

# The Single Plan for Student Achievement

**School:** Ronald W. Reagan Elementary School  
**CDS Code:** 10-62240-0113142  
**District:** Kingsburg Elementary Charter School District  
**Principal:** Bobby Rodriguez  
**Revision Date:** April 28, 2014

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:

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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

Schoolwide Plan Required Components Reference Page.....	4
No Child Left Behind School Plan Requirements Reference Guide .....	5
School Vision and Mission .....	6
School Profile.....	6
Comprehensive Needs Assessment Components .....	7
Data Analysis .....	7
Surveys .....	7
Classroom Observations.....	7
Analysis of Current Instructional Program .....	8
Description of Barriers and Related School Goals .....	11
School Accountability Report Card.....	13
School and Student Performance Data .....	14
Academic Performance Index by Student Group .....	14
English-Language Arts Adequate Yearly Progress (AYP).....	15
Mathematics Adequate Yearly Progress (AYP).....	16
CELDT (Annual Assessment) Results.....	17
CELDT (All Assessment) Results.....	18
Title III Accountability (School Data) .....	19
Title III Accountability (District Data).....	20
Demographic Data.....	21
Planned Improvements in Student Performance .....	22
School Goal #1 .....	22
School Goal #2 .....	25
School Goal #3 .....	28
School Goal #4 .....	32
School Goal #5 .....	34
Centralized Services for Planned Improvements in Student Performance .....	36
Centralized Service Goal #1 .....	36
Centralized Service Goal #2 .....	37
Centralized Service Goal #3 .....	38
Centralized Service Goal #4 .....	39
Centralized Service Goal #5 .....	40
Summary of Expenditures in this Plan.....	41
Total Expenditures by Object Type and Funding Source.....	41

Total Expenditures by Funding Source .....42  
Total Expenditures by Object Type.....43  
Total Expenditures by Goal.....44  
School Site Council Membership .....45  
Recommendations and Assurances.....46

## Schoolwide Plan Required Components Reference Page

The following Schoolwide Plan components required by NCLB section 1114 (b) (1) are addressed in the Ronald W. Reagan Elementary School Single Plan for Student Achievement as indicated below

Required SWP Plan Components:	Plan Page(s)
1. Comprehensive needs assessment of the entire school: Based on the information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	N/A
2. Schoolwide reform strategies that: <ol style="list-style-type: none"> <li>a. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic standards</li> <li>b. Use effective methods and instructional strategies that are based on scientifically based research that:               <ul style="list-style-type: none"> <li>• Strengthen the core academic program in the school</li> <li>• Increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day</li> <li>• Include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)</li> </ul> </li> <li>c. Include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children</li> </ol>	pgs. 5-31
3. Instruction by highly qualified teachers	p. 5
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals and, if appropriate, other school staff and parents	p.6
5. Strategies to attract highly qualified teachers to high-need schools.	N/A
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	p. 6
7. Plans for assisting preschool children in the transition from early childhood programs ( <i>N/A for middle and high schools</i> )	N/A
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	p. 6
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	p. 6
10. Coordination and integration of federal, state, and local services and programs	p. 5

**In addition, the school assures the following:**

- The plan describes how the school will implement the components above
- The plan describes how the school will use resources under Title I and from other sources to implement those components
- The plan includes a list of State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program
- The plan describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments require

## No Child Left Behind School Plan Requirements Reference Guide

The following elements required in Title I, Part A, Section 1116, for PI are addressed in the Ronald W. Reagan Elementary School Single Plan for Student Achievement as indicated below.

Required PI Plan Elements	Page(s) addressed in Plan
<b>1. Scientifically-based research:</b> Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.	p. 6
<b>2. Successful Policies and Practices</b> Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	p. 6, pgs. 5-31
<b>3. Professional Development (PD)</b> <ol style="list-style-type: none"> <li>a. Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high quality professional development that:</li> <li>b. Directly addresses the academic achievement problem that caused the school to be identified for school improvement</li> <li>c. Meets the requirements for professional development activities under section 1119</li> <li>d. Is provided in a manner that affords increased opportunity for participating in that professional development</li> </ol>	a. p. 6 b. p. 6 c. p. 6 d. p. 6
<b>4. 10% Title I Reservation:</b> Specify how the funds described above in (3) will be used to remove the school from school improvement status.	p. 6
<b>5. Specific Annual, Measurable Objectives:</b> Establish specific annual, Measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	pgs. 5-31
<b>6. Parent Notification:</b> Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.	p. 6
<b>7. Shared Responsibility for Improvement:</b> Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	p. 6
<b>8. Parent Involvement:</b> Include strategies to promote effective parental involvement in the school.	p. 6
<b>9. Extended Learning:</b> As appropriate, activities before school, after school, during the summer and during any extension of the school year.	p. 6
<b>10. Incorporation of a Teacher Mentoring Program:</b> Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	p. 6

