

**Kerman Unified School District**

**Site: Kerman-Floyd Elementary**

**Annual Evaluation  
of  
Consolidated Programs**

**Year: 2007-2008**

## Kerman Unified School District Evaluation Criteria

1. VISION AND GOALS
2. INSTRUCTION
3. ASSESSMENT
4. SPECIAL NEEDS
5. PROFESSIONAL DEVELOPMENT
6. MANAGEMENT LEADERSHIP
7. FAMILIES AND COMMUNITY

### Consolidated Programs to Be Evaluated

#### FEDERAL PROGRAMS

- Title I, Part A Basic Grant Low Income
- Title II Part A Teacher Quality (District)
- Title II Part D Technology
- Title III Part A LEP
- Title V (Innovative) (District)
- Title IV (Safe and Drug Free Schools and Communities)

#### STATE PROGRAMS

- SLIB
- GATE
- TUPE (4-8)
- EIA- LEP
- SBCP
- EIA- SCE
- ELAP
- Pupil Retention Block Grant (SB65)

## **I. SCHOOL DATA**

School uses current and prior years data from Edusoft, Aeries, and CDE Reports. Each School Site Council member will receive this material and have a chance to ask questions to clarify and understand the data.

1. Academic Performance Index (API) Base Report and Growth Targets
2. California Standards Test Analysis – Numbers of students proficient or above in Reading and Math
2. Additional Data Reports:
  - School Accountability Report Card (SARC)
  - Other Local Assessments (Benchmark Tests)
    - Math –Reading
  - Teacher/Paraprofessional/Parent Training that have occurred
  - Graduation Rates from High School
  - Technology use report- Technology Training Teachers Can Provide
  - Parent Involvement activities
  - CELDT Testing – Progress of EL students learning English
  - Expenditure reports of Categorical Programs
  - Extended Day/Summer School attendance
  - Study of At-Risk student interventions and resulting progress

# SURVEY OF PROGRAM EFFECTIVENESS

**Instructions:** Please circle the appropriate performance level for each item. Make needed comments and cite evidence in the space provided.

**Evaluation categories:**

- 4 - Exemplary level of development and implementation
- 3 - Fully functioning and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation

		Points				COMMENTS/EVIDENCE OF IMPLEMENTATION
1. VISION AND GOALS		4	3	2	1	
a	The effort of the <u>School Plan</u> is toward the Vision & Goal statements in the Plan.		X			Focus of SSC meetings and discussion per agendas and minutes.
2. INSTRUCTION		4	3	2	1	COMMENTS/EVIDENCE OF IMPLEMENTATION
a	Emphasis is towards students meeting or exceeding grade level standards.	X				Lessons are based on grade level standards, students are assessed on progress towards meeting standards, and standards based report cards report on that progress.
b	Language Arts & Reading achievement is meeting the schools goals.		X			Most API and AYP goals are met.
c	Math achievement is meeting the schools goals.		X			API and AYP have been met.
d	Both State and Local Testing results show steady growth (AYP and API)		X			Most API and AYP targets have been met.
e	Technology supports the schools goals.	X				Laptop computers and projectors are in most classrooms from Kindergarten through 4 <sup>th</sup> grade, as well as 3 Smart Boards, and internet connections in all classrooms.
f	Textbooks & instructional materials support the schools goals.		X			The most recent State Board / District adopted or approved core reading/language arts instructional materials will be used daily in every ELA classroom, with materials for every participating student.
g	All students have access to a common academic core of study.		X			Differentiated instruction and universal access ensure that students participate in and learn from core instruction.
h	Students are engaged in problem solving, critical thinking, and other activities that make subject matter interesting.	X				Teachers strive to use strategies that require higher level thinking, such as evaluation and application activities, use of graphic organizers.
i	Instructional time is used effectively		X			Time on task is monitored by teachers and administration; uninterrupted literacy block ensures no distractions during this time.

