018	Staff	Cloud Based Instructional Programs	5000-5999: Services And Other Operating Expenditures	SSP	2,000.00
				5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
			Hardware	4000-4999: Books And Supplies	SSP	2,000.00
				4000-4999: Books And Supplies	Title I	10,000.00

## Planned Improvements in Student Performance (continued)

### School Goal #3

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Staff/Student Safety</b>
<b>LEA GOAL:</b>
Foster Positive School Environment (RUSD LCAP Goal #2)
<b>SCHOOL GOAL #3:</b>
Kimberly students will conduct themselves in a manner that is safe, peaceful, and appropriate.
<b>Data Used to Form this Goal:</b>
Aeries assertive discipline entries, referrals, surveys
<b>Findings from the Analysis of this Data:</b>
Student learning will increase with improved student behavior.
<b>How the School will Evaluate the Progress of this Goal:</b>
Student records, parent and staff surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PeaceBuilders Program	2017-2018	Staff	Positive reinforcement system	4000-4999: Books And Supplies	LCFF - Supplemental	350.00
			PeaceBuilder Pledge Student Folders	4000-4999: Books And Supplies	LCFF - Supplemental	650.00
Assemblies, presentations, guest speakers, etc.	2017-2018	Staff	Assemblies and presentations	5000-5999: Services And Other Operating Expenditures	SSP	500.00
Monthly Awards Assemblies	2017-2018	Staff	Awards Assemblies supplies	4000-4999: Books And Supplies	SSP	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
					LCFF - Supplemental	250.00
Regular communication with parents about school rules, expectations, programs, and services	2017-2018	Staff	Parent communication	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	148
					General Fund	2,500.00
Extra-curricular clubs and organizations (Band, Strings, Running Club, Chorus, Chess Club, etc.)	2017-2018	Staff, Parent Volunteers	Extra-curricular clubs and organizations	4000-4999: Books And Supplies	SSP	500.00
Student Incentives	2017-2018	Staff	Raffle prizes	4000-4999: Books And Supplies	SSP	500.00
			Transportation	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1750
					SSP	2,000.00
Playground and recess supplies to provide organized activities	2017-2018	Staff	Sporting equipment, games, etc.	4000-4999: Books And Supplies	SSP	2,000.00
				4000-4999: Books And Supplies	LCFF - Supplemental	1500
					General Fund	3,000.00
Regular meetings with campus monitors to discuss supervision strategies and practices	2017-2018	Staff	Monthly meetings with campus monitors	2000-2999: Classified Personnel Salaries	SSP	500.00
Additional Hourly Staff To Support Appropriate Student Interactions	2017-2018	Staff	Mainstreaming Paraprofessional for Integration of Separate Class Students with Gen Ed Classes	2000-2999: Classified Personnel Salaries	Title I	15087.00
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
			Recess Game Coordinator	2000-2999: Classified Personnel Salaries	General Fund	2,000.00
					LCFF - Supplemental	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Playground Enhancements	2017-2018	Staff	Physical enhancements to support structured play	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2500

## Planned Improvements in Student Performance (continued)

### School Goal #4

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent and Family Engagement</b>
<b>LEA GOAL:</b>
RUSD LCAP Goal #2 (foster positive school environment)
<b>SCHOOL GOAL #4:</b>
Kimberly families will be well informed and actively engaged in school programs and events.
<b>Data Used to Form this Goal:</b>
Teacher and parent input
<b>Findings from the Analysis of this Data:</b>
Active parent involvement in school programs and events leads to overall student success.
<b>How the School will Evaluate the Progress of this Goal:</b>
Event sign in sheets, communication logs, etc