## School Vision and Mission

### Ronald W. Reagan Elementary School's Vision and Mission Statements

#### School Mission Statement

Ronald Reagan once said, "America's greatest chapter is still to be written, for the best is yet to come."

We are inspired by his spirit and are dedicated to providing universal access towards academic excellence in all subjects for students within a strong sense of community and tradition.

#### District Mission Statement

Kaizen, "What can I do better today than I did yesterday?"

This model of continuous improvement will accomplish a student-centered instructional program that allows all students to reach their highest potential as contributing members of society.

## School Profile

### School Beliefs

Reagan School has a unique configuration of having all of the 4th, 5th, and 6th grade children of the Kingsburg Elementary Charter School District on their campus. Reagan's focus is to develop knowledge and skills, utilizing the technology students need to become life long learners, productive workers, and successful citizens. Together with parents, students, community members, staff and administration, the school's vision includes fostering a team atmosphere with the community, and provides a standards-based education. The school community has unpacked the Common Core State Standards together reaching consensus on what the 4th, 5th and 6th grade students need to master upon leaving Reagan School. We believe that we must work especially hard to meet the needs of our diverse and at-risk population in order to continue the "Traditions of Excellence" that have long been our district's trademark. We recognize that it is our responsibility to prepare all students for success. The staff at Ronald W. Reagan Elementary School is committed to preserving the traditional small-town atmosphere by promoting high expectations, focusing on student achievement, and nurturing success within a safe school environment.

### Student Population And Student Needs

Ronald W. Reagan Elementary School is a 4th, 5th, and 6th grade elementary school rich in both history and tradition. Reagan School is located in the center of the city of Kingsburg, in Fresno County and is mainly an urban family setting. Currently, Reagan Elementary School serves 701 students. Of those students 77 are English Language Learners, 57 are Reclassified Fluent English Proficient, 421 are Economically Disadvantaged Youth, and 57 are Special Education students.

2013-14 Student Enrollment by Group	
African American not Hispanic	0.29%
American Indian or Alaskan Native	0.29%
Asian	2.29%
Filipino	0.14%
Hispanic or Latino	61.66%
Pacific Islander	0%
White (not Hispanic)	33.62%
Multiple or No Response	0.29%
English Learners	8%
Students with Disabilities	9%
GATE Students	16%
Reclassified Fluent-English-Proficient (RFEP)	15%
Participants in Migrant Education Program	0%

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As part of our school plan for improvement, Reagan parents were invited to take a survey which provided feedback for our staff. Twenty one questions were asked, addressing different areas of the school community. Ninety percent of the questions answered received very positive results (strongly agreed and agreed) and most results were in the 90 percent and above range, with some in the high 80 percent range. The area of most concern was in regards to parent feedback. Fifteen percent of those who returned their surveys selected "somewhat disagree" as a response to the following question: I am informed of my child's progress at school on a regular basis. Eighty-five of the surveys returned selected choices indicating that they were well informed about their child's progress. The other area of concern was in regards to parents helping their child at home. Fourteen percent of the survey results indicated that there should be more opportunities at school for parents to learn how to help their child at school. Overall, parents viewed the school in a positive manner. As a result of the survey, the staff at Reagan School will continue to reach out to the entire school community, including parents and their families. After school sports programs have come to fruition this year as well as the planning of a shade structure for the near future. Parents will receive information on how to assist their student as we become fully implemented using the California Common Core State Standards at our Title 1 parent night in the fall as well as receive information on how to access tutorials in Mathematics from our newly adopted state curriculum.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Kingsburg Elementary Charter School District has adopted the program "Teacher Compass" as a means to collect data from walk-throughs. The non-threatening, non-evaluative walk-throughs give the principal and academic coaches a quick snapshot of student learning. That snapshot is used to engage teachers in conversations about how to improve teaching. The District has also adopted the Sheltered Instruction Observation Protocol (SIOP) as the instructional model used in each classroom. The SIOP Model was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. The model is based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs). The district's leadership team has developed a form (based on the SIOP Model) used to observe these best teaching practices. The form is used for academic coaching and improving teacher practice. The administration at Reagan School also uses "The Walk-In" for creating classroom observation reports based on professional teaching standards. These reports are used with formal teacher observations of a fully implemented lesson. The completed report is used to provide teachers with feedback regarding their classroom practice.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

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

All students at Reagan are tested using three benchmark assessments for ELA, math, and writing.