		Points				COMMENTS/EVIDENCE OF IMPLEMENTATION
j	English Language Development (ELD) standards used to guide instruction, when appropriate.		X			State Board / District approved ELD instructional materials will be used daily in every ELD class for students scoring a 1, 2, 3, 4, or 5 on the CELDT.
<b>3. ASSESSMENT</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>COMMENTS/EVIDENCE OF IMPLEMENTATION</b>
a	Students know what is expected in their class(es).		X			Standards and learning goals are posted in classrooms.
b	Families & their students know the degree of student progress.		X			Each parent is sent his/her child's STAR results, with an explanation of how to interpret them. Progress reports are sent home to keep parents informed of student's progress towards reaching the standards.
c	Staff reviews and uses assessment data to guide the instruction.		X			The school/district has a standards-based benchmark assessment and monitoring system and curriculum-embedded assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction in all English/reading/language arts and mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. District benchmarks are given, grades 1 – 12, at the end of the first 3 quarters in the school year to provide data on student progress toward meeting grade level content standards so instruction can be adjusted or interventions can be put in place to help students meet standards on the California Standards Test. KUSD school sites will assess and monitor student progress in ELD instruction every 1 to 2 weeks through curriculum embedded assessments
<b>4. SPECIAL NEEDS</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>COMMENTS/EVIDENCE OF IMPLEMENTATION</b>
a	To what degree is supplemental instruction provided for "At Risk" students.		X			Supplemental instruction provided by trained teachers for intensive students and Reading Intervention is provided during the day and after school.
b	To what degree is supplemental instruction provided for English Language Learners.		X			English Now! Curriculum now in place, 30 minutes of delivered instruction daily.

		Points				COMMENTS/EVIDENCE OF IMPLEMENTATION
c	To what degree are GATE student's needs being met.		X			Differentiated curriculum during class time. Gate activities after school once monthly.
d	To what degree are Special Education student needs being met.		X			RSP teachers and tutors provide assistance in the classrooms and through specialized instruction to help students meet goals. Differentiated instruction is used throughout.
<b>5. PROFESSIONAL DEVELOPMENT</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>COMMENTS/EVIDENCE OF IMPLEMENTATION</b>
a	Staff is provided adequate quality time for in-service training and collaboration.		X			<p>The school/district facilitates and supports teacher grade-level collaboration on a regular and frequent basis for elementary, middle, and high school English/reading/language arts and mathematics teachers to focus on use of curriculum-embedded assessment data and data review to strengthen implementation of the SBE-adopted English/reading/language arts and mathematics programs.</p> <p>Time is built into the calendar so that staff has regular opportunities to meet by department and subject matter, review the results of embedded assessments together, discuss the data in meaningful ways, examine the implications, make instructional decisions, and plan lesson delivery (preferably two, one-hour meetings per month).</p> <p>Vertical articulation is also a goal and can be accommodated through collaboration and visitation between sites scheduled by principals, district personnel, coaches, and teacher leaders.</p>
b	Teacher's feelings about the effectiveness of attended professional development.		X			Preferred activities are grade level collaboration. District training has varied and needs consistent emphasis.
c	Paraprofessional staff feelings about the effectiveness of attended professional development.		X			Tutors meet with Principal and assistant principal once every month.
d	Estimate of effectiveness of professional development toward student achievement.		X			Improvement desired in more training with consistent focus.
<b>6. MANAGEMENT LEADERSHIP</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>COMMENTS/EVIDENCE OF IMPLEMENTATION</b>
a	The school's organization, operations, and resources create a safe, efficient, and effective learning environment.		X			Safe, positive culture with emphasis on character and service.