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly "Sun Night Call Outs" and smartphone/device app notifications	2017-2018	Principal	School-to-Home Communication			
School Documents Provided to Parents	2017-2018	Principal and Office Staff	Calendars, Notifications, Handbooks, etc	5900: Communications	Title I Part A: Parent Involvement	55.00
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500.00
School-Funded Part Time Office Assistant	2017-2018	Office Staff	Classified Personnel	2000-2999: Classified Personnel Salaries	SSP	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Events (Community-Building): Ice Cream Social, Fall Festival, etc	2017-2018	Staff and Parent Volunteers	Special Events	4000-4999: Books And Supplies	SSP	850.00
Special Events (Curricular/Instructional): Reading Night, Geography Night, Science Night, etc	2017-2018	Staff and Parent Volunteers	Special Events	5000-5999: Services And Other Operating Expenditures	SSP	500.00
				4000-4999: Books And Supplies	SSP	500.00
Monthly Coffee w/ the Principal Meetings	2017-2018	Principal and Parent Volunteers	Monthly Parent Meetings	5900: Communications	Title I Part A: Parent Involvement	500.00

## Planned Improvements in Student Performance (continued)

### School Goal #5

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Environment</b>
<b>LEA GOAL:</b>
Cohesive focus for base program (RUSD LCAP Goal #1)
<b>SCHOOL GOAL #5:</b>
School facilities will be maintained with a 80% satisfaction rate
<b>Data Used to Form this Goal:</b>
Safety inspections, observational data
<b>Findings from the Analysis of this Data:</b>
The learning environment must continue to be clean and safe in order to maximize student learning.
<b>How the School will Evaluate the Progress of this Goal:</b>
Earthquake/Fire/Lockdown Drill Reporting Form, RUSD FIT Form, Monthly Safety Evaluation Sheets, Work Orders, etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Furniture	2017-2018	Office Staff	Furniture for Classrooms, Office, MPR, etc	5000-5999: Services And Other Operating Expenditures	SSP	1,965.00
Supplies and Materials Necessary for Improvements and Efficiencies	2017-2018	Office and Custodial Staff	Supplies, Materials, and Services	5000-5999: Services And Other Operating Expenditures	SSP	2,000.00
				4000-4999: Books And Supplies	SSP	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Custodial Supplies and Equipment	2017-2018	Office and Custodial Staff	Cleaning Supplies and Equipment	5000-5999: Services And Other Operating Expenditures	SSP	3,000.00
					General Fund	1,199.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	8,699.00
LCFF - Supplemental	10,000.00
Lottery: Instructional Materials	10,459.00
SSP	53,315.00
Title I	101,442.00
Title I Part A: Parent Involvement	1,203.00

# Summary of Expenditures in this Plan

## Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,814.00
Goal 2	60,000.00
Goal 3	39,235.00
Goal 4	12,905.00
Goal 5	10,164.00

## Recommendations and Assurances (Kimberly Elementary School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: November 30, 2017

Attested:

Matthew Osmond

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Zachary Tucker

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## School Site Council Membership: Kimberly Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Bays		X			
Janiece Bradshaw		X			
Tricia Bunker				X	
Scott Hassett		X			
Brian Hopkins				X	
Matt Osmond	X				
Craig Proctor				X	
Julie Townsend				X	
Zachary Tucker				X	
Becky Valdez			X		
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Appendixes

### Appendix A - School Accountability Report Card

**SEE DISTRICT WEBSITE**

**Redlands Unified School District**

**Job Descriptions for Kimberly Elementary School**

Position Name	Number of Employees	Description
Library Paraprofessional I	One (1) part time	Employ one (1) hourly library paraprofessional to: by: <ul style="list-style-type: none"> <li>• Receive and process, for the library, books, periodicals, computer software, instructional materials and media</li> <li>• Maintain circulation and distribution records for students and teacher</li> <li>• Prepare and maintain a variety of file and record systems, including shelf and storage lists and records, catalog cards or computer database records, and other files and records</li> <li>• Develop and maintain a schedule for library use</li> <li>• Collect and circulate library books, periodicals and instructional media</li> <li>• Assist in locating materials for classroom use and may assist students in locating materials pertaining to specific subject matter areas</li> <li>• May work with and read library books to students</li> <li>• Assist in monitoring behavior</li> <li>• Lift, transport, arrange, and shelve library books and instructional materials</li> <li>• Provide direction and assistance to library assistants and volunteers</li> <li>• Maintain appropriate interest center displays</li> <li>• Perform minor housekeeping functions in maintaining a neat and orderly library/media center environment</li> <li>• Prepare requisitions and orders for selected books, computer software, and instructional materials</li> <li>• Repair damaged books and other instructional material</li> <li>• Prepare book cards, book lists, bibliographies, memoranda and other similar material</li> <li>• Prepare and forward overdue notices</li> <li>• Collect replacement costs for lost library materials and reconcile funds for District deposit</li> <li>• Perform the library inventory process</li> </ul>
Reading Intervention Teacher	One (1) hourly	Employ one (1) hourly Reading Intervention Teacher to support at-risk literacy learning through: by: <ul style="list-style-type: none"> <li>• Small group instruction in phonemic awareness, and literacy</li> <li>• Collecting, maintaining, and analysis of data concerning student achievement in language arts</li> <li>• Collaborate with teachers of at-risk students in instructional planning</li> </ul>