1. ELA - School/District Benchmark Tests
2. Math - School/District Benchmark Tests
3. Writing - School/District Benchmark Writing Tests

Each grade level has worked together to determine other common assessments that their students will be administered. These common assessments are standardized and used for two main purposes: Target Student Needs and Staff Professional Development/Collaboration

All students are implemented benchmark test and common assessments throughout the year. These assessments are formally reviewed using the Cycle of Inquiry, and the results are used to determine student needs. Teachers may also use other forms of multiple assessments to target specific student's needs. Data is also made available to teachers via the internet. The teachers are given access to the Illuminate website, to monitor more frequently the progress of their students based on assessments.

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

The teachers, support staff, and administration collaborate after all benchmark tests and common assessments. Data is carefully analyzed using the Cycle of Inquiry or COI. COI is a unique data-driven decision-making process for helping students to achieve. It is a structured process which is used to examine the effectiveness of instruction, programs and systems within our school. It is a systematic process of asking questions, identifying problems, setting goals, developing action plans, and analyzing outcomes. This process helps staff to slow down and make thoughtful, informed choices about instruction and intervention.

### **Staffing and Professional Development**

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Reagan School are considered "Highly Qualified" according to NCLB standards of requirement.



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

Eight teachers participated in the CAT Grant through FCOE and six received their Masters in Mathematics.

All teachers have participated in Common Core training through FCOE and TCOE.

Nine teachers participated in the Inter-rater Reliability Training to calibrate feedback given from administration and academic coaches.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of our resources, including staff and fiscal resources, are aligned with our three district goals.

1. Beginning to Early Advance ELL students will advance 1 CELDT level.
2. Students below Advanced will move a minimum of 1 proficiency level in math.
3. Students below Advanced will move a minimum of 1 proficiency level in ELA.

Our staff participates in monthly training regarding the Sheltered Instruction Observation Protocol or SIOP. Teachers have also been trained by FCOE and TCOE in the California Core State Standards in ELA, Mathematics, and Writing curriculum and receive ongoing professional development related to the Best Teaching Practices, during regularly scheduled COI meetings.

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

Teachers receive ongoing staff development and coaching from the following resources:

1. Nancy Tikkannen - EL Coordinator and Academic Coach
2. Martee Barnett - District Library Media Specialist
3. Matt Stovall - Learning Director
4. Bobby Rodriguez - Principal
5. Melanie Sembritzki - Director of Special Projects/Curriculum Director
6. Alicia Raygosa - Lead Teacher/PLC Lead
7. Michelle Stone - Lead Teacher /PLC Lead
8. Jill Owens/Kerry Pickrell - Lead Teachers/PLC Leads

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers and the support staff collaborate once per month, in regularly scheduled inservicing and Professional Learning Community (PLC) meetings.

The staff also meets three times per month in Professional Learning communities.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use state adopted materials to access the state standards for their students. Teachers collaborate and use the California Common Core State Standards to select essential standards.

1. ELA - Houghton Mifflin/Harcourt
2. Math - Houghton Mifflin/Harcourt
3. Science - Houghton Mifflin/Harcourt
4. Social Studies - Houghton Mifflin/Harcourt

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students receive a 90 minute to two hour, uninterrupted block, of ELA instruction five days per week. Students receive approximately 90 minutes of daily math instruction.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All grade levels have collaborated and developed a pacing guide for ELA, math, and writing. Teachers reflect on the pacing guide and make the necessary adjustments, after each benchmark test.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers are provided with stated adopted instructional materials that are appropriate for all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

During Deployment students receive differentiated instruction and intervention. Teachers use state adopted materials/Universal Access Materials and supplemental resources for intervention.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students participate in the Deployment intervention period. During the second half of the ELA block of time, students receive differentiated instruction and intervention, based on their need. Teachers provide differentiated instruction and intervention by meeting with small groups of students, with similar needs, after students receive core instruction in math. After school math intervention programs are also available for students. Last year the school provided three separate opportunities for after school math support.