		<b>Points</b>				<b>COMMENTS/EVIDENCE OF IMPLEMENTATION</b>
<b>b</b>	The school staff collaborates with families and the community to create greater resources.		X			Several types of training are offered; parent training classes, gang-awareness meetings, back to school nights, performances, etc.
<b>c</b>	School and District decisions are focused on student academic achievement and data driven.	X				Student achievement is the focus; staff use data to determine achievement.
<b>d</b>	The School Site Council monitors the progress of the School Site Plan.		X			Ongoing item on agenda
<b>e</b>	The over-all school budget reflects the priorities in the School Site Plan.		X			Expenditures reflect needs of student learning and the goals of the school.
<b>f</b>	A clear discipline policy is implemented.		X			Teachers, Principal and Assistant Principals consistently follow the behavior policies that are clearly defined in the Parent Student Handbook that is sent home at the beginning of each school year.
<b>7. FAMILY AND COMMUNITY</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>COMMENTS/EVIDENCE OF IMPLEMENTATION</b>
<b>a</b>	The over-all communications between school and parents.		X			Monthly newsletters from school, weekly notices from teachers, Connect Ed calls, conferences, 2 times per year, many PTC activities, annual parent survey.
<b>b</b>	Student achievement is highly valued and publicly displayed.		X			Student achievement is valued in the classrooms, parent conferences and newsletters.
<b>c</b>	The School involved parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement in an organized, ongoing, and timely way.		X			Title I program information will be provided through Parent-Student Handbook and Title I meeting at Back to School Night. In addition, information will be shared at Parents as Teachers training, parent conferences, Parent Teacher Club meetings, and the District Web Site.
<b>d</b>	The school distributes the School Parental Involvement Policy to parents of participating children and the local community.		X			The School Parental Involvement Policy is included in the annual Parent Student Handbook.
<b>e</b>	The school periodically updates its School Parental Involvement Policy to meet the changing needs of parents and the school:		X			The School Parental Involvement Policy is updated each year as new testing data and surveys are completed.
<b>f</b>	The school convenes an annual meeting to inform parents of the following: that their child's school participates in Title I; the requirements of Title I; their rights to be involved; the curriculum, assessments and expected proficiency levels; and about their school's participation in Title I.		X			The major Title I meeting will be held at Back to School Night to maximize parent attendance. Agendas for Title I will be distributed to all parents in English and Spanish. Parents will use sign-in sheets provided in classrooms. To increase attendance, the school will send fliers in both English and Spanish, as well as make Connect-Ed calls

		Points			COMMENTS/EVIDENCE OF IMPLEMENTATION
					(Spanish & English), and send notes from teachers. In addition, Title I services will be presented at Parent Teacher Club meetings, in English and Spanish.
g	The school holds a flexible number of meetings at varying times, and provides transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:		X		Conferences and meetings are scheduled with parent input to accommodate their needs, whether after school, before school, etc. Child care is provided for parent training sessions. State and Federal home liaisons provide transportation for conferences and SST meetings if needed. Parent Teacher Club meetings are held in both from afternoons and evenings to accommodate various schedules. Parent training is offered in afternoons and evenings. Phone calls are made to parents who need reminders. Refreshments and prizes are offered as incentives.
h	The school provides timely information about Title I programs to parents of participating children in a timely manner:		X		Title I program information will be provided through Parent-Student Handbook and Title I meeting at Back to School Night. In addition, information will be shared at Parents as Teachers training, parent conferences, Parent Teacher Club meetings, and the District Web Site.
i	The administration builds the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.		X		Whisper translation system used at all meetings which include parents, translation by VP, teacher, bilingual Staff, or bilingual parents Monthly newsletters (English & Spanish) with school calendars, by principal & VP Parent-Teacher conferences 2 times per year, including standards based report cards Student Success Teams, by SB65 consultant and teacher, with follow-up activities Parents as Teachers early literacy training by first grade teachers Parent Involvement opportunities included in Parent-Student Handbook and fliers



		Points			COMMENTS/EVIDENCE OF IMPLEMENTATION
					<p>Connect Ed Outreach calls to families by principal and VP.</p> <p>School Marquee of activities, front of school, by Community Service Team &amp; advisor</p> <p>School Web Site</p>
j	The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:		X		The School-Parent Compact will be discussed and signed at parent conferences.
k	The school provides assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards; the State's student academic achievement standards; the State and local academic assessments including alternate assessments; how to monitor their child's progress; and how to work with educators:		X		<p>Distribution of content standards at Back to School Night; parent-teacher conferences 2x year regarding student achievement to help parents monitor progress; homework packets from teachers; teacher assessments and reports; parent training in literacy standards); Focal Student Meetings, Conferences at Student Success Teams with Outreach Consultant for how to work with educators and monitor child's progress; materials distributed at Parent Teacher Club meetings, ELAC, and SSC to help parents understand programs and requirements, inserts in site newsletter to help parents with standards and curriculum; "Parent-Student Handbook."</p>
l	The school will, to the extent feasible and appropriate, ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand (Spanish).		X		All information related to the school and parent programs, meetings and other activities is sent to the parents in English and Spanish, including newsletters, handbooks, and letters. Outreach phone calls are translated. Meetings are translated. Parent training and materials are provided in English and Spanish.