Position Name	Number of Employees	Description
		<ul style="list-style-type: none"> <li>• Confer with classroom teachers to identify learning needs of students and strategies to be used in assisting students</li> </ul>
Help Desk Technician	One (1) part time (District Funded)	<p>Employ one (1) part time help desk technician to: by:</p> <ul style="list-style-type: none"> <li>• maintain student computers in good working order</li> <li>• maintain staff computers in good working order</li> <li>• consult on school technology plan</li> <li>• assist with audio/video needs</li> <li>• consult with office staff on technology purchases</li> <li>• educate staff about technological programs and hardware</li> <li>• serve as a liaison between school and Tech Services</li> </ul>
ELD Support Teacher	One (1) hourly	<p>Employ one (1) hourly ELD Intervention Teacher to support at-risk literacy learning through: by:</p> <ul style="list-style-type: none"> <li>• Small group instruction in phonemic awareness and literacy</li> <li>• Collecting, maintaining, and analysis of data concerning student achievement in language arts</li> <li>• Utilize research-based programs and strategies in order to maximize learning of English Learners</li> <li>• Collaborate with teachers of at-risk students in instructional planning</li> <li>• Confer with classroom teachers to identify learning needs of students and strategies to be used in assisting students</li> </ul>
Office Assistant	One (1) hourly	<p>Employ one (1) hourly Office Assistant to: by:</p> <ul style="list-style-type: none"> <li>• Coordinate charitable organization support for families in need</li> <li>• Connect parents with free and low cost health services throughout the community</li> <li>• Provide parent support for school-to-home communication systems to parents</li> <li>• Co-Chair of PTA Field Trip Scholarship Committee</li> <li>• Coordinate necessary services for foster youth with Elementary Counselor</li> <li>• Coordinate all F/R Lunch application efforts throughout school year</li> <li>• Verify daily attendance logs and maintain weekly attendance reporting</li> <li>• Contact parents for IEPs, 504s, and SARTs</li> <li>• Prepare documents for upcoming IEPs, 504s, and SARTs (cums, contracts, parent notices, etc)</li> <li>• Coordinate substitute teachers for IEPs</li> <li>• Account for and distribute warehouse orders</li> <li>• Distribute US and district mail</li> <li>• Perform basic health services for ill and injured students</li> <li>• Perform lice checks</li> </ul>

Position Name	Number of Employees	Description
		<ul style="list-style-type: none"> <li>• Answer phones and welcome visitors to the office</li> <li>• Coordinate materials and information for new students</li> <li>• Processing RISE paperwork</li> </ul>
Mainstreaming Paraprofessional	One (1) hourly	Employ one (1) Mainstreaming Paraprofessional to: by: Assist students in separate class special ed program to mainstream into gen ed classes and/or enrichment

Appendix C - Library Plan  
**(Kimberly Elementary School)**

**Staff Goals**

Collaboration for teaching literacy and information library technology  
Collaboration with library media clerk on the use of library resources to support core curriculum  
Provide training for support staff, students, and parents regarding available library resources

**Student Goals**

All students will have access to library resources at a minimum of once a week  
All students will have access to leveled reading books through the Accelerated Reader (AR) Program  
All students will develop an understanding that frequent reading improves comprehension, writing, listening, and speaking  
All students will develop an understanding that reading and writing provides a means for achieving school success and proficiency in the use of technology