14. Research-based educational practices to raise student achievement

The instructional model for the District is based on the Sheltered Instruction Observation Protocol or SIOP. This researched based model was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. This researched based model provides ALL students with the Best Instructional Practices which results in increased learning for ALL students.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Reagan School has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community. Opportunities for parent participation include, School Site Council, English Learner Advisory Committee, fundraising, classroom volunteers, lunchtime intramurals, music boosters, PTO (Parent Teacher Organization), and the Safe School Ambassador Program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council at Reagan School helped to develop the school improvement plan, referred to as the Single School Plan of Achievement. The SSC also helps monitor implementation of the plan, budget, and evaluation of the plan. The SSC is composed of the principal, learning director, three classroom teachers, and five parents of students attending Reagan.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The majority of Title I funds is allocated to the support staff's salaries and benefits who assist Title I students. EIA funds are allocated to help pay for our District's EL Coordinator and support staff, with some monies budgeted for instructional materials and supplies needed to serve our English Learner population.

18. Fiscal support (EPC)

We are funded based on the Consolidated Application and through the Local Control Funding Formula.

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

### SCHOOL GOALS

Students at Ronald W. Reagan Elementary School must become proficient in the Academic Content Standards in order to adapt to the changing needs of an expanding global society. The role of the school is to prepare students to function and succeed in this society. To this end, teachers are held accountable for teaching the State Academic Content Standards that have been adopted by the Kingsburg Elementary Charter School District and to ensure mastery of those standards. All students are expected to achieve grade appropriate reading skills. In accordance with the site's mission and the District's Local Educational Agency Plan, Reagan Elementary School's goals are that:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and math.
2. All Limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. Highly qualified teachers will teach all students.
4. All students will be educated in a learning environment that is safe, drug-free and conducive to learning.
5. A variety of strategies will be utilized to encourage community and parental involvement in all aspects of campus life.

Ronald W. Reagan Elementary School accomplishes these goals as follows.

#### Goal 1:

- Alignment of instruction with Academic Content Standards
- Implementation of the state adopted programs
- Continual refinement of Best Teaching Practices
- Extended learning time for students through after school intervention
- Increased access to technology through classroom computers and the computer lab
- Professional development and collaboration
- Auxiliary services for students and parents
- Monitoring of program effectiveness
- Targeting services and programs to the low performing student groups
- Parental Involvement, i.e., SSC, parent volunteers, etc.

Goal 2:

- Scientifically researched based English Language Development instruction
- Professional development
- Evaluation of program effectiveness
- Continual revision of curricula, instructional materials, software and assessment procedures
- Coordination with other relevant programs and services
- Parent Involvement, i.e., ELAC, DELAC, SSC, etc.
- Personnel support.

Goal 3:

- BTSA for new teachers
- Professional development focus on increasing student achievement
- Technology access
- Availability of local university classes such as, Fresno Pacific College and CSUF classes through partnership efforts
- Early Release Wednesdays
- Refinement of instructional delivery through regular classroom visitations, formal and informal lesson observations and teacher evaluations by administrative staff

Goal 4:

- Physical support, i.e., health services, free and reduced lunch, P.E. program, etc.
- Social support, i.e., assertive discipline, Student of the Month program, blue slip program, Olweus Bullying Prevention Program, Safe School Ambassador, Kingsburg Police Dept. GREAT Program
- Emotional support, i.e., referrals to community resources, parenting classes, shared decision-making, student advisory program

Goal 5:

- Active involvement of parents in all areas of school life from monitoring homework and school volunteerism to a variety of school committees designed to incorporate ideas and suggestions into the school

Site Plan.