A. The extent to which our Consolidated Programs are effectively meeting the needs of pupils:

<b>FEDERAL PROGRAMS</b>	<b>Comments</b>
Title1, Part A Basic Grant Low Income	This funding has supported primary language support of our EL students and supplemental materials to increase student achievement. Staff development, teacher collaboration time, technology needed to increase student achievement, the use of Literacy Coaches, teacher collaboration, parent training meetings, printing of student achievement data, kindergarten orientation, benchmark tests and incentives for students to increase achievement.
Title II-A, Teacher Quality (District)	Fully functioning and operational level of development and implementation. Staff is surveyed yearly to determine areas of need. The curriculum director tallies the survey information and presents the results to the DISC and leadership groupings. These groupings assist in scheduling the following year's staff development focus workshops. The staff has been surveyed on professional development topics to ensure needs are being met. This information is tallied by the Director of Curriculum, Instruction, and Assessment. Staff development is built based upon these requests and the input of the DISC committee.
Title II-D, Technology	The Technology Training Teacher hired with these funds provided training in the following areas: Use of technology to enhance curriculum, use of technology to analyze data and inform parents of student progress.
Title III-A, LEP	This funding has provided technology to enhance EL instruction, supplemental materials to increase student achievement. Teacher collaboration and translation for parent meetings.
Title IV (Safe and Drug Free Schools and Communities)	This funding has supported teaching of healthy lifestyles and activities such as Red Ribbon Week
<b>STATE PROGRAMS</b>	<b>Comments</b>
School Based Coordinated Program (SBCP) (SLIB and GATE)	This funding has supported the use of Literacy Coaches, parent training meetings, printing of student achievement data, translation for parent meetings, technology needed to increase student achievement, provide a differentiated curriculum and opportunities for gifted students and incentives for students to increase achievement.
EIA	This funding has been used to purchase research based supplemental materials for language arts and math, the use of Literacy Coaches, teacher collaboration, parent training meetings, printing of student achievement data, translation for parent meetings, support for EL students in their primary language and incentives for students to increase achievement.
ELAP	This funding has been used to improve the English Proficiency of fourth grade English learners and prepare them to meet the state's academic content and performance standards.
TUPE (4-8)	N/A
Pupil Retention Block Grant (SB65)	This funding has been used to fund an Outreach Consultant who works to increase student attendance, resiliency of at-risk students through COS and SST's.

As a result of our Annual Evaluation, our LEAP Plan will be modified as follows:

Kerman-Floyd Elementary 2008-2009

Single Plan for Student Achievement (SPSA) Changes

DIAP = District Instructional Action Plan  
EPC = Essential Program Components

Part/Goal	Page #	Addition or Modification
Title Page	1	• Updated – year, Superintendent
Table of Contents	2	• Updated page numbers.
School Profile	3, 4	• Updated School Profile
SARC	6	• Updated Year
School Demo.	8	• Updated Year
DIAP	9	• Updated plan with new DIAP Goal
Goal #1	10	• Updated plan with new DIAP info: EPC 8
Goal #1	11	• Added revised supplemental materials
Goal #1	11	• Updated plan with new DIAP info: EPC 1
Goal #1	12	• Updated plan with new DIAP info: EPC 2
Goal #1	14	• Updated plan with new DIAP info: EPC 3
Goal #1	14, 15	• Updated plan with new DIAP info: EPC 4
Goal #1	15	• Updated plan with new DIAP info: EPC 6 • Updated Literacy Coach training and cost.
Goal #1	16, 17	• Updated plan with new DIAP info: EPC 7
Goal #1	17, 19	• Updated costs for Bilingual Tutors
Goal #1	20	• Updated plan with new DIAP info: EPC 5
Goal #1	21	• Updated plan with new DIAP info: EPC 9
Goal #2	27	• Added Incentives for Student Achievement
Appendix 1	102	• Added Revised DIAP to the document.
SLIB Grant	28-31	• Updated SLIB Grant
Budget Pages	32, 33	• Updated current budget pages
SSC Membership	34	• Updated current SSC members
	36	• Added Math AMOs Data Page
	37	• Added Reading AMO's Data Page
Appendix 1		• DIAP Plan added

*Kathy Goodlad*  
\_\_\_\_\_  
(Principal Signature)

*Monica Vidrio*  
\_\_\_\_\_  
District Parent Advisory Committee (Signature)

Presented to the Governing Board on:

November 20, 2008

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(Date)