**School Priorities**

Library books will be inventoried, replaced, and reordered on an ongoing basis  
Increase fiction and non-fiction books to cover content areas and student literature, as well as recreational reading materials, and teacher-support materials  
Maintain an automated library book circulation and catalogue system  
Ongoing training for staff to operate and support library materials and equipment  
Maintain a library book to student ration of a minimum of 20 books per student  
Purchase new library books that include "classics"  
Label all new library book purchases using the AR Program reading levels

**Budget**

Use any library funds to purchase new books and/or other materials and supplies as needed  
Seek other resources and/or grants to supplement the purchase of new library books

Appendix D - Title I Eligibility Criteria

KINDERGARTEN CRITERIA:

Reading/Language Arts

- ESGI Assessment, RUSD Common Assessments, DIBELS progress monitoring, teacher judgment

Math

- RUSD Common Assessments, Teacher judgment

GRADE 1 CRITERIA:

Reading/Language Arts

- RUSD Common Assessment, DIBELS progress monitoring, teacher judgment

Math

- RUSD Common Assessment, teacher judgment

GRADE 2 CRITERIA:

Reading/Language Arts

- RUSD Common Assessment, DIBELS progress monitoring, teacher judgment

Math

- RUSD Common Assessment, Teacher judgment

GRADES 3-5 CRITERIA:

Reading/Language Arts

- RUSD Common Assessment, DIBELS progress monitoring, Teacher judgment

Math

- RUSD Common Assessment, Teacher judgment

## Appendix E - Title I Parent Involvement Policy

### Title I Parent Involvement Policy

Parents are their child's first and most important teachers. Therefore strong support, from both home and school, is critical, especially for students who are performing below grade level. The Title I Parent Involvement Policy for the Redlands Unified School District and for Kimberly Elementary School was developed with this in mind. It involves all district personnel, site staff, and parents, in a unified effort to help each student achieve success in school.

To support the parent involvement at Kimberly Elementary School, parents and school staff will work together to:

1. Conduct an annual Title I meeting to provide parents with information about Title I.
2. Involve parents as active participants in their child's education and help parents learn to monitor their child(ren)'s work and progress to improve their child(ren)'s performance by means of:
  - Newsletters
  - E-Mail Communication/Classroom websites (School Fusion)
  - Phone calls
  - Parent Conferences (at school and by phone when necessary)
  - Letter(s) from the Principal
  - Back-to-School Night and Orientation Meetings
  - Coffee with the Principal
3. Provide materials and training to parents to encourage strong parent involvement.
4. Train school staff to work successfully with parents, including strategies for using classroom volunteers effectively.
5. Provide materials and training to involve parents in planning, reviewing, and improving the Title I program.
6. Coordinate and integrate parent involvement strategies for Title I with strategies under other programs as appropriate (such as School Plan for Student Achievement, IST Meetings, etc.)
7. Hold a variety of school-sponsored programs, such as Family Nights, a Halloween "Costume Exchange," monthly Awards Assemblies, Kimberly Culture Cub activities and events, and Coffee with the Principal, to connect families to the school.
8. Communicate with parents in a language they understand, using translated materials or an interpreter.
9. Review the Parent-School Compact and the Parent Involvement Policy to insure:
  - High-quality and instruction
  - Importance of effective communication
  - Parent responsibility to support learning
  - Effectiveness of the Parent Involvement Policy
10. Print the Parent/Student/Teacher Compact forms on NCR and distribute with the "start of school" packets or upon enrollment.

The Title I Parent Involvement Policy will be included in the School Coordinated Program Plan so its implementation will be integrated with all improvement efforts at the school. The Parent Involvement Policy and School Plan strategies will be revised as needed, based upon results of the site evaluations of the Parent Involvement Program and the annual School Site Council Survey of parents.

## REDLANDS UNIFIED SCHOOL DISTRICT Title I Parent Involvement Policy

Parents are their child's first and most important teachers. Therefore, strong support from both the home and the school is critical, especially for students who are performing below grade level.

The Title I Parent Involvement Program was developed with this in mind. It involves District staff, school personnel, and parents in a unified effort to help each student achieve success in school.