**School Accountability Report Card**

Available at: [www.kingsuburg-elem.k12.ca.us](http://www.kingsuburg-elem.k12.ca.us)

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	688	671		221	237		2	2		19	16	
<b>Growth API</b>	868	863		921	906					935	949	
<b>Base API</b>	843	867		916	920					925	935	
<b>Target</b>	A	A		A	A							
<b>Growth</b>	25	-4		5	-14							
<b>Met Target</b>	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	416	398		134	147		404	419		58	63	
<b>Growth API</b>	835	832		791	816		826	833		702	691	
<b>Base API</b>	796	833		718	791		791	825		547	701	
<b>Target</b>	4	A		5	5		5	A				
<b>Growth</b>	39	-1		73	25		35	8				
<b>Met Target</b>	Yes	Yes		Yes	Yes		Yes	Yes				

#### Conclusions based on this data:

1. In 2013, Ronald Reagan Elementary met all of its growth targets. The groups in which these targets were met and monitored by the state were: All students, White students, Hispanic Students, English Learner (EL) students, and Socioeconomically Disadvantaged students.
2. While we saw little or no growth in some of our subgroup areas, we did see growth in our EL and Socioeconomic Disadvantaged subgroups. The focus of Ronald Reagan Elementary will continue to be to improve student achievement in all subgroup areas, especially in the Hispanic, EL, and Socioeconomic Disadvantage subgroups.
3. The Deployment model used at Ronald W. Reagan Elementary is working as our EL and Socioeconomic Disadvantaged subgroups have improved in their academic achievement.

## School and Student Performance Data

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		98	100		100	100		100	100	
Number At or Above Proficient	488	472		185	193		--			15	14	
Percent At or Above Proficient	71.6	70.6		84.5	81.8		--	--		78.9	87.5	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		98	100		98	100		84	100	
Number At or Above Proficient	262	248		74	87		247	260		29	26	
Percent At or Above Proficient	63.6	62.5		55.6	59.6		61.8	62.4		55.8	41.9	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

#### Conclusions based on this data:

1. Gains were made in the EL and Socioeconomic Disadvantaged subgroups to an all-time high in percent at or above proficient.
2. In 2013 we did not meet the AYP criteria in four of the five subgroup areas.
3. In 2013 students did not have big losses in either of the subgroups.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		100	100	
Number At or Above Proficient	521	508		188	199		--			17	14	
Percent At or Above Proficient	75.7	75.9		85.1	84.3		--	--		89.5	87.5	
AYP Target: ES/MS	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	100		93	100	
Number At or Above Proficient	289	278		82	97		281	293		30	30	
Percent At or Above Proficient	69.5	70.0		61.2	66.4		69.6	70.3		51.7	48.4	
AYP Target: ES/MS	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

#### Conclusions based on this data:

1. Four of the five subgroups increased the percent of students at or above proficiency: All students, Hispanic students, English learners, and Socioeconomically Disadvantaged.
2. In 2013, only the English Learner subgroup met their AYP Criteria.
3. The number of students who are at proficient or above continues to increase.



## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>4</b>	7	16	19	43	17	39	1	2	0	0	44
<b>5</b>	1	7	6	40	7	46	1	7	0	0	15
<b>6</b>	0	0	5	33	6	40	4	27	0	0	15
<b>Total</b>	8	10	30	39	30	39	6	7.7	0	0	77

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	99	82	
Percent with Prior Year Data	99.0%	100.0%	
Number in Cohort	98	82	
Number Met	61	47	
Percent Met	62.2%	57.3%	
NCLB Target	56.0	57.5	
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	41	59	20	62		
Number Met	16	32	--	35		
Percent Met	39.0%	54.2%	--	56.5%		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	*	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	308	308	
Percent with Prior Year Data	99.7	100.0	
Number in Cohort	307	308	
Number Met	196	195	
Percent Met	63.8	63.3	
NCLB Target	56.0	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	282	91	281	97		
Number Met	86	48	73	56		
Percent Met	30.5	52.7	26.0	57.7		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. The cohort of students that fall under the AMAO 1 category met the NCLB proficiency target of 57.5% (63.3% proficiency)
2. In AMAO 2, students with less than 5 years achieved a proficiency of 26% surpassing the NCLB target of 21.4%. At the same time students who have received five or more years also surpassed their NCLB target of 47% (57.7% proficiency).
3. In both ELA and Mathematics students in the AMAO 3 cohort did not meet the proficiency goal for 2012-2013.

## Demographic Data

### Student Enrollment by Group

Student Group	Percent of Enrollment		Number of Student	
	2012-13	2013-14	2012-13	2013-14
American Indian	4%	0.29%	0.58	2
African American	0.14%	0.29%	1	2
Asian	2.73%	2.29%	19	16
Filipino	0.43%	0.14%	3	1
Hispanic/Latino	58.56%	61.66%	407	431
Pacific Islander	%	0%		0
White	33.81%	33.62%	235	235
Multiple/No Response	2.30%	0.29%	16	2
		<b>Total Enrollment:</b>	<b>695</b>	<b>699</b>

### Student Enrollment by Grade

Grade	Number of Students	
	2012-13	2013-14
Kindergarten		0
Grade 1		0
Grade 2		0
Grade 4	218	243
Grade 5	237	220
Grade 6	240	236
Grade 7		0
Grade 8		0
Grade 9		0
Grade 10		0
Grade 11		0
Grade 12		0
<b>Total Enrollment:</b>	<b>695</b>	<b>699</b>

## 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: ELD</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
BEGINNING to EARLY ADVANCE ELL students will advance 1 CELDT level.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to Inservice SLOP Components: Teachers will prepare lessons, build background, and provide comprehensible input to increase student achievement. Staff development for continuous improvement of practice provided by District EL Coordinator. Teachers, principal, instructional aides and district support personnel will all plan for and implement targeted instructional strategies for identified students. EL students will receive daily ELD instruction based on the ELD standards.</p> <p>Staff will participate in classroom observations/walk throughs with the focus on implementation of the SLOP as the model for instruction.</p>	2014-2016	Administration, classroom teachers, instructional aides, and District EL Coordinator		1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected  Title I Part A: Basic Grants Low-Income and Neglected	17,069  16,269
<p>ENCORE Grouping: Students focus on gaps for deeper understanding of concepts. Leveled groups for supplemental instruction.</p>	2014-2016	Administration, classroom teachers, instructional aides		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Clearly Identify RFEPs who have not reached proficiency and Long Term ELs: <ul style="list-style-type: none"> <li>• Focus students</li> <li>• Awareness of students and specific needs</li> <li>• Targeted Instruction</li> <li>• Staff Development</li> </ul>	2014-2016	Administration, classroom teachers, District EL Coordinator		None Specified	None Specified	0
Use of technology, combined with best teaching practice as a tool to increase student achievement.	2014-2016	Administration, classroom teachers		None Specified	None Specified	0



# 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 academic performance index (API) and adequate yearly progress growth (AYP) 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>
<b>SCHOOL GOAL #2:</b>
Students below ADVANCED will move a minimum of 1 proficiency level in mathematics on the end of the year District Wide Benchmark in Mathematics.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
District Benchmark Tests Harcourt Multiple Assessments Common Formative Assessments Teacher Created Assessments for Progress Monitoring Illuminate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Adhere to the pacing guide.</p> <ul style="list-style-type: none"> <li>The pacing guide will focus on key essential standards.</li> </ul> <p>Identification of essential standards will provide focus and clarity about which standards are the most important for future success. Key standards must meet three essential criteria:</p> <ol style="list-style-type: none"> <li>1. Readiness (For the next level)</li> <li>2. Leverage (Knowledge and skills that will be of value in multiple disciplines)</li> <li>3. Endurance (Knowledge and skills that will be of value beyond a single test date; they will endure throughout a student's academic career and professional life)</li> </ol> <p>All key standards met by testing time with equal access to the curriculum for everyone.</p> <ul style="list-style-type: none"> <li>Teacher staff development and planning to align curriculum with rigorous standards</li> <li>Staff will participate in walk throughs/observations</li> </ul>	2014-2016	Administration and classroom teachers		1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	13,655
				2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	24,078
<p>Front load students with academic vocabulary and pre-teaching strategies</p> <ul style="list-style-type: none"> <li>Familiar with content</li> <li>Builds Confidence</li> <li>Increased Participation</li> <li>Increased Test Scores</li> </ul>	2014-2016	Administration, classroom teachers, and instructional aides		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Common Assessments: <ul style="list-style-type: none"> <li>• Equal access to the curriculum</li> <li>• Stay on the pacing guide (Focus on Essential Standards)</li> <li>• Data collection that is consistent</li> <li>• Consistent comparison of data</li> <li>• Identify Student Needs</li> <li>• Sharing data provides opportunity for professional development</li> <li>• Teachers reflect on shared data and identify best instructional practices</li> </ul>	2014-2016	Administration, classroom teachers, and instructional aides		None Specified	None Specified	0
Differentiated Instruction: <ul style="list-style-type: none"> <li>• All students will succeed in moving toward proficiency</li> </ul>	2014-2016	Administration, classroom teachers, and instructional aides		4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3,780
<ul style="list-style-type: none"> <li>• Implementation of Basic Math Facts Program</li> <li>• Implementation of Afterschool Intervention Program Addressing Subskill Deficits)</li> </ul>	2014-2016	Administration, classroom teachers, and instructional aides		4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3,780