### ***To support parent involvement in Title I schools, District staff will:***

1. Involve the District Categorical Programs Specialist group in the development of the District's Title I plan and in the process of school review and improvement.
2. Involve parents in implementing the State Standards, Title I policies, and if schools are making adequate yearly progress by means of:
  - information meetings
  - advisory committees
  - parent conferences
  - newsletters
  - Back-to-School Nights
  - phone systems
  - teacher weekly reports
  - coffee with the Principal
  - letter from the Principal
  - School Fusion
3. Assist Title I schools to implement effective parent involvement programs by bringing them information regarding approaches that are proven to be successful.
4. Provide materials and training to build schools' and parents' capacity for strong parent involvement.
5. Coordinate and integrate parent involvement strategies for Title I with strategies under other programs as appropriate, such as:
  - Local Educational Agency (LEA) Plan
  - Safe and Drug-Free Schools
  - Single Plan for Student Achievement (SPSA)
  - Healthy Start/Family Resource Centers
  - State Pre-School
6. Conduct an annual evaluation of the Parent Involvement Program to determine its effectiveness and to identify barriers to greater participation by parents, giving particular attention to parents who:
  - are economically disadvantaged
  - are disabled
  - are limited English proficient
  - have limited literacy
  - are of an ethnic or racial minority
7. Review results of the annual evaluation with staff and parents and revise the Parent Involvement Program if necessary.

***To support parent involvement in Title I schools, District staff and school personnel will work together to:***

1. Involve parents to understand the State Standards, Title I policies, and if schools are making adequate yearly progress by means of:
  - information meetings
  - advisory committees
  - parent conferences
  - newsletters
  - Back-to-School Nights
  - phone systems
  - teacher weekly reports
  - coffee with the Principal
  - letter from the Principal
  - District/school website
2. Help parents learn to monitor their child's progress and work with educators to improve their child's performance by means of:
  - trainings (i.e., Family Math, Family Literacy, Book Bridges, Parents as Teachers)
  - materials for use in the home
  - communication to enhance parent-teacher conferencing
  - training on Standards and Promotion/Retention policy, API/AYP, and how they affect students.
  - progress reports – bi-monthly/bi-weekly
3. Train staff to work successfully with parents, including how to use classroom volunteers effectively.
4. Coordinate and integrate Title I Parent Involvement with parent involvement activities offered through other programs, such as:
  - Safe and Drug-Free Schools
  - English Language Learner
  - Healthy Start/Family Resource Centers
  - Community Based English Tutoring (CBET) Program
5. Develop roles for community-based organizations and businesses, such as:
  - Adopt-a-School programs/Partnerships
  - written information distributed via local businesses
  - community volunteers serving as tutors/mentors
  - Donations from local businesses
6. Conduct other appropriate and feasible activities, such as parent resource centers, and opportunities for parents to learn about child development and transition-stages for teens.
7. To the extent possible, communicate with parents in a language they understand.

***To support parent involvement in Title I schools, site personnel will write a parent involvement policy that describes how educators and parents will work together to:***

1. Conduct one annual meeting and a flexible number of other meetings, which are scheduled at times that are convenient for parents. Consideration should be given to:
  - alternating morning and evening meetings or offering both
  - offering incentives for participating
  - attending conferences and visiting other districts to learn ways to increase parent involvement
2. Provide parents with:
  - timely information about Title I
  - school performance profiles and their child's individual assessment results
  - explanation of the school's curriculum and assessments
  - timely responses to parents' suggestions
3. Involve parents in planning, reviewing, and improving Title I programs.
4. To the extent possible, communicate with parents in a language they understand.
5. In collaboration with parents, develop a written school-parent compact that outlines:
  - the school's responsibility to provide high-quality curriculum and instruction
  - the parents' responsibility to support learning, such as:
    - monitoring attendance
    - monitoring homework completion
    - limiting television watching
    - volunteering in the classroom
    - encouraging positive use of extracurricular time
  - the importance of communication, which includes:
    - discussion of the compact at parent-teacher conferences
    - frequent progress reports to parents
    - reasonable access to staff and opportunities to volunteer and observe in the classroom
6. Determine how the parent compacts will be disseminated to parents. Consideration should be given to:
  - distributing the compacts with the fall information packets
  - printing the compacts on NCR paper so that parents, teachers and the office staff all have access
7. Consider creative alternatives to ensure that parents have sufficient opportunities to confer with teachers regarding their child's progress, including:
  - in-home conferences (on a highly selective basis)
  - conferences at various times of the day and evening
  - telephone conferences

The site-level Title I Parent Involvement Policy will be written into the School Plan so its implementation will be integrated with other improvement efforts at the school. The Site-Level Policy and resulting School Plan strategies will be revised as needed, based upon results of the annual District and site evaluations of the Parent Involvement Program.