## Planned Improvements in Student Performance

### 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: ELA</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
Students below ADVANCED will move a minimum of 1 proficiency band in ELA on the end of the year District Wide Benchmark.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
District Benchmark Tests Common Formative Assessments Teacher Created Tests Read Naturally Illuminate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Deployment – breaking up into areas of specific need / levels <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Ability to target specific students' needs</li> <li>• Students engaged in learning</li> <li>• Paraprofessionals used to help differentiate instruction</li> <li>• Teacher Training</li> <li>• walk throughs, observations - focus on SIOP</li> </ul>	2014-2016	Administration, classroom teachers, and instructional aides		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	13,655 25,138
Integrate ELA throughout the curriculum / ELA in content areas <ul style="list-style-type: none"> <li>• Small groups working on specific standards based on benchmarks</li> <li>• Authentic assessment</li> <li>• Checking for understanding</li> <li>• Increased reading skills</li> <li>• Increased comprehension across the curriculum</li> </ul>	2014-2016	Administration, classroom teachers, instructional aides		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meaningful use of data <ul style="list-style-type: none"> <li>• Small groups working on specific standards based on benchmark testing data results</li> <li>• Teacher training regarding data analysis from formative and summative assessments</li> <li>• Student Performance Meetings (Twice per year) Data Reflection</li> <li>• Specific standards retaught (intervention)</li> <li>• Relearning/reflecting on standards</li> </ul>	2014-2016	Administration, classroom teachers, instructional aides		None Specified	None Specified	0
Progress Monitoring for Students not Proficient <ul style="list-style-type: none"> <li>• All students succeed in moving toward proficiency</li> <li>• District Benchmark testing and progress monitoring of individual students not yet proficient</li> <li>• Teacher Training</li> </ul>	2014-2016	Administration, classroom teachers, instructional aides		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention to Address Subskill Deficits <ul style="list-style-type: none"> <li>• Small groups working on specific subskill deficits based on data from multiple assessments</li> <li>• Specific subskill deficits retaught (intervention)</li> <li>• Relearning/reflecting on prerequisite standards not met</li> <li>• Teacher Training</li> </ul>	2014-2016	Administration, classroom teachers, instructional aides		4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3,780
				4000-4999: Books And Supplies	General Fund	13,000

## Planned Improvements in Student Performance

### 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Safe School</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
All students will be educated in a learning environment that is safe, drug-free and conducive to learning.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Data from office referrals Safe School Ambassador Survey Healthy Kids Survey Olweus Anti-Bullying Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A) Implementation of the Safe School Ambassador Program b) Partnership with the Kingsburg Police Department/GREAT Program	A) Aug - May B) Aug - May	Administration, Advisor to the Safe School Ambassador Program, and classroom teachers		None Specified	District Funded	1,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A) Fresno Sheriff's Department Chaplain Service B) Student Advisory Program	A) Aug - May B) Aug - May	Administration and classroom teachers		None Specified	District Funded	
A) Implementation of Olweus Bullying Prevention Program District-Wide	A) Aug - May	Full Staff		None Specified	District Funded	

## Planned Improvements in Student Performance

### 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 academic performance index (API) and adequate yearly progress growth (AYP) 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: GATE</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet the student's particular abilities and talents.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
A) The program reflects the interest and needs of those participating students. At the end of the year, students will participate in a survey reflecting on the year's program. B) Benchmark Tests C) Common Formative Assessment Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A) Identification of GATE Students based on District Wide Benchmark and entry exam	A) Fall 2014	Administration and classroom teachers	4000-4999: Books And Supplies	General Fund	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A) Provide high quality materials for GATE students	2014-2016	Administration and classroom teachers		1000-1999: Certificated Personnel Salaries	General Fund	1,200
				4000-4999: Books And Supplies	General Fund	2,500