CAQ/pev  
revised: 06/05/09

## DISTRITO ESCOLAR UNIFICADO DE REDLANDS

### Poliza del Capítulo I de Participación de Padres

Los padres son los maestros mas importantes de sus hijos. Por lo tanto, el apoyo del hogar y de la escuela es crítico, especialmente para los estudiantes que están rindiendo bajo nivel de grado.

El Programa de Participación de Padres del Capítulo I se desarrolló con esto en mente. Se compone del personal del Distrito, personal de la escuela y los padres de familia en un esfuerzo unificado para ayudar a que cada estudiante alcance el éxito en la escuela.

***Para apoyar la participación de los padres en las escuela de Capítulo I, el personal del Distrito hará lo siguiente:***

1. Involucrar al grupo Especialista de Programas Categóricos del Distrito en el desarrollo del Plan del Capítulo I del Distrito y en el proceso de la revisión escolar y el mejoramiento.
2. Involucrar a los padres en implementar las Reglas del Estado, polizas del Capítulo I, y si las escuelas están haciendo un progreso anual adecuado por medio de:
  - Juntas de información
  - Comités consejeros
  - Conferencias para padres
  - Boletines
  - Noche de Regreso a la Escuela
  - sistemas de teléfono
  - reportes semanales de maestros
  - café con la Directora
  - carta de la Directora
  - Fusión Escolar
3. Asistir las escuelas del Capítulo I a implementar programas efectivos de participación de los padres trayéndoles información acerca de planteamientos que han provado ser exitosos.
4. Proveer materiales y entrenamiento para edificar la capacidad de una participación fuerte de las escuelas y de los padres.
5. Coordinar e integrar estrategias para padres para el Capítulo I con estrategias bajo otros programas tan apropiados como:
  - Plan Local de la Agencia Educativa (LEA)
  - Escuelas Libres y Seguras de las Drogas
  - Plan Escolar para el Éxito del Estudiante
  - Centros de Recursos Familiares/Comienzo Saludable
  - Escuelas Pre-Escolares del Estado
6. Conducir una evaluación anual del programa de participación de los padres para determinar su efectividad y para identificar obstáculos para una mejor participación de los padres dándoles atención particular a los padres quienes:
  - están en desventaja económica
  - estan menos-válidos
  - son limitados del idioma inglés
  - son de una raza étnica minoritaria
7. Revisar los resultados de la evaluación anual con el personal y con los padres de familia y revisar el Programa de Participación de Padres si fuera necesario.

***Para apoyar la participación de los padres en las escuela de Capítulo I, El personal del Distrito y el personal de la escuela trabajarán juntos para:***

1. Involucrar a los padres para que entiendan las Normas del Estado, polizas del Capítulo I, y si las escuelas están haciendo un progreso anual adecuado por medio de:
  - Juntas de información
  - Comités consejeros
  - Conferencias para padres
  - Boletines
  - Noche de Regreso a la Escuela
  - sistemas de teléfono
  - reportes semanales de maestros
  - café con la Directora
  - carta de la Directora
  - FLa Red de Computación del Distrito/Escuela
2. Ayudar a los padres para que aprendan a monitorear el progreso de sus hijos y trabajar con los educadores para mejorar el desempeño de sus hijos por medio de:
  - entrenamientos (i.e., Matemáticas Familiares, Alfabetismo Familiar, Puentes de Libros, Padres como Maestros)
  - materials para usar en casa
  - comunicación para mejorar las conferencias de padres-maestros
  - entrenamiento sobre las Normas y poliza de Promoción/Retención, API/AYP, y como estos afectan a los estudiantes.
  - reportes de progreso – dos veces al mes
3. Entrenar al personal para trabajar exitosamente con los padres, incluyendo como usar voluntarios en el salón efectivamente.
4. Coordinar e integrar la Participación de los Padres del Capítulo I con actividades de participación de los padres ofrecidas a través de otros programas tales como:
  - Escuelas Seguras y Libres de Drogas
  - Aprendizes del Idioma Inglés
  - Centros de Recursos Familiares/Comienzo Saludable
  - Programa de Tutoría de Inglés Basado en la Comunidad
5. Desarrollar funciones para la comunidad basadas con organizaciones y negocios tales como:
  - Adoptar Programas Escolares/Asociaciones
  - información por escrito distribuída via negocios locales
  - voluntarios de la comunidad sirviendo como tutores/consultantes
  - Donaciones de negocios locales
6. Conducir otras actividades apropiadas y factibles, como centros de recursos para padres, y oportunidades para que los padres aprendan acerca del desarrollo de sus niños y etapas de transición para los adolescentes.
7. A la magnitud posible, comunicarse con los padres en el idioma que ellos entienden.