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in CELDT</b>
<b>SCHOOL GOAL #1:</b>
BEGINNING to EARLY ADVANCED EL students will advance 1 CELDT level

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Siop will continue to be the instructional model to be used to instruct all students. Teachers will be able to prepare lessons by building upon background knowledge and finding more opportunities for students to interact with each other and between teacher and student.	2014-2016	Administration and Classroom Teachers				
Daily ELD instruction will be provided for EL students.	2014-2016	Administration and Classroom Teachers				
Appropriate ELD materials will be used for our EL's to guide their progress. ELD benchmarks will be used to chart their progress	2014-2016	Administration, District EL Coordinator, and Classroom Teachers				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Math</b>
<b>SCHOOL GOAL #2:</b>
Students below ADVANCED will move a minimum of 1 proficiency level in mathematics on the end of the year District wide benchmark.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will adhere to a common pacing guide to ensure that the COI process is still useful. The data from these meetings will allow teachers the opportunity to identify key Common Core State Standards that need to be addressed.	2014-2016	Administration and Classroom Teachers				
Teachers will use the SIOP protocol to provide students will quality lessons, providing students will multiple opportunities to be successful.	2014-2016	Administration and Classroom Teachers				
Teachers will utilize instructional aides to assist struggling students in the classroom.	2014-2016	Administration, Classroom Teachers, and Instructional Aides				
Teachers will meet in weekly PLC's to determine the best course of action for their students. Struggling students will have the opportunity to be in our after school intervention programs in order to fill any instructional holes.	2014-2016	Administration and Classroom Teachers				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA</b>
<b>SCHOOL GOAL #3:</b>
Students below ADVANCED will move a minimum of 1 proficiency level in ELA on the end of the year District wide benchmark.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will adhere to the pacing guide created in order to ensure that all students are learning the same material which will assist finding out what students need to know.	2014-2016	Administration and Classroom Teachers				
Teachers will continue to provide instruction using SIOP. Quality lessons will be provided where students have multiple opportunities to interact and be successful.	2014-2016	Administration and Classroom Teachers				
Teachers will meet in weekly PLC's where the gathering and sharing of data will assist teachers in determining what standards will be taught and share best practices. The use of instructional aides in the classroom will assist with struggling students.	2014-2016	Administration, Classroom Teachers, and Instructional Aides				
After school intervention classes will be available for those students who are in need of additional support.	2014-2016	Administration and Classroom Teachers				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Safe School</b>
<b>SCHOOL GOAL #4:</b>
All students will be educated in a learning environment that is safe, drug-free and conducive to learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue working with KPD through their GREAT program to reach students	2014-2016	Administration and Classroom Teachers				
Continue working with the Fresno County Sheriff's Chaplain Service and Lori Rodgers to provide students with different adults here on campus.	2014-2016	Administration and Classroom Teachers				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in GATE</b>
<b>SCHOOL GOAL #5:</b>
To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet the student's particular abilities and talents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be placed in GATE classes based on performance on District wide benchmark and GATE assessment to be given in the fall	2014-2016	Administration				
Students will be provided with high quality materials to use while in the GATE program for enrichment	2014-2016	Administration and Classroom Teacher				



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	1,200.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	44,379.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	65,485.00
4000-4999: Books And Supplies	General Fund	17,500.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	11,340.00
None Specified	District Funded	1,000.00
None Specified	None Specified	0.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	1,000.00
General Fund	18,700.00
None Specified	0.00
Title I Part A: Basic Grants Low-Income and Neglected	121,204.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	45,579.00
2000-2999: Classified Personnel Salaries	65,485.00
4000-4999: Books And Supplies	28,840.00
None Specified	1,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	33,338.00
<b>Goal 2</b>	45,293.00
<b>Goal 3</b>	55,573.00
<b>Goal 4</b>	1,000.00
<b>Goal 5</b>	5,700.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Beck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chad Bennett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brenda Brandon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heidi East	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patty Gonzales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Huerta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rachelle Hurtado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jana Krahn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bobby Rodriguez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matt Stovall	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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)**:

- |  |   |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee                 | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee                   | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee                            | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee        | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee                       | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary)                     | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list):  | <hr style="border: 0; border-top: 1px solid black;"/> 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 April 29, 2014.

Attested:

Bobby Rodriguez		
Typed Name of School Principal	Signature of School Principal	Date

Stephanie Huerta		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date