***Para apoyar la participación de los padres en el Capítulo I, el personal local escribirá una poliza de participación de padres que describe como los educadores y los padres trabajarán juntos para:***

1. Conducir una junta anual y un número flexible de otras juntas, que estén programadas en tiempos que sea conveniente para los padres. Se deberá de dar consideración a:
  - alternar juntas por la mañana y por la noche o ofrecer las dos
  - ofrecer incentivos por participar
  - atender a las conferencias y visitar otros distritos para aprender formas para incrementar la participación de los padres
2. Proveer a los padres con:
  - información a tiempo sobre el Capítulo I
  - desarrollo y explicación de la escuela y resultados del asesoramiento individual de sus hijos
  - explicación del currículum y exámenes
  - Respuestas y sugerencias a tiempo para los padres
3. Involucrar a los padres en el planeamiento, revisión y mejoramiento de los programas del Capítulo I.
4. A la magnitud posible, comunicarse con los padres en el idioma que ellos entiendan.
5. En colaboración con los padres, desarrollar un compacto por escrito de la escuela-padres que profile:
  - la responsabilidad de la escuela de proveer un currículum de alta calidad e instrucción.
  - la responsabilidad de los padres para apoyar el aprendizaje, tal como:
    - monitorear la asistencia
    - monitorear que se completen las tareas
    - limitar ver la televisión
    - ayudar como voluntarios en el salón de clases
    - animar el uso positivo de tiempo extracurricular
  - la importancia de la comunicación, la cual incluye:
    - discusión del compacto en las conferencias de padres-maestros
    - frecuentes reportes de progreso a los padres
    - acceso razonable al personal y oportunidades para ayudar como voluntarios y observar en el salón de clases
6. Determinar como los compactos de los padres se distribuirán a los padres. Se deberá de dar consideración a:
  - distribuir los compactos con la información de otoño
  - imprimir los compactos en duplicado para que los padres, maestros y el personal de la oficina tengan acceso
7. Considerar alternativas creativas para asegurar que los padres tengan suficientes oportunidades de reunirse con los maestros acerca del progreso de sus hijos, incluyendo:
  - conferencias en casa (sobre una base altamente selectiva)
  - conferencias a varias horas del día y de la tarde
  - conferencias por teléfono

La Poliza de Participación de Padres del Capítulo I a nivel local será escrita en el Plan Escolar para que su implementación sea integrada con otros esfuerzos de participación en la escuela. La Poliza a Nivel Local y los resultados de las estrategias del Plan Escolar serán revisadas como sea necesario, basados sobre los resultados de las evaluaciones anuales del Distrito y locales del Programa de Participación de Padres.

CAQ/af

Revisado: 06/05/09

## Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time, ready to learn, and to work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow schools and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and my teachers about school experiences, so that they can help me to be successful in school.
- Limit my TV watching and video game playing, and instead study and read every day after school.
- Respect my school, my classmates, the staff, and Kimberly families.

### **Parents Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework, and to monitor TV viewing.
- Read to my child and/or encourage my child to read every day (20 minutes minimum).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school each day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision-making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and Kimberly families.

### **Staff Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning; and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families, helping each student achieve Kimberly School's high academic standards.
- Respect our school, its students, staff, and Kimberly families.